

Palos Verdes Intermediate

School Accountability Report Card Reported Using Data from the 2018—19 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.



Mr. Micah Farrell, Principal

📍 Principal, Palos Verdes Intermediate

About Our School

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

Contact

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

Phone: 310-544-4816
Email: farrellm@pvpusd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Alex Cherniss
Email Address	chernissa@pvpusd.net
Website	www.pvpusd.net

School Contact Information (School Year 2019—20)	
School Name	Palos Verdes Intermediate
Street	2161 Via Olivera
City, State, Zip	Palos Verdes Estates, Ca, 90274-1983
Phone Number	310-544-4816
Principal	Mr. Micah Farrell, Principal
Email Address	farrellm@pvpusd.net
Website	http://pvis.pvpusd.net
County-District-School (CDS) Code	19648656021257

Last updated: 12/18/2019

School Description and Mission Statement (School Year 2019—20)

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

Vision Statement

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

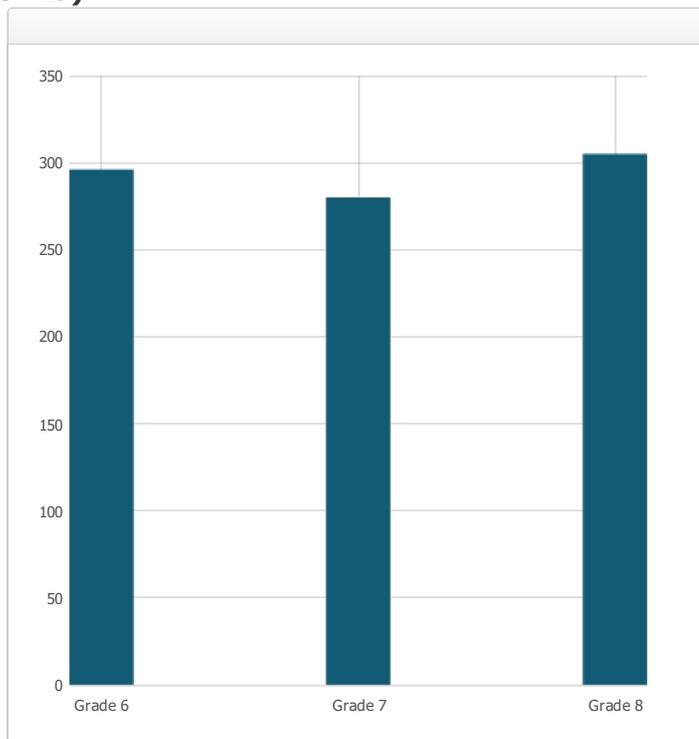
Mission Statement

To provide our youth with an educational environment that challenges all students to develop their social, emotional, and academic potential. That our students will respect one another, the diversity of our surrounding community and will come to desire life-long learning through modern strategies and resources together with enthusiastic staff members, involved parents and a supportive community.

Last updated: 12/19/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	296
Grade 7	280
Grade 8	305
Total Enrollment	881



Last updated: 12/18/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.40 %
American Indian or Alaska Native	0.10 %
Asian	24.10 %
Filipino	1.20 %
Hispanic or Latino	11.10 %
Native Hawaiian or Pacific Islander	0.30 %
White	53.50 %
Two or More Races	8.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.50 %
English Learners	3.90 %
Students with Disabilities	9.10 %
Foster Youth	%
Homeless	0.10 %

A. Conditions of Learning

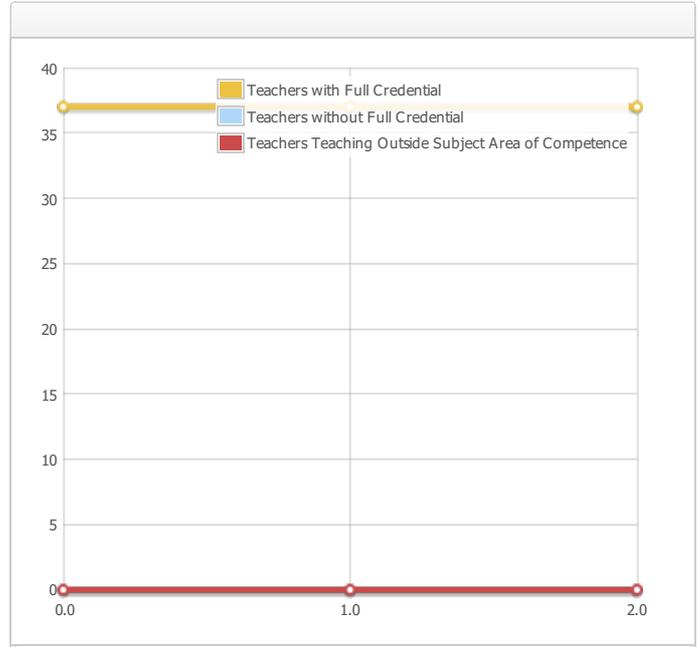
State Priority: Basic

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

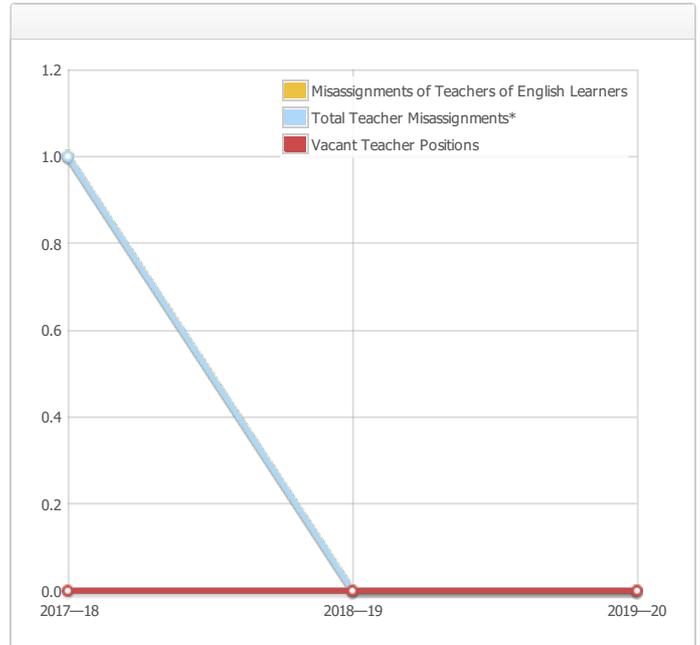
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	37	37	37	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 12/18/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade 6</p> <p>StudySync G6 CA Student Online w /Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-07679256</p> <p>StudySync Grade 6 California ELD Teacher Resource Companion – ISBN 978-1-94-276491-5</p> <p>StudySync Teacher Edition - Unit 1 – 978-0-94-328648-5</p> <p>StudySync Teacher Edition - Unit 2 - 978-0-94-328649-2</p> <p>StudySync Teacher Edition - Unit 3 - 978-0-94-328650-8</p> <p>StudySync Teacher Edition - Unit 4 - 978-0-94-328651-5</p> <p>StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5</p> <p>StudySync Gr6 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328603-4</p> <p>Grade 7</p> <p>StudySync G7 CA Student Online w /Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-0679262-7</p> <p>StudySync Grade 7 California ELD Teacher Resource Companion – ISBN 978-1-94-276492-2</p> <p>StudySync Teacher Edition - Unit 1 – 978-0-94-328652-2</p> <p>StudySync Teacher Edition - Unit 2 - 978-0-94-328653-9</p> <p>StudySync Teacher Edition - Unit 3 - 978-0-94-328654-6</p> <p>StudySync Teacher Edition - Unit 4 - 978-0-94-328655-3</p> <p>StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5</p> <p>StudySync Gr7 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328604-1</p> <p>Grade 8</p> <p>StudySync G8 CA Student Online w /Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-0679268-9</p> <p>StudySync Grade 8 California ELD Teacher Resource Companion – ISBN 978-1-94-276493-9</p> <p>StudySync Teacher Edition - Unit 1 – 978-0-94-328656-0</p> <p>StudySync Teacher Edition - Unit 2 - 978-0-94-328657-7</p> <p>StudySync Teacher Edition - Unit 3 - 978-0-94-328658-4</p> <p>StudySync Teacher Edition - Unit 4 - 978-0-94-328659-1</p> <p>StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5</p> <p>StudySync Gr8 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328605-8</p>	Yes	0.00 %
Mathematics	<p>PVCM 6, 6 Accl</p> <p>Big Ideas Math Course 1, Houghton Mifflin Harcourt, 2015, ISBN #978-1-608-40669-2</p> <p>Big Ideas Math: Record & Practice Journal Green/Course 1, HMH, 2015, ISBN #978-1-608-40460-5</p> <p>PVCM 7</p> <p>Big Ideas Math Course 2, Houghton Mifflin Harcourt, 2015; ISBN #978-1-608-40670-8</p> <p>Big Ideas Math: Record & Practice Journal Red/Course 2, HMH, 2015, ISBN #978-1-608-40461-2</p> <p>PVCM 7/8</p> <p>Bridge to Algebra</p> <p>Big Ideas Math Course 2 Accelerated, Houghton Mifflin Harcourt, 2015; ISBN #978-1-608-40671-5</p> <p>Big Ideas Math: Record & Practice Journal Red/Course 2, HMH, 2015, ISBN #978-1-608-40461-2</p> <p>PVCM 8</p> <p>Big Ideas Math Course 3, Houghton Mifflin Harcourt, 2015 ISBN #978-1-608-40672-2</p> <p>Big Ideas Math: Record & Practice Journal Blue/Course 3, HMH, 2015, ISBN #978-1-608-40463-6</p> <p>Grade 8 Algebra; Algebra 1/B; Algebra 1 Honors</p> <p>Big Ideas Math Algebra 1, HMH, 2015, ISBN #978-0-544-58568-3</p> <p>Big Ideas Math Algebra 1: Student Journal, HMH, 2015, ISBN #978-1-608-40852-8</p>	Yes	0.00 %

Geometry; Geometry Honors: Big Ideas Math Geometry, HMH, 2015; ISBN #978-0-544-58586-7
 Big Ideas Math Geometry: Student Journal, HMH, 2015, ISBN #978-1-608-40853-5

Science	<p>Grade 6 Earth Science, Holt, Reinhart & Winston, 2007</p> <p>Grade 6 Study Guide B/Directed Rdg for Science & Technology Earth (CA), Holt, 2007</p> <p>Grade 7 Life Science, Holt, Reinhart & Winston, 2007</p> <p>Grade 7 Study Guide B/Directed Rdg Worksheets for Life Science (CA), Holt 2007</p> <p>Grade 8 Physical Science, Holt, Reinhart & Winston, 2007</p> <p>Grade 8 Study Guide A/Directed Rdg Worksheets for Physical Science (CA), Holt, 2007</p> <p>Grade 8 Study Guide B/Directed Rdg Worksheets for Physical Science (CA), Holt, 2007</p>	Yes	0.00 %
History-Social Science	<p>Grade 6 World History: Ancient Civilizations, Holt, 2006 Student Textbook – ISBN 978-0030733512 World History: Ancient Civilizations, Holt, 2006 Student Workbook – ISBN 978-003042092-4</p> <p>Grade 7 World History: Medieval to Early Modern Times, Holt, 2006 Student Textbook –ISBN 978-0030733994 World History: Medieval to Early Modern Times, Holt, 2006 Standards Review Workbook – ISBN 978-003042158-7 World History: Medieval to Early Modern Times, Holt, 2006 Interactive Reader & Study Guide - Workbook – ISBN 978-003042314-7</p> <p>Grade 8 United States History Independence to 1914, Holt, 2006 Student Textbook – ISBN 978-0-030-41228-8 United States History Independence to 1914, Holt, 2006 Student Workbook – ISBN 978-0-030-41228-8</p>	Yes	0.00 %
Foreign Language	<p>Spanish 1 (grades 6-12) En Espanol, Level 1, McDougal, Littell & Company, 2004 Espanol Workbook 1, McDougal Littell, 2004</p>	Yes	0.00 %
Health	<p>Grade 7 Decisions for Health (Level Red), Holt, Reinhart and Winston, 2004</p> <p>Grades 8-12 Lifetime Health, Holt, Reinhart and Winston, 2004</p>	Yes	0.00 %
Visual and Performing Arts	<p>Grade 6-7 Art I: Music: Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986</p> <p>Grade 8 Art II Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986</p> <p>Grade 8 Art III Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1987</p>	Yes	0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 12/18/2019

School Facility Conditions and Planned Improvements

PVPUSD sites have not seen significant Modernization Projects in many years. School sites are in "Fair" condition and kept safe and functional by requests through Work Order System. Recent recommendations from a Facilities Advisory Committee have been presented to the Board of Education with a request for the Board to investigate methods to fund these priorities.

Last updated: 12/18/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Older systems maintained through work order system.
Interior: Interior Surfaces	Fair	Repairs ongoing using work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Pest Control contractor assists in rodent abatement; ongoing monitoring required to prevent return.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Interior plumbing not addressed during modernization; galvanized water lines remain; system is functional.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Minor roof repairs through work order system. Continued monitoring to identify future repairs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Partial Fence repair and replacement performed during Summer 2019. Continued monitoring to be performed for future repairs/replacement. Ongoing grinding of concrete to reduce trip hazards.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Fair
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Last updated: 12/18/2019

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	76%	80%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	74%	73%	72%	72%	38.0%	39.0%

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: 12/18/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	881	854	96.94%		79.98%
Male	462	447	96.75%		78.75%
Female	419	407	97.14%		81.33%
Black or African American	11	11	100.00%		81.82%
American Indian or Alaska Native	--	--	--		
Asian	214	209	98%		86.12%
Filipino	--	--	--		
Hispanic or Latino	99	97	97.98%		71.13%
Native Hawaiian or Pacific Islander	--	--	--		
White	469	451	96.16%		79.16%
Two or More Races	73	71	97.26%		84.51%
Socioeconomically Disadvantaged	64	57	89.06%		64.91%
English Learners	78	74	94.87%		48.65%
Students with Disabilities	84	72	85.71%		38.89%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 12/19/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	881	848	96.25%		73.32%
Male	462	442	95.67%		76.47%
Female	419	406	96.90%		69.88%
Black or African American	11	11	100.00%		63.64%
American Indian or Alaska Native	--	--	--		
Asian	214	209	98%		89.00%
Filipino	--	--	--		
Hispanic or Latino	99	96	96.97%		57.29%
Native Hawaiian or Pacific Islander	--	--	--		
White	469	447	95.31%		70.25%
Two or More Races	73	70	95.89%		78.26%
Socioeconomically Disadvantaged	64	55	85.94%		49.09%
English Learners	78	74	94.87%		64.86%
Students with Disabilities	84	72	85.71%		33.33%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 12/19/2019

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 2018—19)

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
7	10.00%	21.00%	60.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/14/2020

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 2019—20)

Parent involvement is a critical factor supporting a child's success throughout their school years from kindergarten through high school. PVIS is committed to including parents in their child's intermediate school career through a variety of parent organizations. This school to home connection starts with the connection between our teachers and the students' families. Our teachers are accessible to parents via email and phone. Important information is also made available to parents via the school website, teacher websites, and the principal's email updates. Aeries.net allows parents to email teachers, check grades, review explanations of assignments and projects, and identify sources of enrichment or assistance through the internet. PVIS also has a very active PTSA and Booster Club on campus to support the needs of our students. Our PTSA sponsors all-school assemblies, Red Ribbon and Yellow Ribbon Week programs, teacher appreciation activities, and school wide activities. The PTSA publishes an electronic parent newsletter that contains information about the school, events in the district, and school success tips. Our Booster Club also holds monthly meetings open to all interested parties. The Booster Club sponsors our school-based clubs, activities and athletics. Our sports teams compete against other local intermediate schools in league competition and are open to all students who wish to participate. The School Site Council includes elected parent members, student representative certificated and classified staff. This group is responsible for developing and monitoring our school goals and budget. This group meets four times during the year to discuss the school's progress in meeting our goals and discuss funding and areas of improvement.

State Priority: Pupil Engagement

Last updated: 12/19/2019

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.60%	2.70%	1.90%	1.00%	1.40%	1.30%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.20%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/19/2019

School Safety Plan (School Year 2019—20)

A review of our school indicates that the students, parents, and staff of Palos Verdes Intermediate School are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. Palos Verdes Intermediate performed practice disaster drills, fire, earthquake duck and cover, and evacuation as well as the "Great American Quake-Out." This year, all students and teachers have engaged in "The Great Californian Shake Out", a full lockdown drill, and a scheduled full evacuation drill in the spring.

PVIS is a closed campus. All visitors are required to check in at the office through the Raptor identification scanning system from which a visitor's pass is generated. Once a visitor's pass is generated our campus security personnel, teachers, and staff can easily recognize them.

PVIS and its PTSA have provided a presentation to students and parents focusing on wellness and healthy lifestyles. Additionally, PVPUSD has offered parent education events that focus on student wellness too.

Safety of students is our number one priority. All students are required to read and sign the Safe School Contract along with their parents. This contract gives detail of the consequences of bullying, details the school's progressive discipline policy and instructs students on how to report any incident that occurs in the school setting.

Throughout the school year, we have grade level and small group assemblies in which discussion of behavior standards are reinforced.

The current Comprehensive School Safety Plan was Developed and Adopted by School Site Council on February 6, 2019

Last updated: 12/19/2019

D. Other SARC Information

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00	2	9	12
Mathematics	19.00	3		2
Science	33.00		8	11
Social Science	33.00	2	2	15

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	5	8	11
Mathematics	26.00	7	11	5
Science	31.00	3	4	12
Social Science	33.00		9	9

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00	2	6	13
Mathematics	28.00	3	10	8
Science	31.00		11	8
Social Science	32.00	1	5	12

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

Last updated: 12/18/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	440.50

*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.

**Average Number of Pupils per Counselor

Last updated: 12/18/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	

*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: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5757.48	\$200.94	\$5556.54	\$84860.01
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	-0.48%	0.02%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-0.53%	0.05%

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

Last updated: 1/6/2020

Types of Services Funded (Fiscal Year 2018—19)

For the 2018-19 school year, Palos Verdes Peninsula Unified School District spent an average of \$11,654.82 to educate each student (based on 2018-19 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 2018-19 school year, the District received approximately \$1,020.95 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

Specialized Secondary Programs

Restricted Lottery

Special Education (AB602)

SELPA Regionalized Program

Special Education Mental Health Services

Tobacco Use Prevention Education

Classified Employee PD Block Grant

Low Performing Student Block Grant

Music Donation Grant

CalMHSA Grant

PEF-STEM

PEF Site Grant

Special Children's League

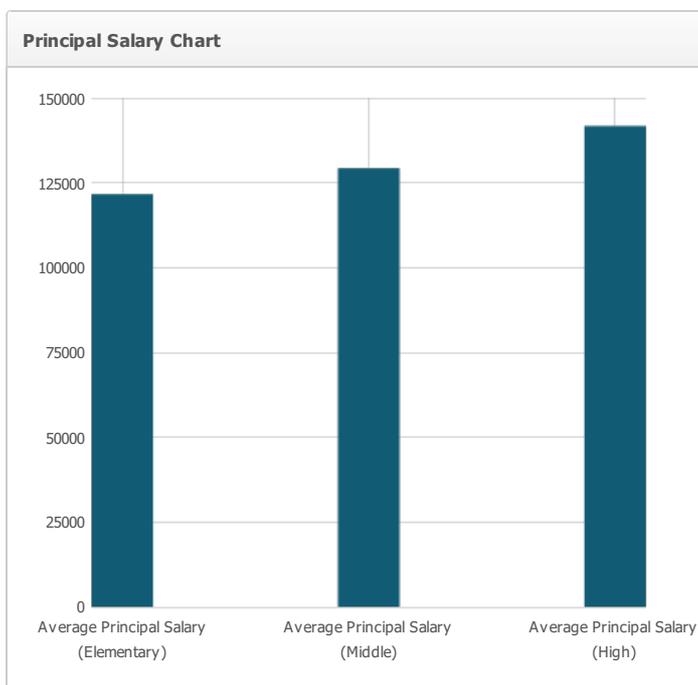
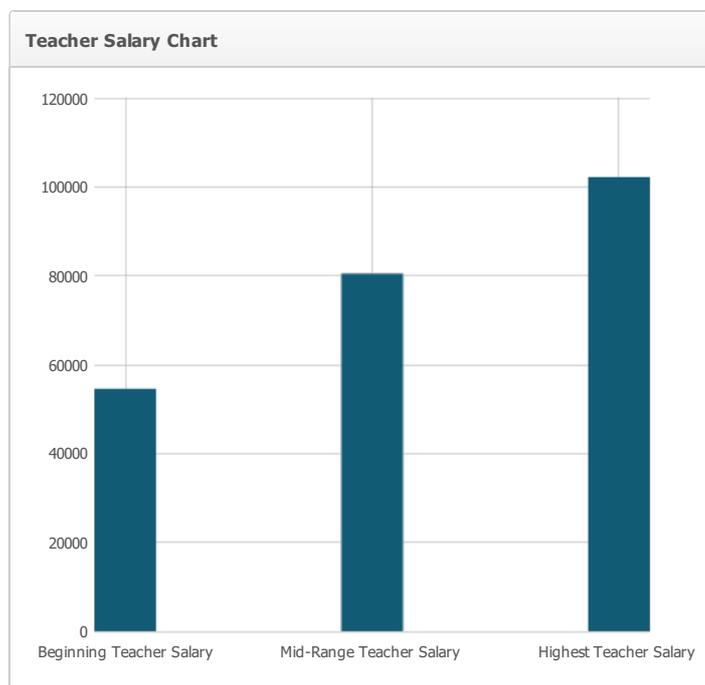
Los Angeles County Arts Commission

Last updated: 12/19/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,557	\$51,374
Mid-Range Teacher Salary	\$80,459	\$80,151
Highest Teacher Salary	\$102,189	\$100,143
Average Principal Salary (Elementary)	\$121,629	\$126,896
Average Principal Salary (Middle)	\$129,279	\$133,668
Average Principal Salary (High)	\$141,722	\$143,746
Superintendent Salary	\$296,952	\$245,810
Percent of Budget for Teacher Salaries	37.00%	35.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated: 12/19/2019

Professional Development

2017-18 = 5 Full Days, 10 Partial Days

2018-19 = 6 Full Days, 10 Partial Days

2019-20 = 10 full days, 10 partial days

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	15	16	20

Last updated: 1/7/2020