

## Palos Verdes Intermediate

# 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. Trista Ramirez, Principal

Principal, Palos Verdes Intermediate

#### About Our School

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

#### Contact

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

Phone: 310-544-4816  
E-mail: [ramirez@pvpusd.net](mailto:ramirez@pvpusd.net)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Palos Verdes Peninsula Unified
<b>Phone Number</b>	(310) 378-9966
<b>Superintendent</b>	Alex Cherniss
<b>E-mail Address</b>	<a href="mailto:chernissa@pvpusd.net">chernissa@pvpusd.net</a>
<b>Web Site</b>	<a href="http://www.pvpusd.net">www.pvpusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Palos Verdes Intermediate
<b>Street</b>	2161 Via Olivera
<b>City, State, Zip</b>	Palos Verdes Estates, Ca, 90274-1983
<b>Phone Number</b>	310-544-4816
<b>Principal</b>	Dr. Trista Ramirez, Principal
<b>E-mail Address</b>	<a href="mailto:ramirez@pvpusd.net">ramirez@pvpusd.net</a>
<b>Web Site</b>	<a href="http://pvis.pvpusd.net">http://pvis.pvpusd.net</a>
<b>County-District-School (CDS) Code</b>	19648656021257

*Last updated: 12/14/2018*

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

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

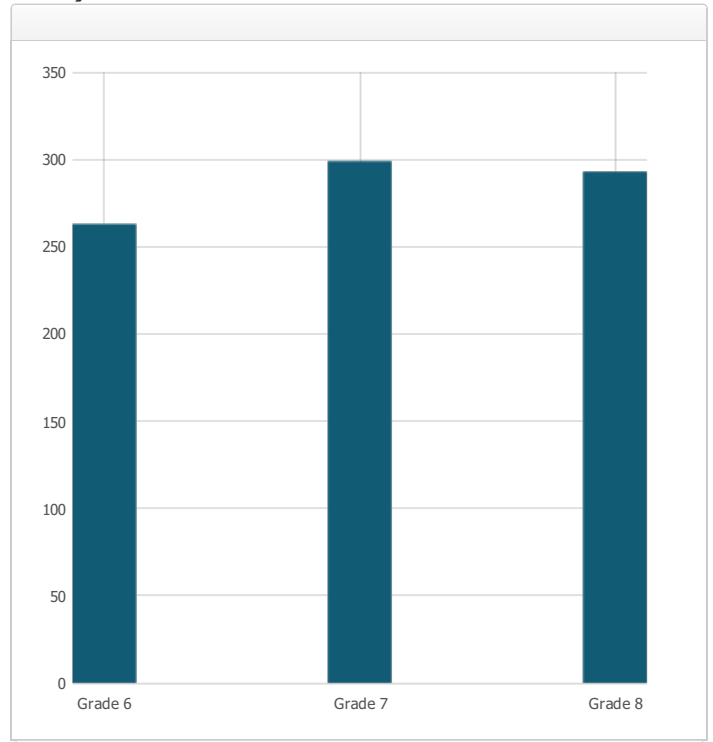
The vision of Palos Verdes Intermediate School is to provide a learning community that allows our students access to the highest level of education while remaining focused on their social-emotional needs. Our staff works diligently to equip our students with the skills and tools necessary to achieve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

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

*Last updated: 12/18/2018*

### Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	263
Grade 7	299
Grade 8	293
<b>Total Enrollment</b>	<b>855</b>



Last updated: 12/12/2018

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.1 %
Asian	24.9 %
Filipino	1.2 %
Hispanic or Latino	9.1 %
Native Hawaiian or Pacific Islander	0.4 %
White	53.8 %
Two or More Races	9.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.0 %
English Learners	5.0 %
Students with Disabilities	7.3 %
Foster Youth	%

## A. Conditions of Learning

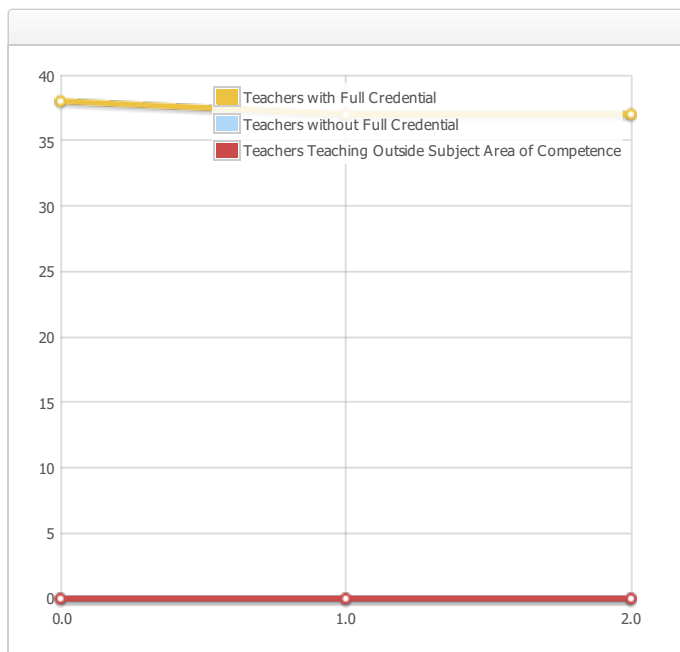
### State Priority: Basic

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

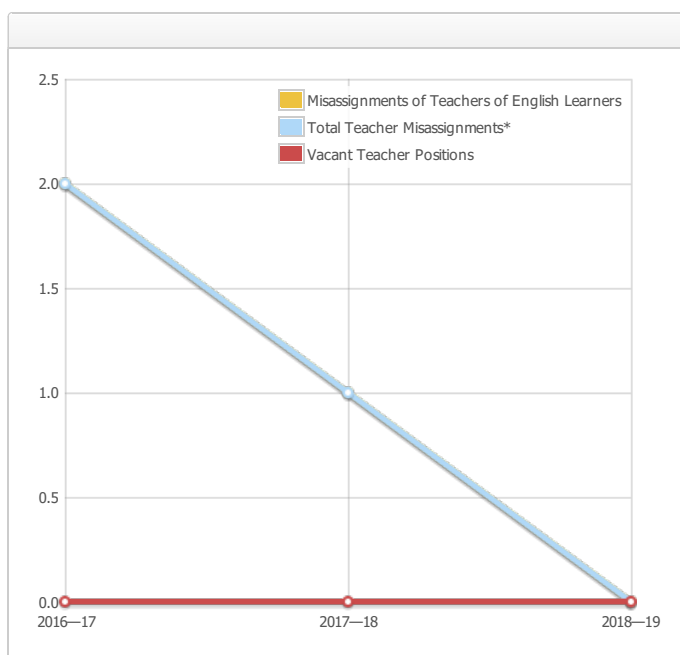
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	38	37	37	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/7/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments*	2	1	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: 12/7/2018

# 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><b>Grade 6</b></p> <p>StudySync G6 CA Student Online w/Designated ELD &amp; 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 &amp; Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328603-4</p> <p><b>Grade 7</b></p> <p>StudySync G7 CA Student Online w/Designated ELD &amp; 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 &amp; Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328604-1</p> <p><b>Grade 8</b></p> <p>StudySync G8 CA Student Online w/Designated ELD &amp; 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 &amp; Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328605-8</p>	Yes	0.0 %
Mathematics	<p><b>PVCM 6, 6 Accl</b></p> <p>Big Ideas Math Course 1, Houghton Mifflin Harcourt, 2015, ISBN #978-1-608-40669-2</p> <p>Big Ideas Math: Record &amp; Practice Journal Green/Course 1, HMH, 2015, ISBN #978-1-608-40460-5</p> <p><b>PVCM 7</b></p> <p>Big Ideas Math Course 2, Houghton Mifflin Harcourt, 2015; ISBN #978-1-608-40670-8</p> <p>Big Ideas Math: Record &amp; Practice Journal Red/Course 2, HMH, 2015, ISBN #978-1-608-40461-2</p> <p><b>PVCM 7/8</b></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 &amp; Practice Journal Red/Course 2, HMH, 2015, ISBN #978-1-608-40461-2</p>	Yes	0.0 %

	<p>PVCM 8</p> <p>Big Ideas Math Course 3, Houghton Mifflin Harcourt, 2015 ISBN #978-1-608-40672-2 Big Ideas Math: Record &amp; 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 Big Ideas Math Algebra 1: Student Journal, HMH, 2015, ISBN #978-1-608-40852-8 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</p>		
Science	<p><b>Grade 6</b></p> <p>Earth Science, Holt, Reinhart &amp; Winston, 2007</p> <p><b>Grade 6</b></p> <p>Study Guide B/Directed Rdg for Science &amp; Technology Earth (CA), Holt, 2007</p> <p><b>Grade 7</b></p> <p>Life Science, Holt, Reinhart &amp; Winston, 2007</p>	Yes	0.0 %
History-Social Science	<p><b>Grade 6</b></p> <p>World History: Ancient Civilizations, Holt, 2006 Student Textbook – ISBN 978-0030733512</p> <p><b>Grade 6</b></p> <p>World History: Ancient Civilizations, Holt, 2006 Student Workbook – ISBN 978-003042092-4</p> <p><b>Grade 7</b></p> <p>World History: Medieval to Early Modern Times, Holt, 2006 Student Textbook – ISBN 978-0030733994</p>	Yes	0.0 %
Foreign Language	<p><b>Spanish 1 (grades 6-12)</b></p> <p>En Espanol, Level 1, McDougal, Littell &amp; Company, 2004</p> <p>Espanol Workbook 1, McDougal Littell, 2004</p>	Yes	0.0 %
Health	<p><b>Grade 7</b></p> <p>Decisions for Health (Level Red), Holt, Reinhart and Winston, 2004</p> <p><b>Grades 8-12</b></p> <p>Lifetime Health, Holt, Reinhart and Winston, 2004</p>	Yes	0.0 %
Visual and Performing Arts	<p><b>Grade 6-7</b></p> <p>Art I: Music: Art in Action, Hubbard &amp; Herberholz, Holt, Reinhart &amp; Winston, 1986</p> <p><b>Grade 8 Art II</b></p> <p>Art in Action, Hubbard &amp; Herberholz, Holt, Reinhart &amp; Winston, 1986</p>	Yes	0.0 %

**Grade 8 Art III**

Art in Action, Hubbard &amp; Herberholz, Holt, Reinhart &amp; Winston, 1987

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: 12/18/2018*

## School Facility Conditions and Planned Improvements

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

A locker replacement plan was completed in 2017-18 with new lockers being installed in all three buildings. This project was completed through the generosity of our parent community. This school year, water filling stations are being installed in three main areas of the campus. Additional lunch tables have been added to our eating area, giving our students more space during their snack and lunch breaks. Both projects are funded by our PTSA.

*Last updated: 12/14/2018*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Older systems maintained through work order system.
<b>Interior:</b> Interior Surfaces	Fair	Repairs ongoing using work order system.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Pest Control contractor assisted in rodent abatement. Ongoing monitoring required to prevent return.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Interior plumbing not addressed during modernization. Galvanized water lines remain. System is functional but replacement should be considered as budget allows.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Fences are reaching end of useful life and should be included in future facility improvement as funding becomes available.

## Overall Facility Rate

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

Overall Rating	Fair
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*Last updated: 12/18/2018*



## 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)	77.0%	76.0%	78.0%	77.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	72.0%	74.0%	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: 12/7/2018*

## 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	840	812	96.67%	75.62%
Male	433	419	96.77%	72.32%
Female	407	393	96.56%	79.13%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	211	205	97.16%	81.95%
Filipino	--	--	--	
Hispanic or Latino	80	79	98.75%	70.89%
Native Hawaiian or Pacific Islander	--	--	--	
White	452	434	96.02%	73.04%
Two or More Races	74	71	95.95%	84.51%
Socioeconomically Disadvantaged	64	62	96.88%	67.74%
English Learners	77	72	93.51%	65.28%
Students with Disabilities	59	52	88.14%	34.62%
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: 12/7/2018*

### 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	842	816	96.91%	73.77%
Male	435	419	96.32%	77.33%
Female	407	397	97.54%	70.03%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	211	209	99.05%	82.78%
Filipino	--	--	--	
Hispanic or Latino	80	79	98.75%	64.56%
Native Hawaiian or Pacific Islander	--	--	--	
White	453	434	95.81%	70.28%
Two or More Races	75	71	94.67%	84.51%
Socioeconomically Disadvantaged	65	63	96.92%	60.32%
English Learners	77	77	100.00%	66.23%
Students with Disabilities	61	51	83.61%	27.45%
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: 12/7/2018*

# 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
7	29.0%	70.0%	167.0%

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)

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 schoolwide 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 representatives, 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

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

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

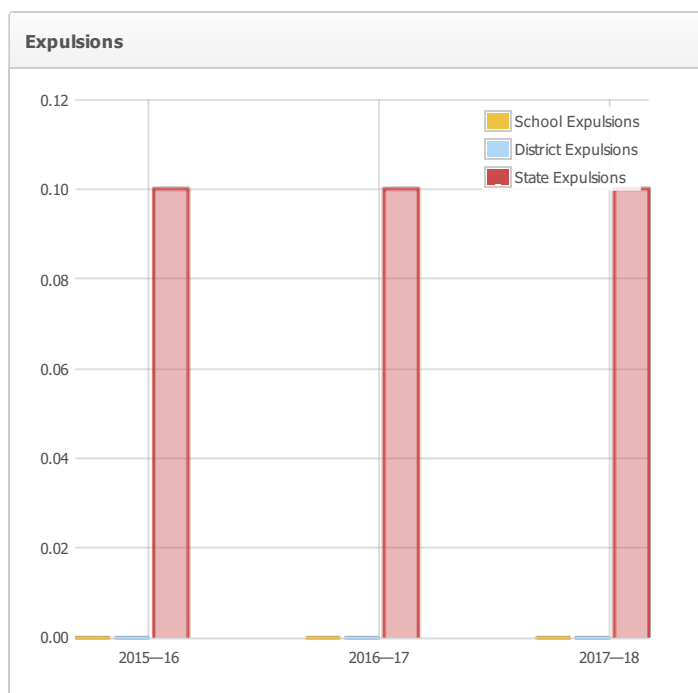
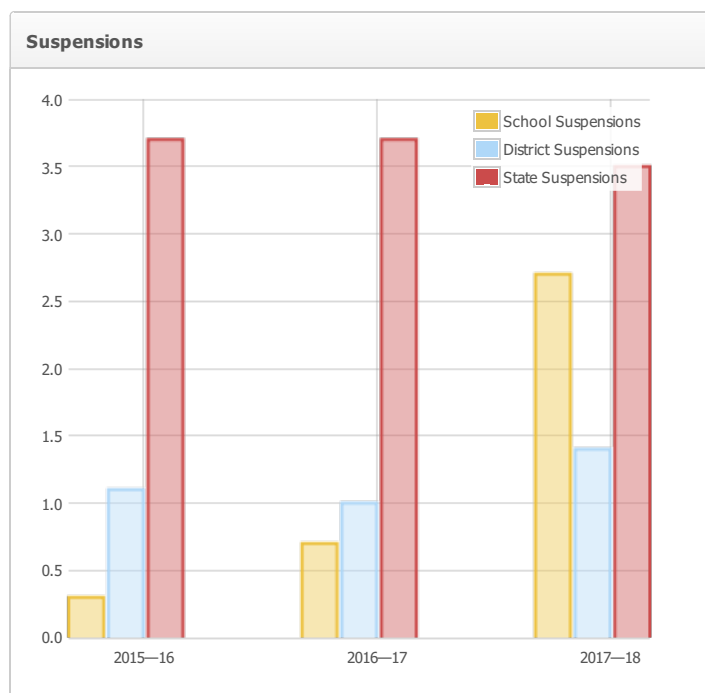
# State Priority: School Climate

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	0.3%	0.7%	2.7%	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: 12/7/2018

## School Safety Plan (School Year 2018—19)

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 presentations regarding "Run, Hide, Fight". Parents were also given access to the presentation to understand the training given to the students. PVIS is a closed campus. All visitors are required to check in at the office and obtain a visitors identification badge so that our campus security personnel can recognize them.

PVIS and the PVPUSD Education Foundation has offered presentations to both students and parents focusing on student cyber safety and wellness. Safety of students is our number one priority. All students are required to read and sign the Safe School Contract along with their parents. This contract gives detail of the consequences of bullying, details the 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 2017-18 Comprehensive School Safety Plan was adopted by School Site Council on February 7, 2017 and approved by District Governing Board on February 28, 2018.

Last updated: 12/18/2018

## 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				
1				
2				
3				
4				
5				
6	26.0	13	35	12
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				
1				
2				
3				
4				
5				
6	29.0	8	28	22
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				
1				
2				
3				
4				
5				
6	29.0	5	36	13
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: 12/7/2018



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0	3	5	14
Mathematics	21.0	4	4	3
Science	32.0		5	14
Social Science	33.0		10	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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0	2	9	12
Mathematics	19.0	3		2
Science	33.0		8	11
Social Science	33.0	2	2	15

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	5	8	11
Mathematics	26.0	7	11	5
Science	31.0	3	4	12
Social Science	33.0		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.

*Last updated: 12/7/2018*

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		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: 12/12/2018*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$5210.3	\$32.3	\$5178.0	\$77769.8
District	N/A	N/A	\$10550.7	\$79966.0
Percent Difference – School Site and District	N/A	N/A	-51.0%	-3.0%
State	N/A	N/A	\$6574.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	-55.0%	-2.0%

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

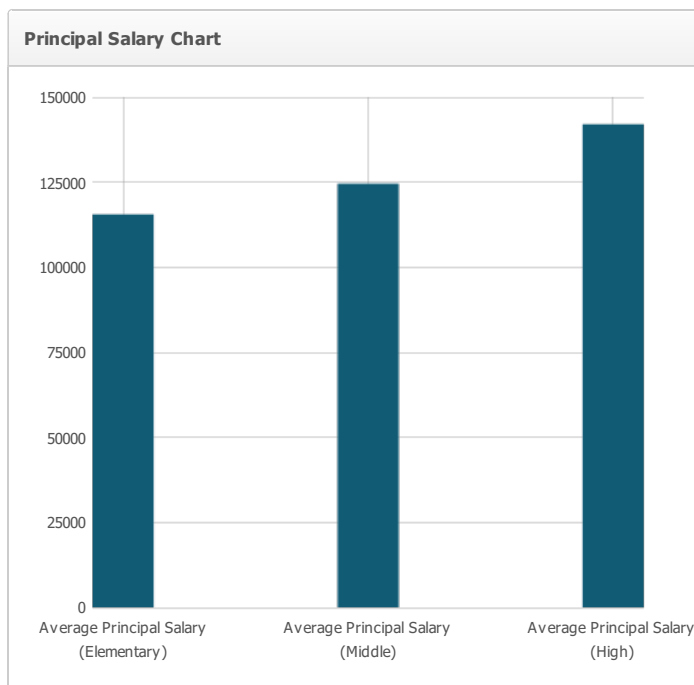
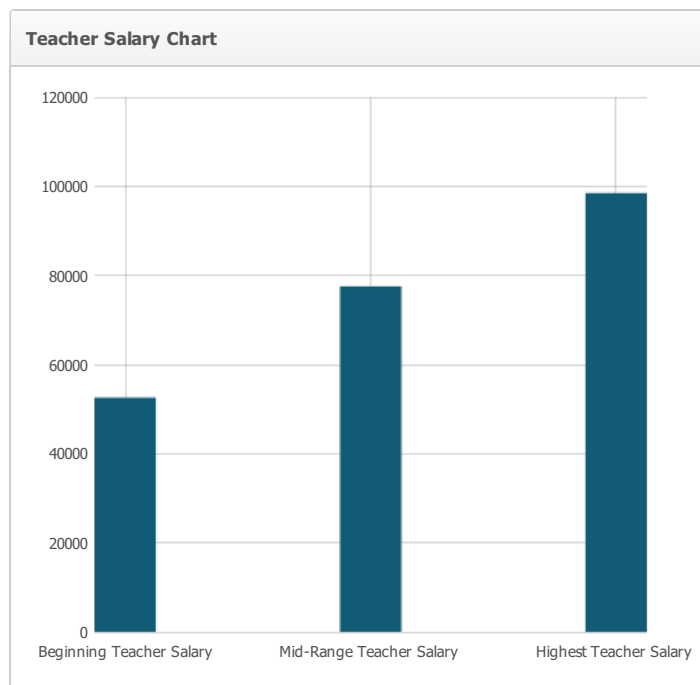
Special Children's League

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: 12/7/2018

## Professional Development

PVIS has an early release for students on Monday, allowing for weekly collaboration amongst the faculty and staff. For the 18-19 school year, a rotation schedule was established to ensure consistency in the Monday meetings for the teaching staff. The weekly rotation of the meeting is a full faculty meeting, department meeting, student advocacy meeting, and instructional planning. Each meeting is held on a rotating Monday for one hour, with a focused agenda related to that particular week. Based on staff feedback, guest speakers present at meetings on topics that are currently impacting the school campus. At our faculty and department meetings, teachers are engaging in reviewing data to identify students who are not meeting standards and develop an intervention plan to support student achievement.

For the 2018-19 school year, the PVIS faculty and staff continue to focus on our implementation of PBIS (Positive Behavior Intervention Support) with the rollout of the program schoolwide this year. The PBIS team presents monthly to the staff to ensure implementation by the staff with full fidelity. Students have engaged in presentations regarding the schoolwide matrix and behavior expectations. A positive behavior rewards program has been implemented throughout the campus to recognize students engaging in positive behavior.

The school has also established a student of the month program to recognize students who are exhibiting their best behavior. Teachers are also given the opportunity to send positive postcards to families, which recognizes students who are showing progress, improvement or positive engagement on campus.

*Last updated: 12/18/2018*