

Vista Grande Elementary

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.



Ms. Jeri Delatorre, Principal

Principal, Vista Grande Elementary

About Our School

Vista Grande is located on the west side of the Palos Verdes Peninsula overlooking the Pacific Ocean. The school is one of ten elementary schools within the Palos Verdes Peninsula Unified School District. It has a commanding view of the Palos Verdes Peninsula, the Pacific Ocean and its offshore islands. Vista Grande is known for its high performing students, active and involved parents, and dedicated, professional staff. All staff members are dedicated to promoting a growth mindset among our students. It is our goal to empower all students to strive for their best, to problem-solve and persevere. The ethnic diversity of the student body encourages a global awareness that teachers incorporate into their daily lessons. Students who participate in the Team Kids program practice civic responsibility and leadership. Team Kids is a student-driven effort that supports a different charitable cause each month. Parents are involved in classroom support, volunteering in the library, teaching art lessons and gardening with students. Vista Grande's supportive PTA allows the children to experience top-quality assemblies and field trips that enrich the curriculum. Fourth and Fifth Grade students experience STEM lessons through Project Lead the Way. The experienced, highly qualified teachers of Vista Grande meet regularly for professional development and grade-level planning. Frequent communication with parents is evidence of their passion for each child's success. It is the combined efforts of parent, teacher and child that make Vista Grande a strong, yet intimate, community of learners.

Contact

Vista Grande Elementary
7032 Purpleridge Dr.
Rancho Palos Verdes, CA 90275-3059

Phone: 310-377-6066
E-mail: delatorre@pvpusd.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	Vista Grande Elementary
Street	7032 Purpleridge Dr.
City, State, Zip	Rancho Palos Verdes, Ca, 90275-3059
Phone Number	310-377-6066
Principal	Ms. Jeri Delatorre, Principal
E-mail Address	delatorre@pvpusd.net
Web Site	http://vistagrande.pvpusd.net
County-District-School (CDS) Code	19648656021372

Last updated: 1/4/2018

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

Vista Grande is truly a neighborhood school. Many students walk or ride bikes to our campus which is centrally located on the Palos Verdes Peninsula. We are proud of the global understanding that naturally occurs as a result of our ethnic diversity. Roughly 20% of our student population is comprised of English Language Learners. High expectations, teacher expertise, parent support and student enthusiasm has lead to consistently high test scores. Vista Grande Voyagers are involved in STEM education, instrumental music, gardening, high quality PE instruction as well as instruction in technology and research skills. Our active parent community contributes to outstanding art education through Art at Your Fingertips lessons. Parent leadership has also resulted in a successful Run Club and Science Olympiad team. These collaborative partnerships are key to the real sense of family experienced by all Vista Grande Voyagers.

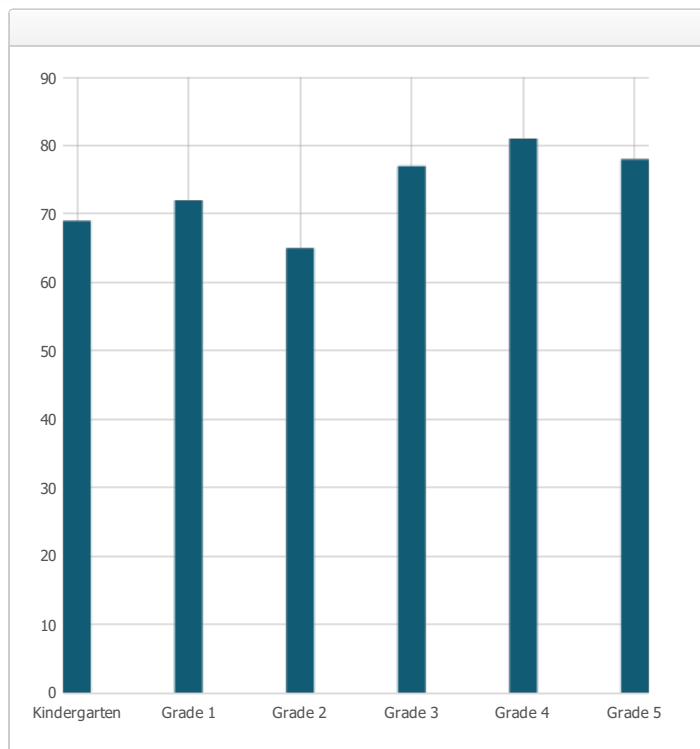
Vision Statement:

A Vista Grande Voyager will be a confident, creative thinker. He/She will be a positive role model and communicator who contributes to the community, demonstrating respect and the appreciation of differences through caring behavior toward all its members.

Last updated: 1/4/2018

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	72
Grade 2	65
Grade 3	77
Grade 4	81
Grade 5	78
Total Enrollment	442



Last updated: 1/4/2018

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

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	0.5 %
Asian	48.2 %
Filipino	1.6 %
Hispanic or Latino	8.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	31.9 %
Two or More Races	7.5 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	2.9 %
English Learners	24.2 %
Students with Disabilities	4.8 %
Foster Youth	0.0 %

Last updated: 1/4/2018

A. Conditions of Learning

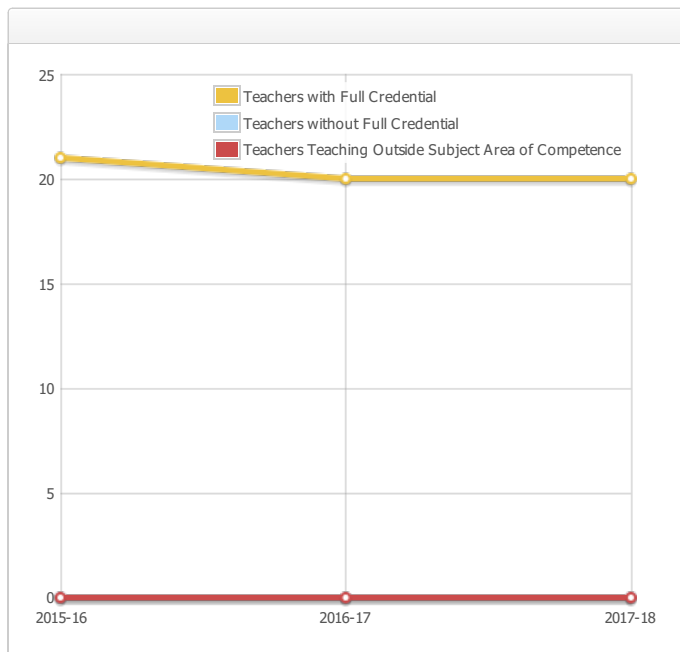
State Priority: Basic

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

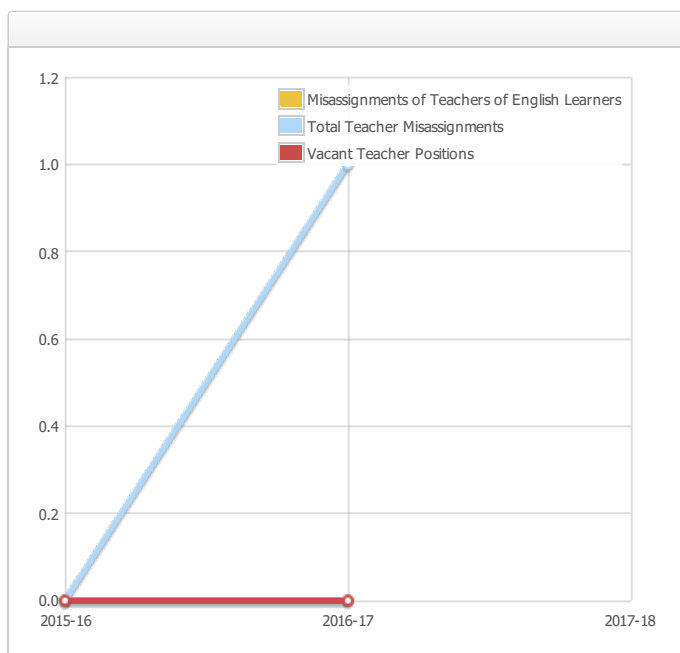
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	20	20	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	0	
Total Teacher Misassignments*	0	1	
Vacant Teacher Positions	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: 1/4/2018

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 K</p> <p>Practice Book Student Edition, Level K, Houghton Mifflin, 2003</p> <p>Grade 1</p> <p>Student Anthology, Here We Go, Level 1, Houghton Mifflin, 2003</p> <p>Student Anthology, Lets Be Friends Level 1.2, Houghton Mifflin, 2003</p> <p>Student Anthology, Surprises, Level 1.3, Houghton Mifflin, 2003</p> <p>Student Anthology, Treasures, Level 1.4, Houghton Mifflin, 2003</p> <p>Grade 2</p> <p>Student Anthology, Adventures, Level 2.1, Houghton Mifflin, 2003</p> <p>Student Anthology, Delights, Level 2.2, Houghton Mifflin, 2003</p> <p>Grade 3</p> <p>Student Anthology, Rewards, Level 3.1, Houghton Mifflin, 2003</p> <p>Student Anthology, Horizons, Level 3.2, Houghton Mifflin, 2003</p> <p>Grade 4</p> <p>Student Anthology, Traditions, Level 4, Houghton Mifflin, 2003</p> <p>Grade 5</p> <p>Student Anthology, Expeditions, Level 5, Houghton Mifflin, 2003</p>	Yes	0.0 %
Mathematics	<p>Grades K-5</p> <p>Math In Focus, Singapore Math, Houghton Mifflin Harcourt</p> <p>Math In Focus, HMH, 2012 Student Ed 978-0-547-64680-0 – Set of 4 – Kdg</p> <p>Student Edition, Book A Part 1</p> <p>Student Edition, Book A Part 2</p> <p>Student Edition, Book B Part 1</p> <p>Student Edition, Book B Part 2</p> <p>Math In Focus, HMH, 2015 Student Ed 978-0-544-22396-7 – Grade 1</p> <p>Math In Focus, HMH, 2015 Workbooks Bundle A&B 978-0-544-22400-1 – Grade 1</p> <p>Math In Focus, HMH, 2015 Student Ed 978-0-544-22406-3 – Grade 2</p> <p>Math In Focus, HMH, 2015 Workbooks Bundle A&B 978-0-544-22410-0 – Grade 2</p> <p>Math In Focus, HMH, 2015 Student Ed 978-0-544-22416-2 – Grade 3</p> <p>Math In Focus, HMH, 2015 Workbooks Bundle A&B 978-0-544-</p>	Yes	0.0 %

	22420-9 – Grade 3		
	Math In Focus, HMH, 2015 Student Ed 978-0-544-22426-1 – Grade 4		
	Math In Focus, HMH, 2015 Workbooks Bundle A&B 978-0-544-22430-8 – Grade 4		
	Math In Focus, HMH, 2015 Student Ed 978-0-544-22440-7 – Grade 5		
	Math In Focus, HMH, 2015 Workbooks Bundle A&B978-0-544-22430-8 – Grade 5		
Science	<p>Grade K</p> <p>California Science Big Book Flip Chart, Pearson-Scott Foresman, 2008</p> <p>Grades 1-2</p> <p>California Science, Pupil Edition, Pearson-Scott Foresman, 2008</p> <p>Grades 3-5</p> <p>California Science, Pupil Edition, MacMillan/McGraw-Hill, 2008</p>	Yes	0.0 %
History-Social Science	<p>Grade K</p> <p>History-Social Science for California, Pearson-Scott Foresman 2007</p> <p>Grade 1</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007 Unit Big Book Package</p> <p>Grade 2</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p>Grade 3</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p>Grade 4</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p>Grade 5</p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p>	Yes	0.0 %
Foreign Language			0.0 %
Health	<p>Grade TK</p> <p>Health and Wellness, McMillan/McGraw Hill, 2006</p> <p>Grades K-5</p> <p>Health and Fitness, Harcourt School Publishers, 2006</p>	Yes	0.0 %
Visual and Performing Arts	<p>Grades K-5</p> <p>Making Music, Silver Burdett</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

The Palos Verdes Peninsula Unified School District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the District office, or on the Internet at www.pvpusd.net

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 25 classrooms, a multipurpose room, a library, an administration building and two Kids' Corner rooms. The main campus was built in 1966 with 18 classrooms. Five portable classrooms were constructed in 1956 and two others in 1999, to accommodate increased enrollment. The multipurpose room was built in June 1992. One portable building is closed for use because of mold. The district is working to remediate the problem.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The administration building is secured with an alarm code that directly connects to the Security company. No other emergency facilities need exist at this school.

Playmats beneath the play equipment were replaced with artificial turf under the primary play structure. Playmats beneath the kindergarten play equipment were repaired to reduce and remove gaps between tiles.

Cleaning Process and Schedule

The District's Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at www.pvpusd.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All cleaning materials are "green", with no toxic chemicals.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Last updated: 1/4/2018

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 required on sewer lines.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Play structure matting repaired but replacement will be necessary.

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)	83%	82%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	78%	78%	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	240	231	96.25%	81.82%
Male	114	111	97.37%	77.48%
Female	126	120	95.24%	85.83%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	115	111	96.52%	85.59%
Filipino	--	--	--	
Hispanic or Latino	18	18	100.00%	66.67%
Native Hawaiian or Pacific Islander				
White	81	77	95.06%	79.22%
Two or More Races	15	14	93.33%	85.71%
Socioeconomically Disadvantaged	--	--	--	
English Learners	59	54	91.53%	64.81%
Students with Disabilities	14	14	100.00%	42.86%
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	240	236	98.33%	78.39%
Male	114	114	100.00%	79.82%
Female	126	122	96.83%	77.05%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	115	115	100.00%	86.09%
Filipino	--	--	--	
Hispanic or Latino	18	18	100.00%	44.44%
Native Hawaiian or Pacific Islander				
White	81	78	96.30%	75.64%
Two or More Races	15	14	93.33%	85.71%
Socioeconomically Disadvantaged	--	--	--	
English Learners	59	59	100.00%	71.19%
Students with Disabilities	14	14	100.00%	50.00%
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)	85.0%	91.0%	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
5	16.7%	52.6%	23.1%

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: 1/8/2018

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)

The parents and community of Vista Grande are actively involved and vitally interested in the education of their children. Vista Grande has a dynamic Parent/Teacher Association (PTA), that meets monthly. The PTA provides supplemental enrichment programs to support and enhance the instructional program. The PTA also provides funds for cultural enrichment programs, Art At Your Fingertips, supplemental classroom materials, audiovisual equipment, technology, and other auxiliary services and programs.

In addition to the PTA, interested parents actively participate on the School Site Council, English Language Advisory Committee, Gifted and Talented Education Parent Advisory Committee, and Peninsula Education Foundation. Parents and community members are encouraged and welcomed to participate on campus in a wide variety of activities, including volunteer work in the classroom, in the library-media center, in special school events, and in every facet of the school program.

State Priority: Pupil Engagement

Last updated: 1/4/2018

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

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

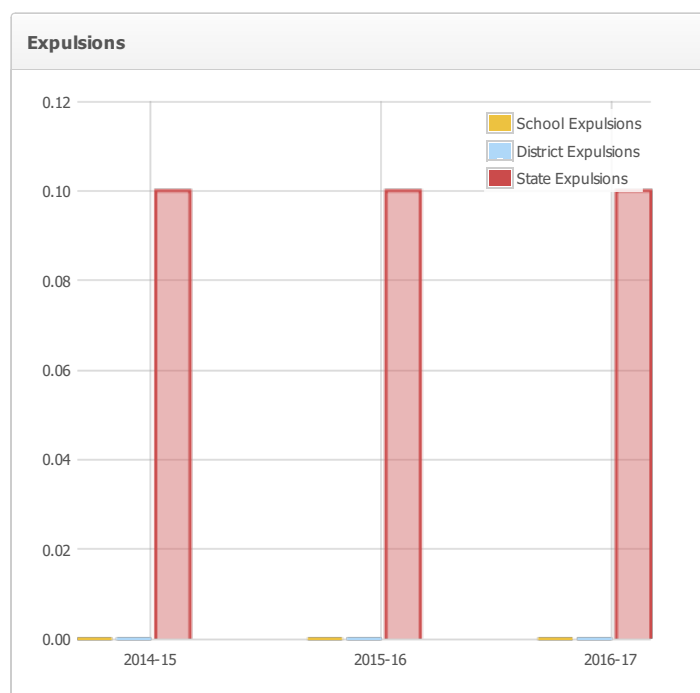
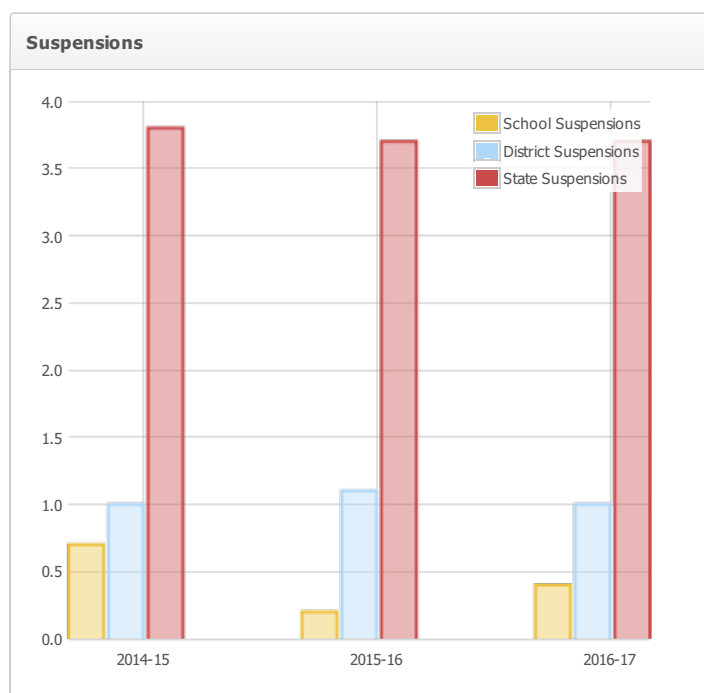
State Priority: School Climate

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	0.7%	0.2%	0.4%	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)

An assessment of the current status of school or school-related crime indicates that the students, parents, and staff of Vista Elementary School are safe on campus, off campus at school-sponsored events, and traveling directly to and from school.

School buildings are secured nightly by the custodian. The main office complex is alarmed on nights and weekends and the campus is securely gated around the entire perimeter. Gates remain closed during school hours. In addition, Vista Grande has a video surveillance system in place. All visitors to our campus are required to sign in at the front office and must wear a visitor's sticker to identify them. Staff members wear identification badges, including substitute teachers and visiting ancillary staff. Vehicle access Vista Grande is designed for safe and efficient drop off and pick up of children. Vehicles enter the parking lot from Golden Meadow, drop off children along the curb and exit onto Purpleridge Drive.

During the period between August 30, 2015 and January 31, 2016, there were zero suspensions. No incidents of hate crimes were experienced or reported.

Plan Adopted by School Site Council February 17, 2017

Plan approved by District Governing Board on February 22, 2017

Last updated: 1/5/2018

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 (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	3	0	24.0	0	4	0	23.0	0	3	0
1	23.0	0	3	0	24.0	0	2	0	24.0	0	3	0
2	24.0	0	3	0	23.0	0	3	0	22.0	0	3	0
3	25.0	0	3	0	23.0	0	3	0	26.0	0	3	0
4	33.0	0	1	1	32.0	0	2	0	33.0	0	1	1
5	31.0	0	2	1	32.0	0	2	1	31.0	0	2	1
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.4	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	2.0	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: 1/4/2018

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	\$5611.7	\$0.0	\$5611.7	\$71143.1
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-57.5%	-11.8%
State	N/A	N/A	\$6574.0	\$77824.0

Percent Difference – School Site and State	N/A	N/A	-15.8%	-9.0%
--	-----	-----	--------	-------

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

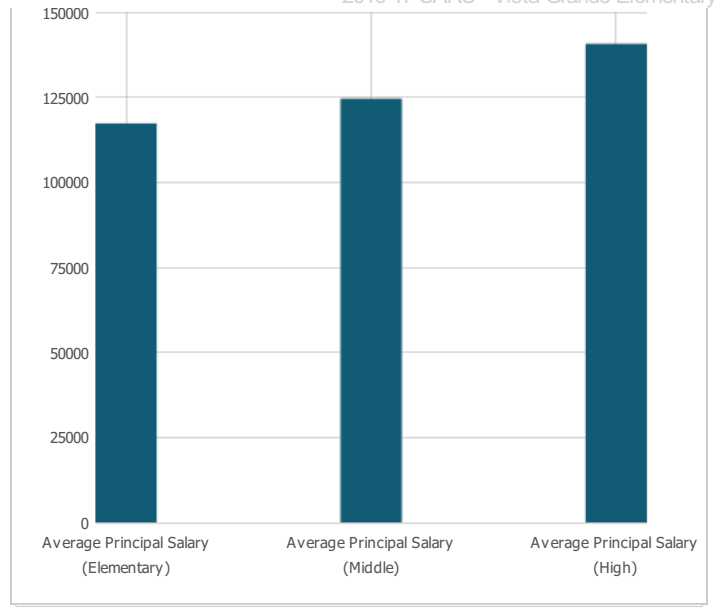
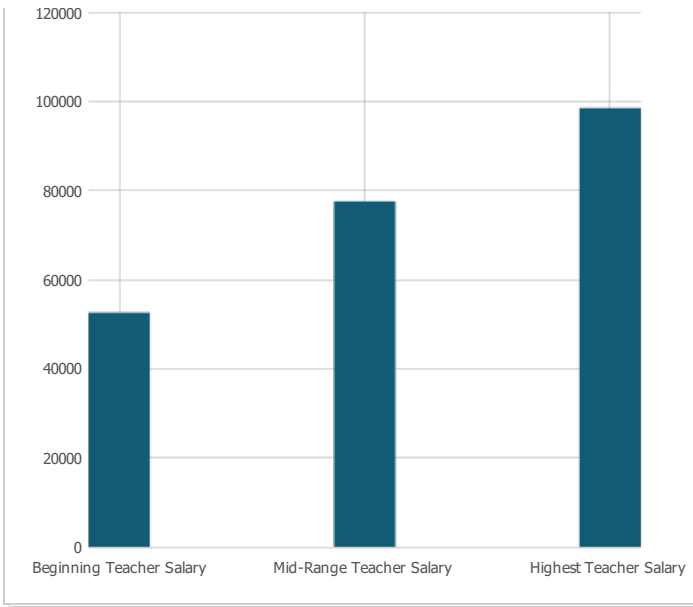
Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

PVPSD sets aside two days each school year for district-wide professional development. At Vista Grande professional development occurs on five Monday afternoons and is also woven into monthly staff meetings. Since 2015-16, Vista Grande has focused on developing a growth mindset. Implementing Common Core standards required shifts in thinking and teaching strategies. The work for teachers was supported by first embracing a personal growth mindset and then establishing this atmosphere in each classroom. As a school we learned that mistakes are opportunities and instead of saying "I can't", we can say "Not yet". In 2016-17, the implementation of new math curricula, Math in Focus, further challenged our growth mindsets. Teachers were trained by the publisher at the district wide professional development days and were supported through after school trainings in CGI (Cognitively Guided Instruction). Teachers on Special Assignment (TOSAs) met with individual teachers and grade levels throughout the year to troubleshoot and support the implementation of all components of Math in Focus. Additionally, increased demands for proficiency in technology led Vista Grande to pursue training during monthly PD afternoons with the support of Technology TOSA. Teachers became familiar with Office 365, sharing documents, a new classroom website platform and accessing data via Aeries to guide student instruction. Over the course of the past three years, every teacher has been evaluated, with goals tied directly to a school or district focus: math implementation, growth mindset and technology. Discussing observations and individual goal-setting has ensured positive growth toward all implementation goals.

Last updated: 1/4/2018