

Vista Grande Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



Dr. Taylor Holloway, 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, community involvement, families from diverse backgrounds, and dedicated, professional staff. All staff members are committed to promoting the education of the "whole child"; academics and social-emotional wellness. 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 practices and the school celebrates frequently. Students have multiple opportunities for school engagement through, but not limited to, Team Kids, Art at Your Fingertips, Field Trips, Media Center, and Gardening. Parents are actively 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. Our students are taught clear and consistent school-wide and classroom based behavioral expectations. They are rewarded for meeting these expectations and provided with multiple means of intervention when they need behavioral support. The experienced, highly qualified teachers of Vista Grande meet regularly for professional development and grade-level planning. For 2018-19, the staff continues its focus on instructional practices, tier 2 interventions in the classroom, positive behavior interventions and supports (PBIS), and social emotional curriculum (2nd Step). Staff communicate frequently with the school community and participate in school and PTA sponsored events. It is the combined efforts of parent, teacher and child that make Vista Grande a strong, yet intimate, community of diverse learners.

Contact

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

Phone: 310-377-6066
E-mail: hollowayt@pvpusd.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Alex Cheniss
E-mail Address	chernissa@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2018—19)	
School Name	Vista Grande Elementary
Street	7032 Purpleridge Dr.
City, State, Zip	Rancho Palos Verdes, Ca, 90275-3059
Phone Number	310-377-6066
Principal	Dr. Taylor Holloway, Principal
E-mail Address	hollowayt@pvpusd.net
Web Site	http://vistagrande.pvpusd.net
County-District-School (CDS) Code	19648656021372

Last updated: 12/13/2018

School Description and Mission Statement (School Year 2018—19)

Vista Grande is truly a neighborhood school. Many students walk or ride bikes to 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 and engagement. Vista Grande Voyagers receive a strong instructional program including 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 in addition to the many events offered at school such as the Fun Run, Back to School Luau, and Spring Carnival. These collaborative partnerships between the school and our parent community are key to the real sense of family experienced by all Vista Grande Voyagers.

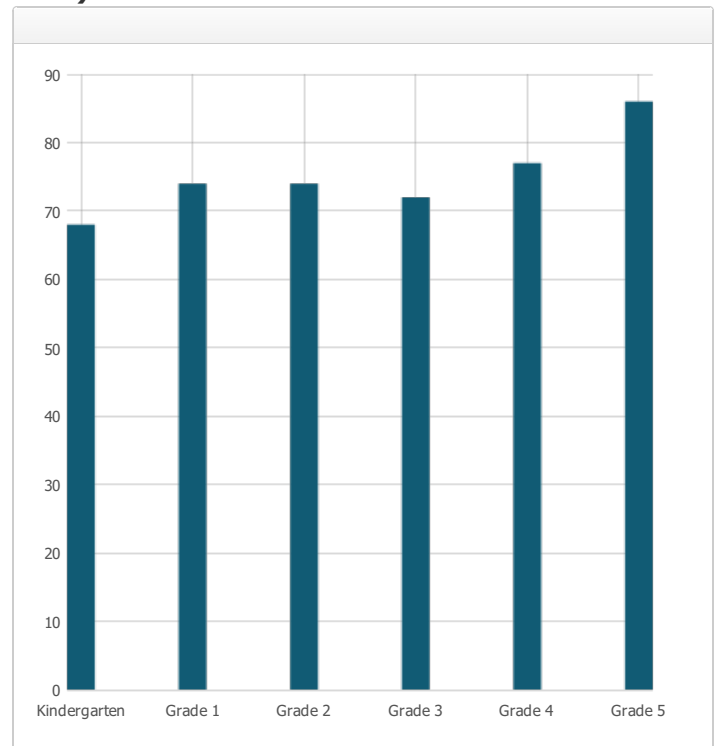
Vision Statement:

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: 12/17/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	68
Grade 1	74
Grade 2	74
Grade 3	72
Grade 4	77
Grade 5	86
Total Enrollment	451



Last updated: 12/11/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.2 %
Asian	45.7 %
Filipino	1.3 %
Hispanic or Latino	9.3 %
Native Hawaiian or Pacific Islander	%
White	31.9 %
Two or More Races	9.5 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.9 %
English Learners	18.6 %
Students with Disabilities	5.8 %
Foster Youth	%

A. Conditions of Learning

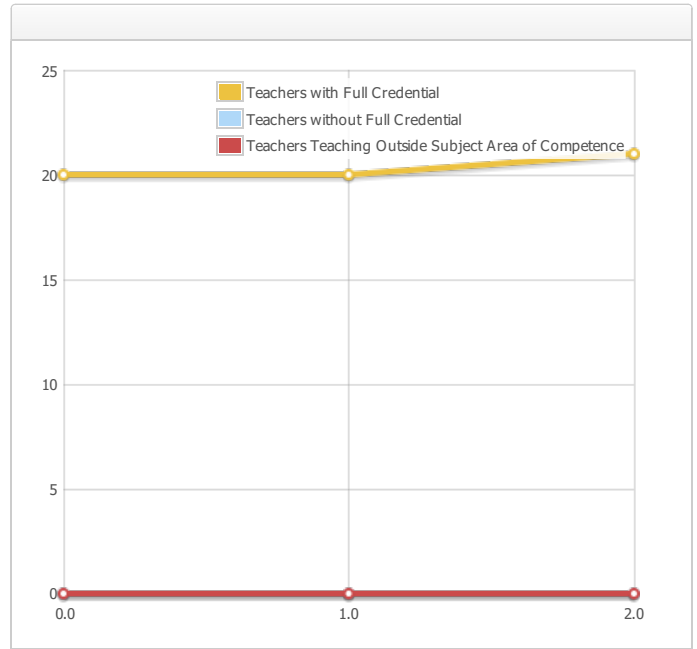
State Priority: Basic

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

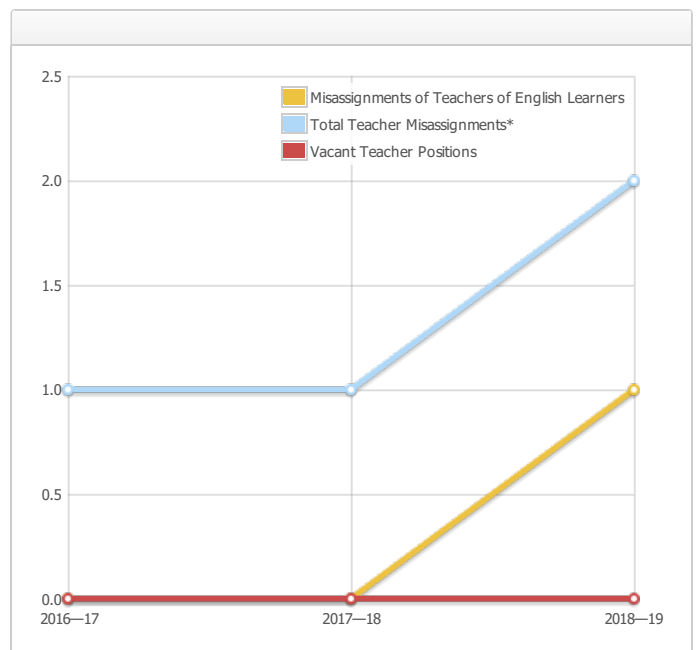
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	20	21	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	1	1	2
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: 12/11/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade TK</p> <p>McGraw-Hill World of Wonders (TK) McGraw-Hill World of Wonders Student and Teacher Resource Kit - 8yr subscription bundle - 978-0-07-680217-3 McGraw-Hill Reading Little Wonders My Word book Grade Pre-K - 978-0-07-666157-2 McGraw-Hill World of Wonders Student Workspace - 8yr subscription - 978-0-07-680114-5</p> <p>Grade K</p> <p>McGraw-Hill California Wonders 2017 ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade K - 978-0-07-677688-7 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners California My Language Book Grade K - 978-0-02-131134-7 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace - 8yr sub 6 seat Grade K - 978-0-02-133408-7</p> <p>Grade 1</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 1 - 978-0-07-677689-4 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners California My Language Book Grade 1 - 978-0-02-130413-4 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace - 8yr subscription 6 seat Grade 1 - 978-0-02-133409-4</p> <p>Grade 2</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 2 - 978-0-07-677691-7 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace 8yr subscription Grade 2 - 978-0-02-133412-4</p> <p>Grade 3</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 3 - 978-0-07-677693-1 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace 8yr subscription Grade 3 - 978-0-02-133413-1</p> <p>Grade 4</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 4 - 978-0-07-677694-8 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace 8yr subscription Grade 4 - 978-0-02-133416-2</p> <p>Grade 5</p> <p>ELA Stu Resources - McGraw-Hill Reading Wonders California Student - 8yr subscription bundle Grade 5 - 978-0-07-677696-2 ELD Stu Resources - McGraw-Hill Reading Wonders English Learners SE Workspace 8yr subscription Grade 5 - 978-0-02-133557-2</p>	Yes	0.0 %

Kindergarten

Math In Focus, HMH, 2012 Student Ed - Set of 4 (bundle) 978-0-547-64680-0
 Student Edition, Book A Part 1; ISBN 978-0-547-62526-3
 Student Edition, Book A Part 2; ISBN 978-0-547-62528-7
 Student Edition, Book B Part 1; ISBN 978-0-547-62524-9
 Student Edition, Book B Part 2; ISBN 978-0-547-62535-5

Grade 1

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19355-0
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19356-7
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19380-2
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19381-9

Grade 2

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19357-4
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19358-1
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19382-6
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19383-3

Grade 3

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19359-8
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19360-4
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19384-0
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19385-7

Grade 4

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19361-1
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19362-8
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19386-4
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19387-1

Grade 5

Math In Focus, HMH, 2015 Student Ed Text 1A 978-0-544-19363-5
 Math In Focus, HMH, 2015 Student Ed Text 1B 978-0-544-19364-2
 Math In Focus, HMH, 2015 Workbook A 978-0-544-19388-8
 Math In Focus, HMH, 2015 Workbook B 978-0-544-19389-5

Science

Yes

0.0 %

Grade K

California Science Big Book Flip Chart, Pearson-Scott Foresman, 2008

Grades 1-2

California Science, Pupil Edition, Pearson-Scott Foresman, 2008

Grades 3-5

California Science, Pupil Edition, MacMillan/McGraw-Hill, 2008

History-Social Science

Yes

0.0 %

Grade K

History-Social Science for California, Pearson-Scott Foresman 2007

Grade 1

California Vistas, MacMillan/McGraw-Hill, 2007
 Unit Big Book Package

Grade 2

California Vistas, MacMillan/McGraw-Hill, 2007

Grade 3

California Vistas, MacMillan/McGraw-Hill, 2007

Grade 4

California Vistas, MacMillan/McGraw-Hill, 2007

Grade 5

California Vistas, MacMillan/McGraw-Hill, 2007

Foreign Language			0.0 %
Health	Grade TK	Yes	0.0 %
	Health and Wellness, McMillan/McGraw Hill, 2006		
Visual and Performing Arts	Grades K-5	Yes	0.0 %
	Making Music, Silver Burdett		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/17/2018

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 scheduled for demolition because of water damage and mold.

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 Kindergarten and primary play structure. Our campus is fortunate to have many health, mature trees. The tree squirrel population is robust. Ongoing tree trimming is required to assist in controlling the squirrel population.

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: 12/13/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Tree roots are causing stoppages in sewer line. Future replacement required system remains functional with continual staff maintenance
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Tree squirrels are protected and cannot be trapped or exterminated. Tree trimming and thinning ongoing to reduce population.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Interior plumbing not addressed during modernization. Galvanized lines remain. System is functional but replacement should be considered as budget allows.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Relocatable units are reaching their useful life. Removal or replacement should be included in Site Facility improvement discussion.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt repair/replacement to be budgeted for future improvements.

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 12/17/2018

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	82.0%	82.0%	78.0%	77.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	78.0%	82.0%	72.0%	72.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 12/11/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	235	218	92.77%	82.11%
Male	99	92	92.93%	79.35%
Female	136	126	92.65%	84.13%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	120	106	88.33%	84.91%
Filipino	--	--	--	
Hispanic or Latino	17	17	100.00%	64.71%
Native Hawaiian or Pacific Islander				
White	73	70	95.89%	81.43%
Two or More Races	17	17	100.00%	88.24%
Socioeconomically Disadvantaged	22	22	100.00%	72.73%
English Learners	58	43	74.14%	69.77%
Students with Disabilities	17	16	94.12%	50.00%
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: 12/11/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	235	231	98.30%	81.82%
Male	99	97	97.98%	86.60%
Female	136	134	98.53%	78.36%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	120	118	98.33%	89.83%
Filipino	--	--	--	
Hispanic or Latino	17	17	100.00%	47.06%
Native Hawaiian or Pacific Islander				
White	73	71	97.26%	77.46%
Two or More Races	17	17	100.00%	82.35%
Socioeconomically Disadvantaged	22	22	100.00%	68.18%
English Learners	58	56	96.55%	78.57%
Students with Disabilities	17	16	94.12%	56.25%
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: 12/11/2018

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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.0%	31.0%	34.0%

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: 12/10/2018

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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

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

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

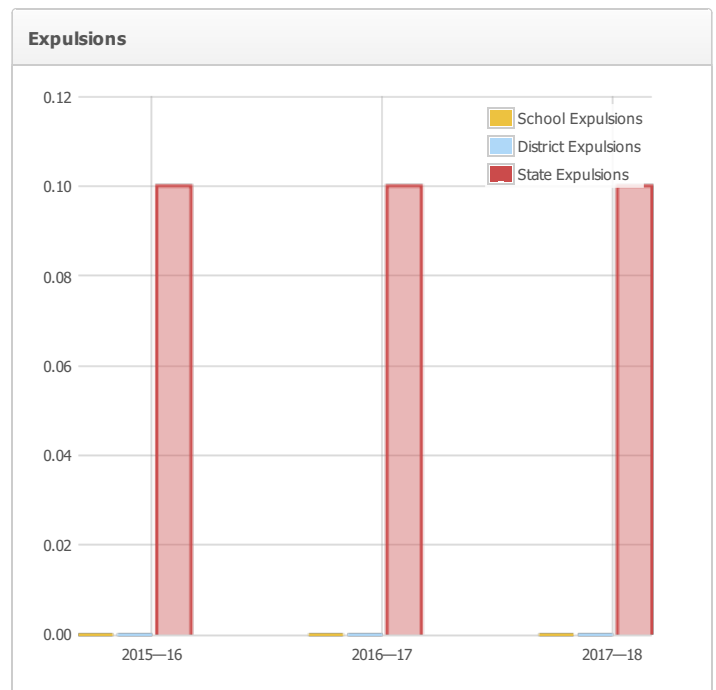
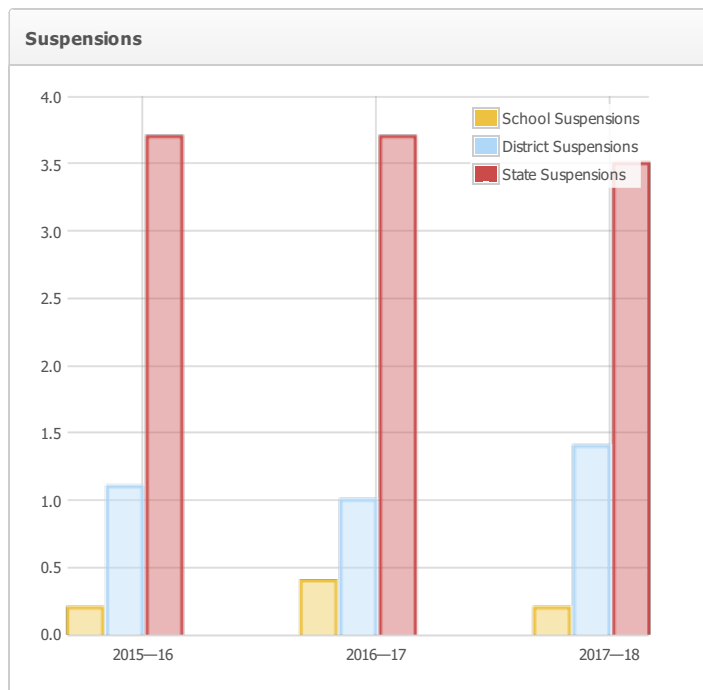
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.2%	0.4%	0.2%	1.1%	1.0%	1.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/11/2018

School Safety Plan (School Year 2018—19)

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 to 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 22, 2018 and December 13, 2018 there were zero suspensions. No incidents of hate crimes were experienced or reported.

Input for the Comprehensive School Safety Plan was gathered at the School Site Council meeting on December 11, 2018. The plan will be adopted at the March meeting.

2017-18 Comprehensive School Safety Plan adopted by School Site Council on January 18, 2018 and approved by District Governing Board on February 28, 2018.

Last updated: 12/13/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	24.0		2	
2	23.0		3	
3	23.0		3	
4	32.0		2	
5	32.0		2	1
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		3	
1	24.0		3	
2	22.0		3	
3	26.0		3	
4	33.0		1	1
5	31.0		2	1
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		3	
1	25.0		3	
2	25.0		3	
3	24.0		3	
4	32.0		2	
5	33.0			3
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 12/11/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	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		N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)		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: 12/13/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6013.3	\$9.8	\$6003.5	\$71408.8
District	N/A	N/A	\$10550.7	\$79966.0
Percent Difference – School Site and District	N/A	N/A	-43.0%	-11.0%
State	N/A	N/A	\$6574.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	-48.0%	-10.0%

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

Last updated: 12/14/2018

Types of Services Funded (Fiscal Year 2017—18)

For the 2017-18 school year, Palos Verdes Peninsula Unified School District spent an average of \$10,922.28 to educate each student (based on 2017-18 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 2017-18 school year, the District received approximately \$753.20 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 (AB602)

Special Education Mental Health Services

Tobacco Use Prevention Education

Specialized Secondary Programs

Music Donation Grant

State Library Grant

AXA Foundation Grant

PEF-STEM

PEF Site Grant

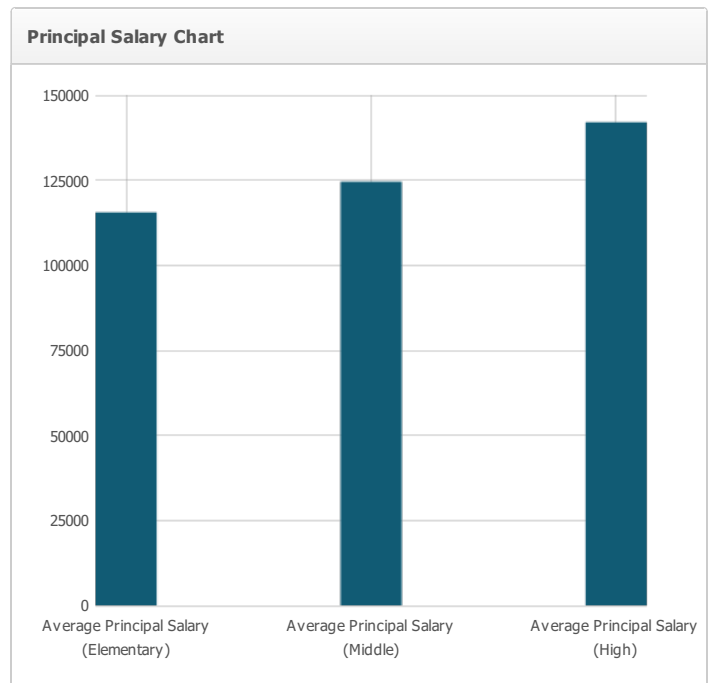
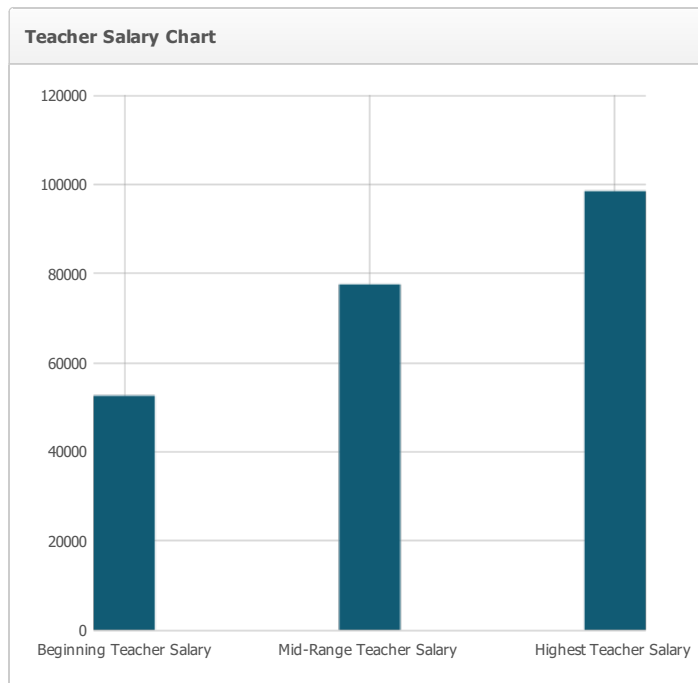
Special Children's League

Los Angeles County Arts Commission

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,571	\$49,512
Mid-Range Teacher Salary	\$77,531	\$77,880
Highest Teacher Salary	\$98,471	\$96,387
Average Principal Salary (Elementary)	\$115,528	\$123,139
Average Principal Salary (Middle)	\$124,573	\$129,919
Average Principal Salary (High)	\$142,026	\$140,111
Superintendent Salary	\$281,576	\$238,324
Percent of Budget for Teacher Salaries	38.0%	36.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Last updated: 12/11/2018

Professional Development

Vista Grande staff are focusing on the adoption of new ELA materials, Next Generation Science Standards, 2nd Step Social Emotional curriculum, Cognitively Guided Instruction (CGI), Positive Behavior Intervention and Support (PBIS), CAASPP data, and Aeries student information system. Student achievement data, as well as teacher surveys, were used to determine the professional development need for 2017-18 and 2018-19. Professional development is delivered monthly on Monday afternoons, as well as through two district professional development days. Teachers are also mentored individually by administration throughout the school year through observations, data analysis, and teacher-principal meetings.

Last updated: 12/13/2018