

Rancho Vista 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.



Salvatrice Kuykendall, Principal

Principal, Rancho Vista Elementary

About Our School

For over 50 years Rancho Vista, a California Distinguished School, has provided all students with an engaging and challenging learning environment which empowers them to become high achieving, responsible, and productive citizens of the world. As a PTA Parent Involvement School of Excellence, the Rancho Vista staff work closely with parents and community members to guide each child in the development of their social emotional and intellectual toolkit and reach his or her full potential.

Students at Rancho Vista are expected to demonstrate kindness and compassion towards other children, creativity across the content areas, utilize critical thinking to solve real world problems, successfully collaborate with others, and effectively communicate their learning through writing, speaking, and technology. Roadrunners will also self-regulate their *learning* through metacognition, understand that learning is effort-based, and take risks and learn from their experiences.

The outstanding academic program at Rancho Vista School includes:

- Cognitively Guided Math Instruction (CGI) and a Daily 5 approach to balanced literacy in reading, writing, and vocabulary development .
- Focus on promoting skills including critical thinking, collaboration, communication, and creativity.
- A STEM emphasis including an engineering-based science curriculum, and an outdoor classroom in the edible learning garden.
- A visual and performing arts program in partnership with the PV Art Center and the Norris Theater.
- Differentiated academic instruction to meet the needs of ALL learners.
- Encouragement of Parent Participation in the classroom.
- A tight community of teachers, parents, and staff that creates a safe environment for academic, social, and emotional growth.

Opportunities are available for all parents who are interested in volunteer opportunities by working on projects either from home or through evening and weekend activities. Rancho Vista's vision is to be a world-class school where all students are valued and meet with success.

Let 's Go, Rancho

Contact

*Rancho Vista Elementary
4323 Palms Verdes Dr. North
Rolling Hills Estates, CA 90274-1576*

*Phone: 310-378-8388
E-mail: kuykendalls@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 Cherniss
E-mail Address	chernissa@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2018—19)	
School Name	Rancho Vista Elementary
Street	4323 Palos Verdes Dr. North
City, State, Zip	Rolling Hills Estates, Ca, 90274-1576
Phone Number	310-378-8388
Principal	Salvatrice Kuykendall, Principal
E-mail Address	kuykendalls@pvpusd.net
Web Site	http://ranchovista.pvpusd.net
County-District-School (CDS) Code	19648656021323

Last updated: 12/11/2018

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

The Rancho Vista School vision is to create a truly world class school where the highest levels of academic achievement are reached by every student. We aspire to be a school model for STEAM (Science, Technology, Engineering, Arts, and Mathematics). We are dedicated to creating students who are prepared to actively and successfully participate in modern society and succeed in the new knowledge economy.

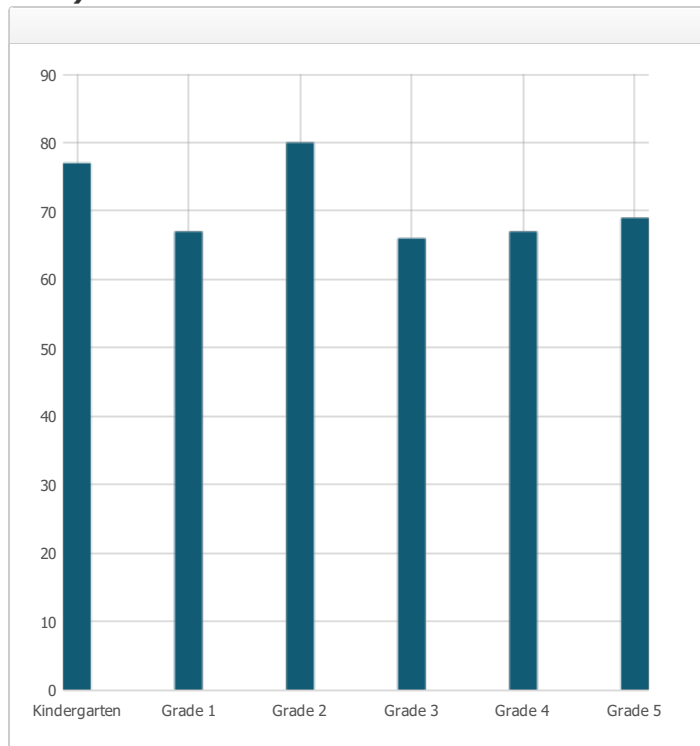
Rancho Vista School exists to provide ALL students with an engaging and challenging learning environment which empowers them to become high achieving, responsible, and productive citizens of the world. Working together with parents and community members, Rancho Vista School endeavors to guide each child in the development of the intellectual tools, curiosity, confidence, social skills, and self-discipline need to recognize his or her full potential.

Rancho Vista teachers and staff believe that ALL students can learn at elevated levels when there are high expectations, rigorous and relevant curriculum, and caring, involved teachers who build strong relationships with students. As a community of learners, we work together to constantly refine and improve our teaching practices, monitor student achievement, and differentiate instruction based on individual student needs. We actively engage our parents and community in our efforts to make Rancho Vista a truly exceptional place for students to learn.

Last updated: 12/17/2018

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	67
Grade 2	80
Grade 3	66
Grade 4	67
Grade 5	69
Total Enrollment	426



Last updated: 11/30/2018

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

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	%
Asian	22.3 %
Filipino	2.6 %
Hispanic or Latino	13.8 %
Native Hawaiian or Pacific Islander	%
White	46.7 %
Two or More Races	11.7 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.5 %
English Learners	12.7 %
Students with Disabilities	17.1 %
Foster Youth	%

A. Conditions of Learning

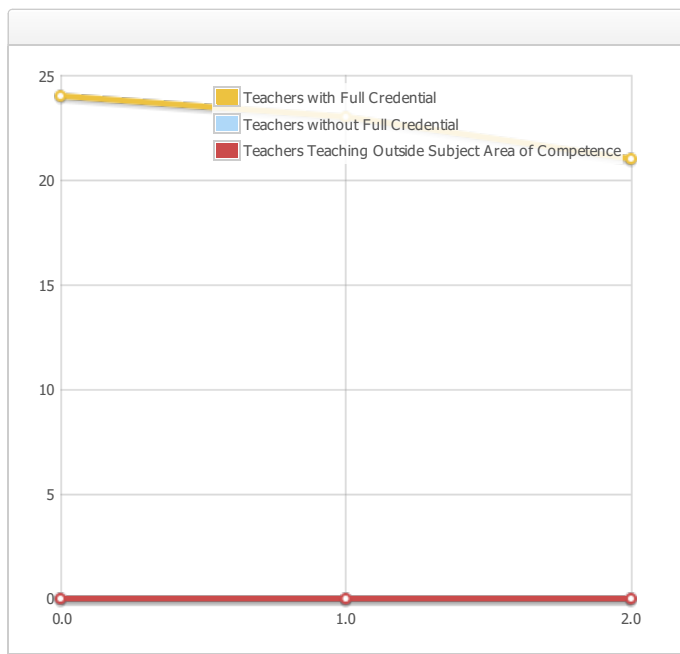
State Priority: Basic

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

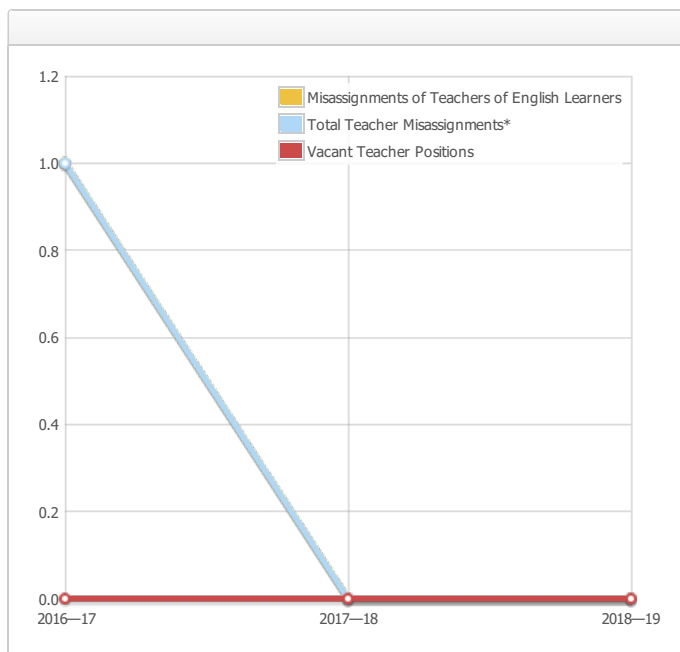
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	24	23	21	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
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

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms is available at the Palos Verdes Peninsula Unified School District Office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

District maintenance staff ensures that repairs necessary to keep the school in good repair and in 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 highest priority. A new drainage system and fencing around the playfield was completed in 2006-07. All outside plumbing connections were replaced in the summer of 2007-08. The entire blacktop was replaced during the summer of 2010. The student library was renovated into a learning commons in 2016-17. Additionally, a running track, bottle water filling stations, a meeting room, and an accessible employee restroom were installed during the summer of 2017.

A portable bathroom was added for our special needs population, along with an additional water filling station, during the summer of 2018.

Last updated: 12/17/2018

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	Ongoing maintenance to prevent sewer line backups.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Contract with rodent control contractor to reduce and control rodent population ongoing.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Additional permanent restroom to be included in facility improvement discussion. Interior plumbing not addressed during modernization. Galvanized water lines remain. System is functional but replacement should be considered as budget allows.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt in upper, middle and lower parking lots to be reviewed for future repair/replacement as budget allows.

Overall Facility Rate

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

Overall Rating	Good
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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)	71.0%	81.0%	78.0%	77.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	64.0%	75.0%	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	187	187	100.00%	81.28%
Male	110	110	100.00%	80.00%
Female	77	77	100.00%	83.12%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	33	33	100.00%	90.91%
Filipino	--	--	--	
Hispanic or Latino	22	22	100.00%	81.82%
Native Hawaiian or Pacific Islander				
White	106	106	100.00%	77.36%
Two or More Races	17	17	100.00%	88.24%
Socioeconomically Disadvantaged	15	15	100.00%	66.67%
English Learners	17	17	100.00%	82.35%
Students with Disabilities	14	14	100.00%	57.14%
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	189	187	98.94%	75.40%
Male	111	110	99.10%	75.45%
Female	78	77	98.72%	75.32%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	34	33	97.06%	87.88%
Filipino	--	--	--	
Hispanic or Latino	22	22	100.00%	54.55%
Native Hawaiian or Pacific Islander				
White	106	106	100.00%	71.70%
Two or More Races	17	17	100.00%	94.12%
Socioeconomically Disadvantaged	15	15	100.00%	60.00%
English Learners	17	17	100.00%	82.35%
Students with Disabilities	16	14	87.50%	57.14%
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	9.0%	12.0%	41.0%

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)

Rancho Vista welcomes the parent participation model that encourages and operates successfully due to its large number of parent volunteer hours. Many parents of students enrolled at Rancho Vista elect to volunteer many hours each month. Parents fill a wide range of roles at the school including supporting teaching and learning in the classroom, assisting in the computer lab, science lab, and learning garden, and supporting school programs such as Art At Your Finger tips, science week, outdoor science school, and other educational experiences on campus.

Rancho Vista has a very active PTA through which many parents volunteer their time to the school. Parent volunteers run school fundraising which contributes to the arts and technology programs. They oversee, among other things, community involvement, emergency disaster preparedness, red and yellow ribbon weeks, the school science fair, carnival, and the PTA Reflections program.

Parent participation and volunteering are critical to Rancho Vista's mission and vision. Please contact Alysa Dearborn, PTA President , for more information about how you can get involved with making Rancho Vista the best possible place for students to learn.

More information about the Rancho Vista PTA can be found at <https://ranchovista.pvpusd.net>

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

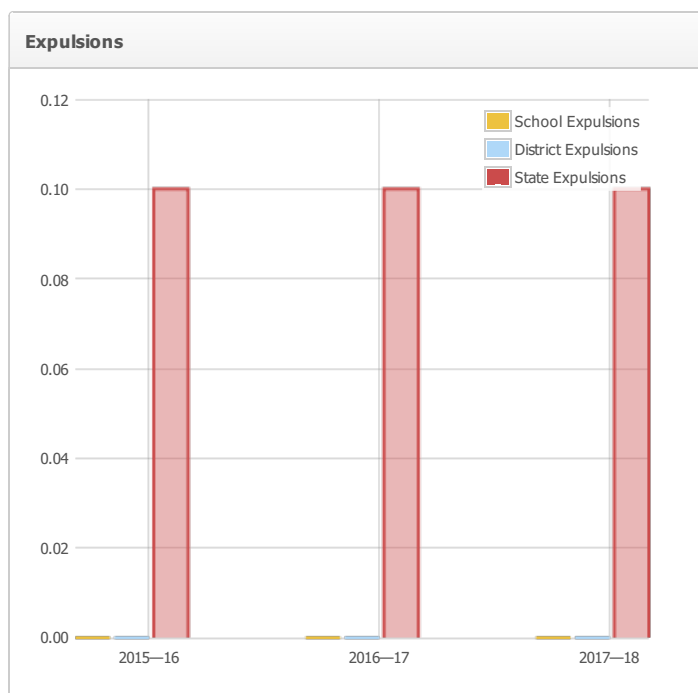
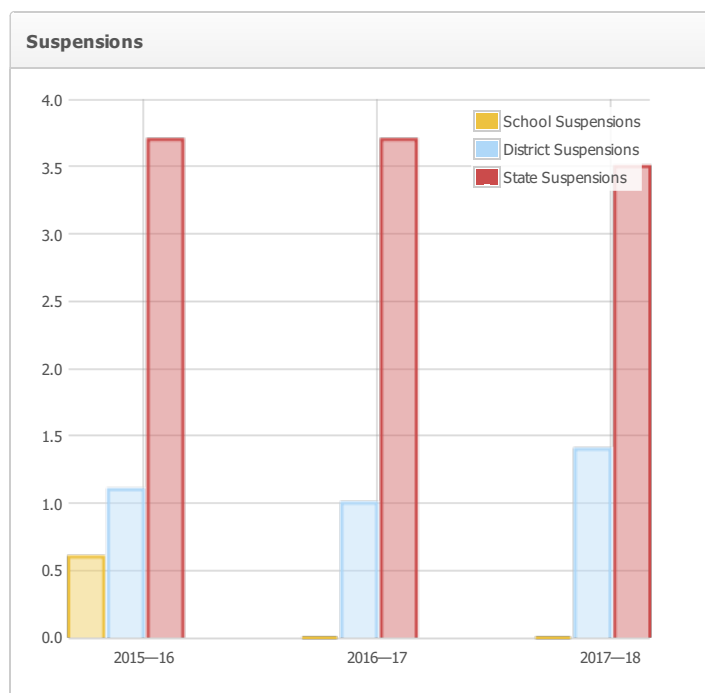
State Priority: School Climate

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	0.6%	0.0%	0.0%	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: 12/12/2018

School Safety Plan (School Year 2018—19)

The Comprehensive School Safety Plan is designed to address safety issues that are directly related to the daily operation of the school. Its goals are to create a safe and effective school environment that maximizes learning and provides a place where students can focus on the academic program. The Comprehensive School Safety plan addresses the following areas:

1. Child Abuse Reporting and Procedures
2. Disaster Procedures
3. Policies Related to Suspension and Expulsion
4. Procedures Regarding Teacher Notification of Dangerous Student s
5. Sexual Harassment Policy
6. Provisions of any School-Wide Dress Code
7. Procedures for safe Ingress and egress
8. A safe and orderly Environment Conducive to Learning, including anti-bullying/respect and social media education

A copy of the Comprehensive School Safety Plan is available for public inspection, upon request , in the main office of the school.

2017-18 Comprehensive School Safety Plan was adopted by School Site Council on January 22, 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	21.0	1	3	
1	25.0		2	
2	24.0		3	
3	19.0	3		
4	32.0		2	
5	26.0	1	2	1
6				
Other**	12.0	1		

* 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	20.0	1	4	
1	24.0		3	
2	24.0		2	
3	25.0		3	
4	30.0		2	
5	28.0		3	
6				
Other**	8.0	2		

* 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	21.0	2	2	
1	21.0	1	2	
2	24.0		3	
3	19.0	3	1	
4	32.0		2	
5	32.0		2	
6				
Other**	10.0	1		

* 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	0.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 12/10/2018

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	\$5929.6	\$15.7	\$5913.9	\$73013.5
District	N/A	N/A	\$10550.7	\$79966.0
Percent Difference – School Site and District	N/A	N/A	-44.0%	-9.0%
State	N/A	N/A	\$6574.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	-49.0%	-8.0%

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

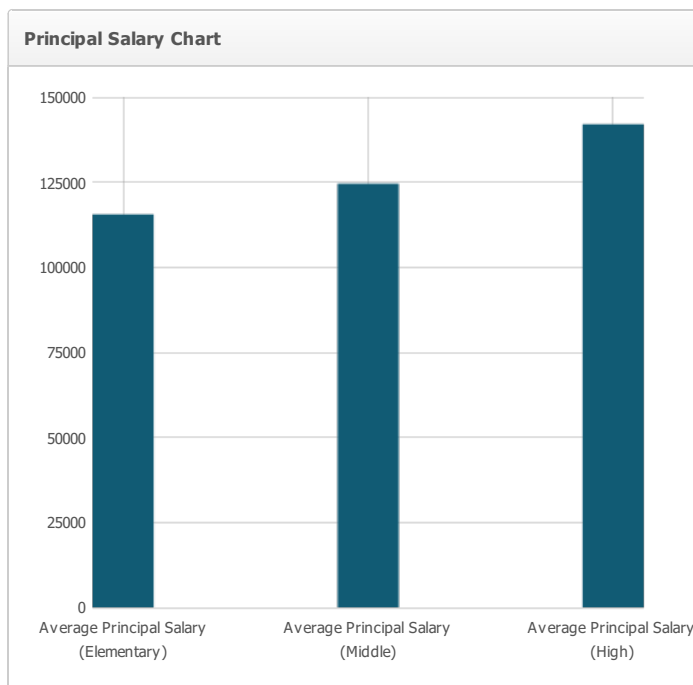
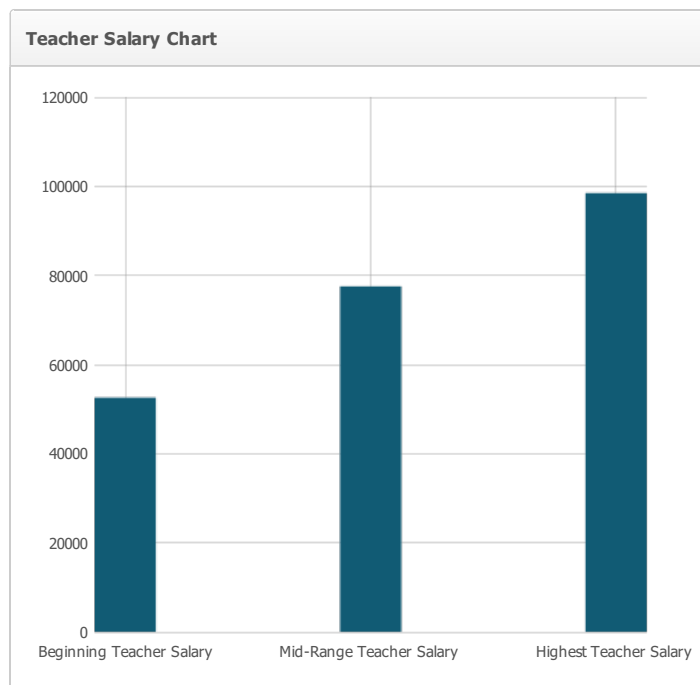
Special Children's League

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

The Rancho Vista staff prides itself on our desire for continuous growth and professional development . The Rancho Vista staff spends many hours each month staying abreast of teaching and learning strategies. All teachers have been developing an understanding of close reading strategies, depth of knowledge, project - based learning, cognitive guided instruction, designing lessons/assessments, and implementing curriculum supporting the state standards. Teachers are grouped in Professional Learning Communities and have been provided opportunities, each month, to observe and debrief with colleagues using the Professional Learning Community (PLC) model for collaboration. PLC's have created SMART goals to guide their observations, instruction, and review of student data.

Curriculum mapping and teacher articulation have also been a significant part of the professional development structure at Rancho Vista. Teachers at Rancho Vista have received training and on-going refreshment lessons in Cognitively Guided Math Instruction (CGI), Daily 5 Balanced Literacy, STEM learning, high engagement teaching strategies, writing instruction, and the uses of Thinking Maps to deepen student learning. Additionally, teachers at Rancho Vista have been trained on guiding students to learn using growth mindset and mindful teaching techniques. Currently, Rancho Vista is in it's first year of implementing Positive Behavior Interventions and Supports (PBIS) schoolwide. The staff at Rancho Vista has learned about PBIS topics, as well as supports in and out of the classroom, to begin to fully implement PBIS this school year.

Last updated: 12/17/2018