

Palos Verdes Intermediate

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mrs. Trista Ramirez, Principal

Principal, Palos Verdes Intermediate

About Our School

PVIS is committed to providing a learning community that allows our students access to the highest level of education while remaining focused on their social-emotional needs. Our staff works diligently to equip our students with the skills and tools necessary to achieve their highest potential; academically, personally and socially. Without the support of our community, we could not sustain the excellence that our school has achieved. The PVIS faculty and staff remain steadfast in our commitment to outstanding education for all students.

Contact

*Palos Verdes Intermediate
2161 Via Olivera
Palos Verdes Estates, CA 90274-1983*

*Phone: 310-544-4816
E-mail: ramirez@pvpsd.net*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Don Austin
E-mail Address	austind@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2017-18)	
School Name	Palos Verdes Intermediate
Street	2161 Via Olivera
City, State, Zip	Palos Verdes Estates, Ca, 90274-1983
Phone Number	310-544-4816
Principal	Mrs. Trista Ramirez, Principal
E-mail Address	ramirez@pvpusd.net
Web Site	http://pvis.pvpusd.net
County-District-School (CDS) Code	19648656021257

Last updated: 1/5/2018

School Description and Mission Statement (School Year 2017-18)

The PVIS mission is to provide our youth with an educational environment that challenges all students to develop their social, emotional, and academic potentials. Our goal is for students to respect one another and the diversity of our surrounding community. Through the combined efforts of our enthusiastic staff members, involved parents and a supportive community, our students will come to desire life-long learning through modern strategies and resources.

The vision of Palos Verdes Intermediate School is to provide a learning community that allows our students access to the highest level of education while remaining focused on their social-emotional needs. Our staff works diligently to equip our students with the skills and tools necessary to achieve their highest potential; academically, personally and socially.

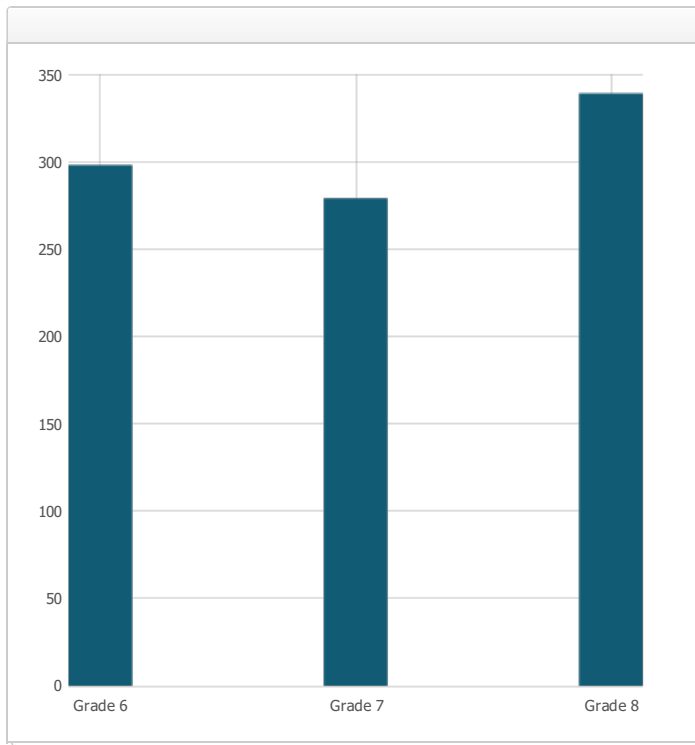
Palos Verdes Intermediate School is in a picturesque setting, nestled in the bluffs overlooking the Pacific Ocean. The Palos Verdes Intermediate School campus provides a rich environment for its students and staff. The efforts of the community, parents, teachers, staff, and students have created a tradition of excellence at PVIS.

Since inception, Palos Verdes Intermediate School has been a high achieving school. Through programs specially tailored to meet the developmental needs of early adolescence, Palos Verdes Intermediate School is committed to providing all students with the academic and personal foundations needed to be prepared for a challenging high school curriculum and to participate positively as members of the local and global community. To encourage achievement and personal development, PVIS offers a supportive social and emotional atmosphere. Creating a rich physical, academic, social, and emotional environment, PVIS is clearly a team effort. The dedication and commitment of all stakeholders demonstrates a deep pride in the school and places a high value on ensuring that every student reaches his or her potential.

Last updated: 1/5/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	298
Grade 7	279
Grade 8	339
Total Enrollment	916



Last updated: 1/3/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.2 %
Asian	24.2 %
Filipino	1.4 %
Hispanic or Latino	7.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	54.0 %
Two or More Races	10.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	2.3 %
English Learners	6.1 %
Students with Disabilities	7.5 %
Foster Youth	0.0 %

Last updated: 1/3/2018

A. Conditions of Learning

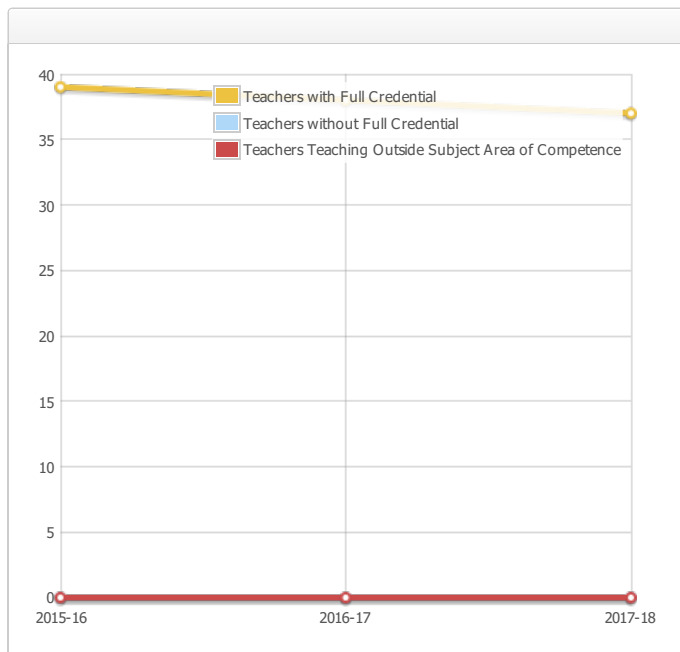
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

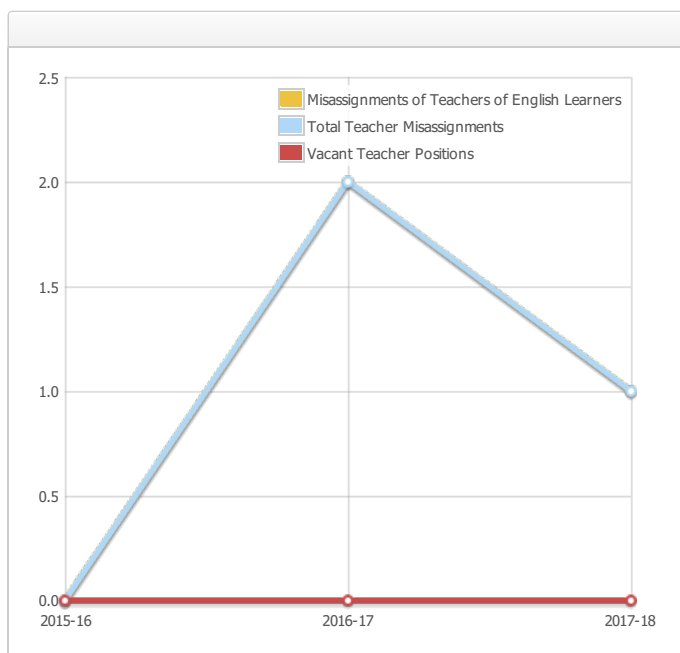
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	39	38	37	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	2	1
Total Teacher Misassignments*	0	2	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade 6</p> <p>StudySync G6 CA Student Online w/Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-07-679256-6 StudySync Grade 6 California ELD Teacher Resource Companion – ISBN 978-1-94-276491-5 StudySync Teacher Edition - Unit 1 – 978-0-94-328648-5 StudySync Teacher Edition - Unit 2 - 978-0-94-328649-2 StudySync Teacher Edition - Unit 3 - 978-0-94-328650-8 StudySync Teacher Edition - Unit 4 - 978-0-94-328651-5 StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5 StudySync Gr6 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328603-4</p> <p>Grade 7</p> <p>StudySync G7 CA Student Online w/Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-07-679262-7 StudySync Grade 7 California ELD Teacher Resource Companion – ISBN 978-1-94-276492-2 StudySync Teacher Edition - Unit 1 – 978-0-94-328652-2 StudySync Teacher Edition - Unit 2 - 978-0-94-328653-9 StudySync Teacher Edition - Unit 3 - 978-0-94-328654-6 StudySync Teacher Edition - Unit 4 - 978-0-94-328655-3 StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5 StudySync Gr7 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328605-8</p> <p>Grade 8</p> <p>StudySync G8 CA Student Online w/Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-07-679268-9 StudySync Grade 8 California ELD Teacher Resource Companion – ISBN 978-1-94-276493-9 StudySync Teacher Edition - Unit 1 – 978-0-94-328656-0 StudySync Teacher Edition - Unit 2 - 978-0-94-328657-7 StudySync Teacher Edition - Unit 3 - 978-0-94-328658-4 StudySync Teacher Edition - Unit 4 - 978-0-94-328659-1 StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5 StudySync G87 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328605-8</p>	Yes	0.0 %
Mathematics	<p>PVCM 6, 6 Accl</p> <p>Big Ideas Math Course 1, Houghton Mifflin Harcourt, 2015</p> <p>PVCM 7; PVCM 7/8; Bridge to Algebra</p> <p>Big Ideas Math Course 2 Accelerated, Houghton Mifflin Harcourt, 2015; ISBN #978-1-60840-671-5 PVCM 8 Big Ideas Math Course 3, Houghton Mifflin Harcourt, 2015 ISBN #978-1-608-40672-2</p> <p>Grade 8 Algebra; Algebra 1/B; Algebra 1 Honors:</p> <p>Big Ideas Math Algebra 1, HMH, 2015, ISBN #978-0-544-58568-3 Geometry; Geometry Honors: Big Ideas Math Geometry, HMH, 2015; ISBN #978-0-544-58586-7</p>	Yes	0.0 %
Science	<p>Grade 6</p> <p>Earth Science, Holt, Reinhart & Winston, 2007</p>	Yes	0.0 %

	<p>Grade 6</p> <p>Study Guide B/Directed Rdg for Science & Technology Earth (CA), Holt, 2007</p> <p>Grade 7</p> <p>Life Science, Holt, Reinhart & Winston, 2007</p> <p>Grade 7</p> <p>Study Guide B/Directed Rdg Worksheets for Life Science (CA), Holt 2007</p> <p>Grade 8</p> <p>Physical Science, Holt, Reinhart & Winston, 2007</p> <p>Grade 8</p> <p>Study Guide A/Directed Rdg Worksheets for Physical Science (CA), Holt, 2007</p> <p>Grade 8</p> <p>Study Guide B/Directed Rdg Worksheets for Physical Science (CA), Holt, 2007</p>		
History-Social Science	<p>Grade 6</p> <p>World History: Ancient Civilizations, Holt, 2006</p> <p>Grade 7</p> <p>World History: Medieval to Early Modern Times, Holt, 2006</p> <p>Grade 8</p> <p>United States History Independence to 1914, Holt, 2006</p>	Yes	0.0 %
Foreign Language	<p>Spanish 1 (grades 6-12) En Espanol, Level 1, McDougal, Littell & Company, 2004</p> <p>Espanol Workbook 1, McDougal Littell, 2004</p>	Yes	0.0 %
Health	<p>Grade 7</p> <p>Decisions for Health (Level Red), Holt, Reinhart and Winston, 2004</p> <p>Grades 8-12</p> <p>Lifetime Health, Holt, Reinhart and Winston, 2004</p>	Yes	0.0 %
Visual and Performing Arts	<p>Grade 6-7</p> <p>Art I: Music: Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986</p> <p>Grade 8</p> <p>Art II: Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986</p> <p>Grade 8</p> <p>Art III: Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1987</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

This school has 31 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1964. At that time it was called Margate Intermediate School. Due to declining enrollment the school was closed in 1991 and then, because of increased enrollment District-wide, reopened in 2002 as Palos Verdes Intermediate School. Between 2002 and 2004 portables were added to the campus. Seven are used as classrooms and two are used for lockers. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

This school year, due to the generosity of our PTSA, we were able to finish the third phase of our locker replacement plan. The 6th-grade pod had new lockers installed in the final phase of the project funded by our parent community.

Last updated: 1/5/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Regular hydrojetting of sewer lines required.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Fixures are old. Funding for replacement needs discussion. Water lines old, but functional.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Repair/replacement of rain gutters to be reviewed after recycling cost estimates.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt in parking lot needs assessment for repair or replacement. Fencing restricting access from parking lot to field to be reviewed.

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
----------------	------

Last updated: 1/3/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	80%	77%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	76%	72%	73%	72%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/3/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	915	860	93.99%	76.74%
Male	455	434	95.38%	73.27%
Female	460	426	92.61%	80.28%
Black or African American	15	15	100.00%	73.33%
American Indian or Alaska Native	--	--	--	
Asian	220	212	96.36%	80.66%
Filipino	--	--	--	
Hispanic or Latino	69	66	95.65%	62.12%
Native Hawaiian or Pacific Islander	--	--	--	
White	496	459	92.54%	76.03%
Two or More Races	101	94	93.07%	82.98%
Socioeconomically Disadvantaged	26	26	100.00%	61.54%
English Learners	84	78	92.86%	61.54%
Students with Disabilities	72	63	87.50%	17.46%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/3/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	915	864	94.43%	71.99%
Male	455	436	95.82%	73.17%
Female	460	428	93.04%	70.79%
Black or African American	15	15	100.00%	60.00%
American Indian or Alaska Native	--	--	--	
Asian	220	214	97.27%	84.11%
Filipino	--	--	--	
Hispanic or Latino	69	66	95.65%	53.03%
Native Hawaiian or Pacific Islander	--	--	--	
White	496	462	93.15%	67.97%
Two or More Races	101	93	92.08%	80.65%
Socioeconomically Disadvantaged	26	26	100.00%	34.62%
English Learners	84	80	95.24%	67.50%
Students with Disabilities	72	62	86.11%	14.52%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/3/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	92.0%	93.0%	87.0%	87.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/3/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	9.6%	25.4%	55.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/3/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is a critical factor supporting a child's success throughout their school years from kindergarten through high school. PVIS is committed to including parents in their child's intermediate school career through a variety of parent organizations. This school to home connection starts with the connection between our teachers and the students' families. Our teachers are accessible to parents via email and phone. Important information is also made available to parents via the school website, teacher websites, and the principal's bi-monthly emails. Aeries.net allows parents to email teachers, check grades, review explanations of assignments and projects, and identify sources of enrichment or assistance through the internet.

PVIS also has a very active PTSA and Booster Club on campus to support the needs of our students. Our PTSA sponsors all-school assemblies, Red Ribbon and Yellow Ribbon Week programs, teacher appreciation activities, and a book fair. The PTSA publishes an electronic parent newsletter that contains information about the school, events in the district, and school success tips.

Our Booster Club also holds monthly meetings open to all interested parties. The Booster Club sponsors our school based clubs, activities and athletics. Our sports teams compete against other local intermediate schools in league competition and are open to all students who wish to participate.

This year, both the PTSA and Booster Club have come together to jointly support a fundraising effort to increase the number of Chromebooks in our classrooms. Through the combined efforts and support of our parent groups, PVIS has been able to increase the technology available to all students in our classrooms.

The School Site Council includes elected parent members and is responsible for developing and monitoring our school goals.

State Priority: Pupil Engagement

Last updated: 1/5/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

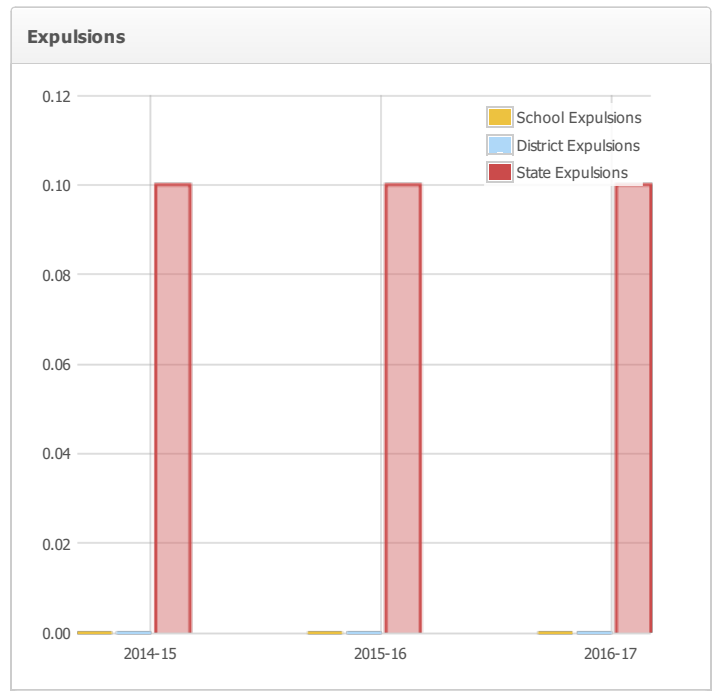
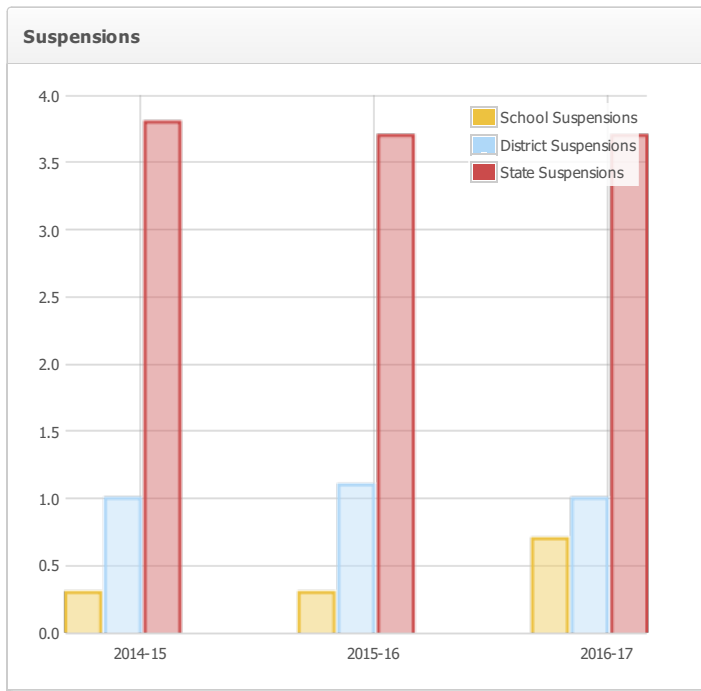
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3%	0.3%	0.7%	1.0%	1.1%	1.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/3/2018

School Safety Plan (School Year 2017-18)

A review of our school indicates that the students, parents, and staff of Palos Verdes Intermediate School are safe on campus, off campus at school-sponsored events, and traveling directly to and from school.

Palos Verdes Intermediate performed monthly practice disaster drills, fire, earthquake duck and cover, and evacuation as well as the "Great American Quake-Out."

During the period between August 28th, 2015 and June 4th 2016, there were 15 school suspensions and 0 incidents of hate crimes.

PVIS is a closed campus. All visitors are required to check in at the office and obtain a visitors identification badge so that our campus security personnel can recognize them.

PVIS and the PVPUSD Education Foundation has offered presentations to both students and parents focusing on student cyber safety and wellness.

Safety of students is our number one priority. All students are required to read and sign the Safe School Contract along with their parents. This contract gives detail of the consequences of bullying, details the schools progressive discipline policy and instructs students on how report any incident that occurs in the school setting. Throughout the school year we have grade level and small group assemblies in which discussion of behavior standards are reinforced.

Plan Adopted by School Site Council February 6, 2017

Plan approved by District Governing Board on February 22, 2017

Last updated: 1/3/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	4	8	12	31.0	3	5	14	31.0	2	9	12
Mathematics	25.0	7	1	8	21.0	4	4	3	19.0	3	0	2
Science	34.0	0	4	15	32.0	0	5	14	33.0	0	8	11
Social Science	34.0	0	4	15	33.0	0	10	9	33.0	2	2	15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/3/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/5/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5076.0	\$1.0	\$5074.9	\$77889.8
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-66.6%	-2.8%
State	N/A	N/A	\$6574.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	-25.7%	0.1%

Note: Cells with N/A values do not require data.

Last updated: 1/8/2018

Types of Services Funded (Fiscal Year 2016-17)

For the 2016-17 school year, Palos Verdes Peninsula Unified School District spent an average of \$10,379.39 to educate each student (based on 2016-17 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction and certain other expenditures. This calculation is required by law annually and is compared to other districts statewide. In addition to general fund state funding, Palos Verdes Peninsula Unified receives federal, state and local funding for special programs. For the 2016-17 school year, the District received approximately \$728.18 per student in federal, state and local aid for the following categorical, special education and support programs:

Title I
 Special Education IDEA Local Assistance
 Special Education IDEA Preschool
 Special Education IDEA Preschool Local Entitlement
 Special Education IDEA Mental Health
 Special Education IDEA Preschool Staff Development
 Career and Technical Education
 Title II
 Title III
 Restricted Lottery
 Special Education
 Special Education Mental Health Services
 College and Career Readiness
 Specialized Secondary Programs
 Metropolitan Water District Grant
 Music Donation Grant
 Project Lead the Way
 Special Children's League
 Los Angeles County Arts Commission

Last updated: 1/8/2018

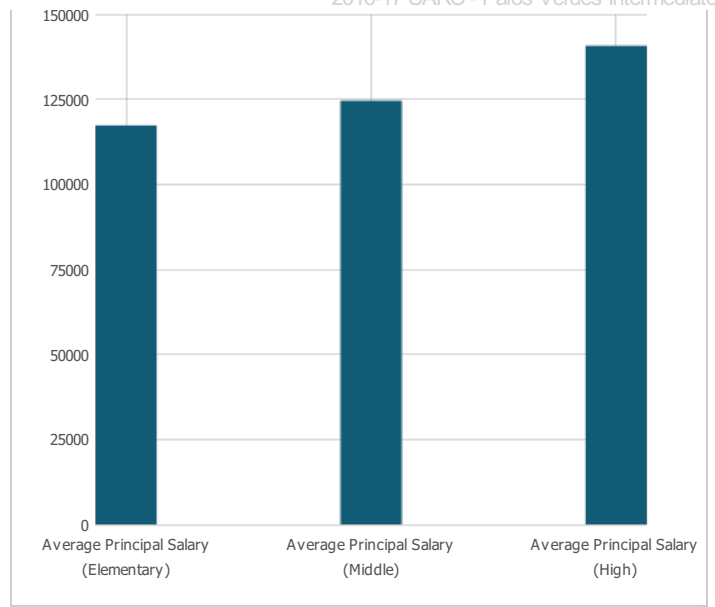
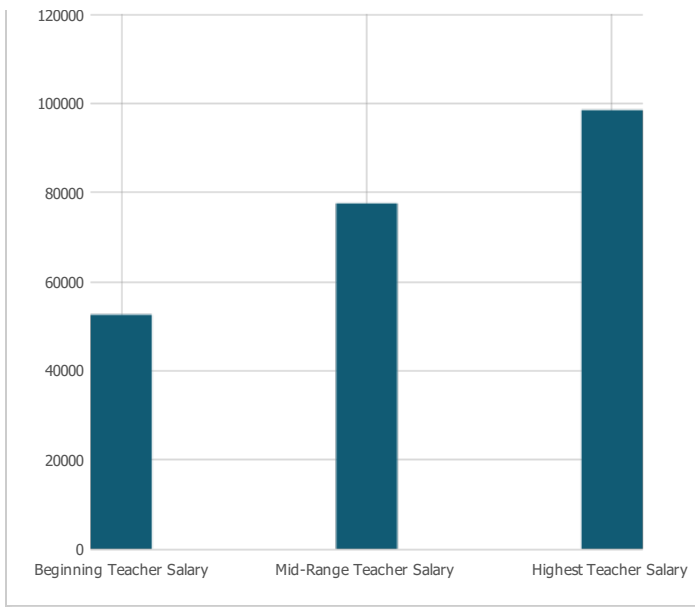
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,571	\$48,522
Mid-Range Teacher Salary	\$77,531	\$75,065
Highest Teacher Salary	\$98,471	\$94,688
Average Principal Salary (Elementary)	\$117,278	\$119,876
Average Principal Salary (Middle)	\$124,573	\$126,749
Average Principal Salary (High)	\$140,701	\$135,830
Superintendent Salary	\$270,746	\$232,390
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/3/2018

Professional Development

PVIS has an early release for students on Monday, allowing for weekly collaboration amongst the faculty and staff. For the 17-18 school year, a rotation schedule was created to ensure consistency in the Monday meetings for the teaching staff. The weekly rotation of the meeting is a full faculty meeting, department meeting, student advocacy meeting, and instructional planning. Each meeting is held on a rotating Monday for one hour, with a focused agenda related to that particular week.

For the 2017-18 school year, the PVIS faculty and staff are focused on our implementation of PBIS (Positive Behavior Intervention Support) with the goal of schoolwide implementation in the 2018-19 school year. The PBIS team presents monthly to the staff to ensure implementation by the staff with full fidelity. The focus for this school year is developing an understanding of the PBIS framework and how it can drive school culture. Through the work with all staff, the PBIS team is developing the schoolwide matrix and student behavior expectations, which will be rolled out to the students in the coming school year.

Last updated: 1/5/2018