

Ridgecrest 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.



Mr. Jaime Mancilla, Principal

Principal, Ridgecrest Intermediate

About Our School

Dear Raiders,

After a restful summer break, I hope you are ready for what 2018-19 school year has in store for all of us. I am excited to begin my second year at Ridgecrest with all of you. My first year as a Raider was fantastic. The students, the staff and the parents are incredibly bright, focused and dedicated and this is one of the many things that make this a truly special school for everyone and I am so honored to be able to be your principal here.

I learned quite a bit in my first year as a middle school principal. Many of the observations that I made last year helped me reflect on my goal to make each year better than the last. This year, one of the areas that I want to focus on is ensuring that everyone feels safe, welcome and connected at Ridgecrest. To kick this off, our 8th grade WEB Leaders will welcome the 6th graders at Camp Ridgecrest and for the rest of the year, they will help ease the transition from elementary to middle school. The team has been preparing to make this year a memorable one. Most importantly, 6th graders will immediately have at least a couple of older kids with whom they can connect and reach out to on campus. All of you will also notice the rollout of our RISTix. These tickets, given out by all employees on campus, are our way of recognizing your efforts to be Responsible, act with Integrity, and be Safe. These tickets will be redeemable for opportunity drawings and special events throughout the year. Our goal with these tickets is to highlight and reward those positive behaviors that we would like everyone to exhibit at Ridgecrest.

As I mentioned before, one thing that makes Ridgecrest great is its bright, focused and dedicated students. After my first year, there was no doubt in my mind that our kids leave Ridgecrest ready to face the challenges of high school. I know how stressful, competitive and rigorous it will be for all of you in high school. While I encourage you to do the best in everything you do, I want to make sure that your experience at Ridgecrest is not overly stressful but that you also discover what it will take for you to achieve your academic goals.

I also recognize that sometimes the challenges that you face in middle school can become overwhelming and we want you to know that we are here to support you. One of the ways that we do this is through our counseling team. This year, we are excited to introduce our new counseling model, which will help our counselors better meet both your academic and social and emotional needs. Our new model will divide the student body into two parts by alpha. All students whose last name begins with A through Lee will have Ms. Allen as their primary counselor and all students whose names begin with Leidig through Z will have Mrs. Sunada. Your counselor will be able to support you with whatever issue you might have. Whatever support you need, your counselor is there for you. That said, we also want you to know that our entire staff, from teachers to paraeducators and secretaries to custodians, are always ready to lend a hand (or an ear) if you need someone to talk to or help you with anything.

I am so proud of everyone who makes Ridgecrest the great school that it is. I look forward to working with all of you to make this year the best yet.

Go Raiders!!!!

Jaime Mancilla

Principal

Contact

*Ridgecrest Intermediate
28915 Northbay Rd.
Rancho Palos Verdes, CA 90275-4902*

Phone: 310-544-2747

E-mail: mancillaj@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	Ridgecrest Intermediate
Street	28915 Northbay Rd.
City, State, Zip	Rancho Palos Verdes, Ca, 90275-4902
Phone Number	310-544-2747
Principal	Mr. Jaime Mancilla, Principal
E-mail Address	mancillaj@pvpusd.net
Web Site	http://ris.pvpusd.net
County-District-School (CDS) Code	19648656117584

Last updated: 12/11/2018

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

Due to the growing population within the district, Ridgecrest Intermediate School reopened its campus to students in September 2000. The school's vision focused on developing the whole child. The Ridgecrest vision states, "Every child will experience his/her own individual success." Ridgecrest Intermediate staff hold a shared focus on improving teaching and learning, in a positive school climate. Faculty members continually strive to find ways to meet the educational, emotional, physical, and social needs of each student.

Ridgecrest takes pride in its exemplary instructional program which has expanded beyond the core academic subjects to include opportunities for developing essential skills for college and career readiness. Course offerings include digital citizenship, STEM, and an expansive performing and fine arts program.

To supplement the instructional program, Ridgecrest Intermediate has two counselors who support the student body, staff, faculty, and families. The counselors work to bridge gaps between home and school to ensure student success. Goals embedded in the counseling program include building upon essential skills needed in the classroom for academic success and providing social/emotional support. Counselors create programs to benefit student enrichment and learning both in and outside the classroom.

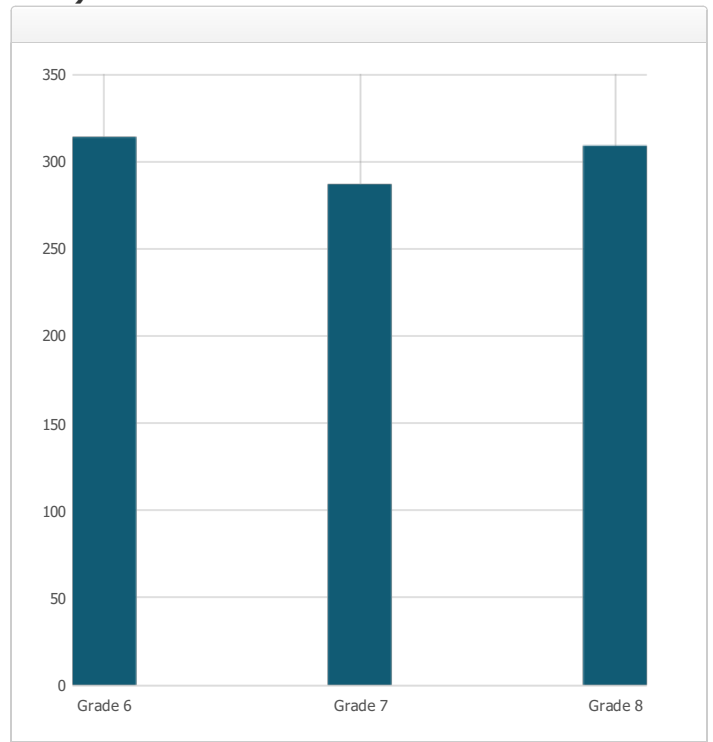
Students who graduate from Ridgecrest Intermediate enjoy the prospect of an exciting and challenging future. They will also cherish their three years as a Raider. When looking back on their time at Ridgecrest Intermediate, students will remember their supportive and caring teachers, the extracurricular activities they participated in such as Booster Club and PTSA sponsored events, school-wide performances and assemblies, and innovative classroom projects. But most of all, our graduates appreciate the friendships made within the positive school culture in which we take pride in maintaining year after year. Ridgecrest Intermediate School is a dynamic campus that prepares students to feel confident in their next steps.

Ridgecrest Intermediate School is committed to every student achieving his/her own individual success!

Last updated: 12/11/2018

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

Grade Level	Number of Students
Grade 6	314
Grade 7	287
Grade 8	309
Total Enrollment	910



Last updated: 12/11/2018

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

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	0.5 %
Asian	46.5 %
Filipino	2.4 %
Hispanic or Latino	6.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	34.8 %
Two or More Races	5.5 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.7 %
English Learners	10.7 %
Students with Disabilities	4.3 %
Foster Youth	%

A. Conditions of Learning

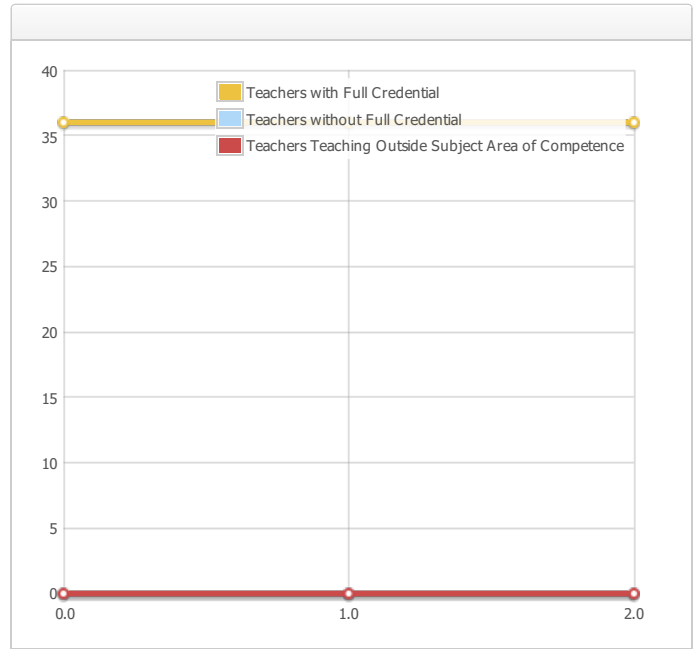
State Priority: Basic

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

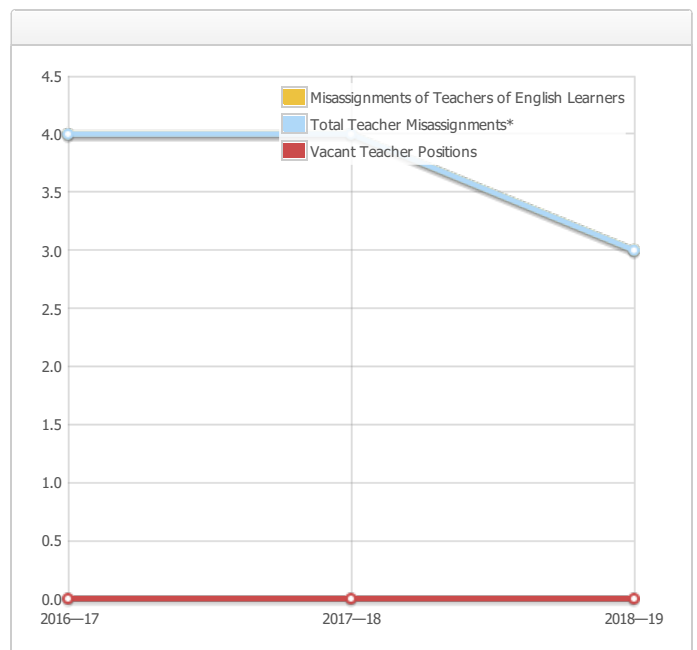
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	36	36	36	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	4	4	3
Total Teacher Misassignments*	4	4	3
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 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	0.0 %
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>	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 & 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>Grade 6</p> <p>Earth Science, Holt, Reinhart & Winston, 2007</p> <p>Grade 6</p> <p>Study Guide B/Directed Rdg for Science & Technology Earth (CA), Holt, 2007</p> <p>Grade 7</p> <p>Life Science, Holt, Reinhart & Winston, 2007</p>	Yes	0.0 %
History-Social Science	<p>Grade 6</p> <p>World History: Ancient Civilizations, Holt, 2006 Student Textbook – ISBN 978-0030733512</p> <p>Grade 6</p> <p>World History: Ancient Civilizations, Holt, 2006 Student Workbook – ISBN 978-003042092-4</p> <p>Grade 7</p> <p>World History: Medieval to Early Modern Times, Holt, 2006 Student Textbook – ISBN 978-0030733994</p>	Yes	0.0 %
Foreign Language	<p>Spanish 1 (grades 6-12)</p> <p>En Espanol, Level 1, McDougal, Littell & Company, 2004</p> <p>Espanol Workbook 1, McDougal Littell, 2004</p>	Yes	0.0 %
Health	<p>Grade 7</p> <p>Decisions for Health (Level Red), Holt, Reinhart and Winston, 2004</p> <p>Grades 8-12</p> <p>Lifetime Health, Holt, Reinhart and Winston, 2004</p>	Yes	0.0 %
Visual and Performing Arts	<p>Grade 6-7</p> <p>Art I: Music: Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986</p> <p>Grade 8 Art II</p> <p>Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986</p>	Yes	0.0 %

Grade 8 Art III

Art in Action, Hubbard & Herberholz, Holt, Reinhart & 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

The Palos Verdes Peninsula Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the District office, or on the Internet at www.pvpusd.net. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has thirty classrooms, three smaller instructional rooms, two computer labs, a multipurpose room, a library, and an administration building. The main campus was built in 1966. Two portable classrooms were constructed in 2000 for PE locker rooms. The locker rooms were replaced in 2006. The school reopened in 2000 with permanent and portable classrooms. In 2004, a portable PE office was added. The multipurpose room was built in 1966.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority. No other emergency facilities needs exist at this school.

Cleaning Process and Schedule

The District's Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at www.pvpusd.net. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

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

Last updated: 12/18/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Tree roots have damaged a portion of sewer line. Hydro jetter is maintaining function, repair to be scheduled.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Ongoing contract with rodent control contractor necessary.
Electrical: Electrical	Good	
Restrooms/Fountains: 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.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Timber inspection required to develop repair plan of canopies. Roof leaks discovered during recent rains will be evaluated for future repairs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Fences are near end of useful life and replacement should be scheduled when funding is available. Asphalt repairs and slurry should be discussed for future facilities improvement.

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)	79.0%	79.0%	78.0%	77.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	75.0%	77.0%	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	910	847	93.08%	79.46%
Male	472	453	95.97%	77.26%
Female	438	394	89.95%	81.98%
Black or African American	24	23	95.83%	56.52%
American Indian or Alaska Native	--	--	--	
Asian	432	404	93.52%	82.43%
Filipino	18	18	100.00%	88.89%
Hispanic or Latino	62	58	93.55%	62.07%
Native Hawaiian or Pacific Islander	--	--	--	
White	310	285	91.94%	78.95%
Two or More Races	53	49	92.45%	87.76%
Socioeconomically Disadvantaged	72	69	95.83%	59.42%
English Learners	177	153	86.44%	60.78%
Students with Disabilities	41	35	85.37%	42.86%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 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	910	867	95.27%	77.16%
Male	472	462	97.88%	78.35%
Female	438	405	92.47%	75.80%
Black or African American	24	23	95.83%	39.13%
American Indian or Alaska Native	--	--	--	
Asian	432	421	97.45%	85.99%
Filipino	18	18	100.00%	83.33%
Hispanic or Latino	62	58	93.55%	63.79%
Native Hawaiian or Pacific Islander	--	--	--	
White	310	287	92.58%	69.34%
Two or More Races	53	49	92.45%	81.63%
Socioeconomically Disadvantaged	72	69	95.83%	56.52%
English Learners	177	173	97.74%	74.57%
Students with Disabilities	41	35	85.37%	34.29%
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
7	36.0%	86.0%	121.0%

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: 12/11/2018

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)

Parents, teachers and students work together through our PTSA to support the educational and academic environment at Ridgecrest. PTSA advocates on behalf of our students providing additional funding for programs and activities that promote our curricular needs and goals. Some programs that PTSA supports are cultural enrichment, assemblies, Art at Your Fingertips, and safety awareness.

In addition to the PTSA, Ridgecrest Intermediate has an active Booster Club that sponsors after school enrichment activities for students. Ridgecrest also has an active Chinese Parent Association, Japanese Parent Association, and Korean Parent Association that serve to support and represent the needs of our different Asian groups on campus. The parent funded Peninsula Ed Foundation also supports our school through funding of programs such as our music program and one of our school counselors. They also host three annual Parent University events that are geared to provide educational and parenting workshops to parents of intermediate school student.

Our parents are welcome to volunteer in any of the above mentioned organizations that support our schools.

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

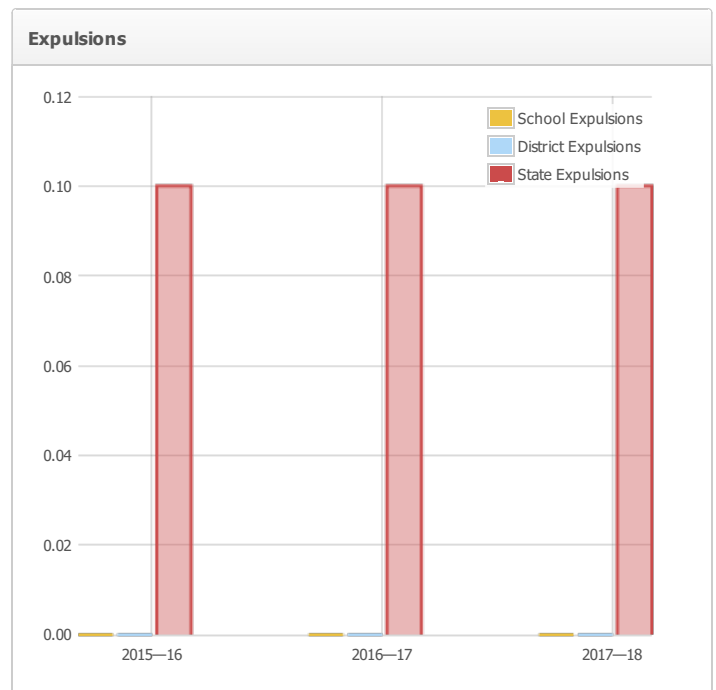
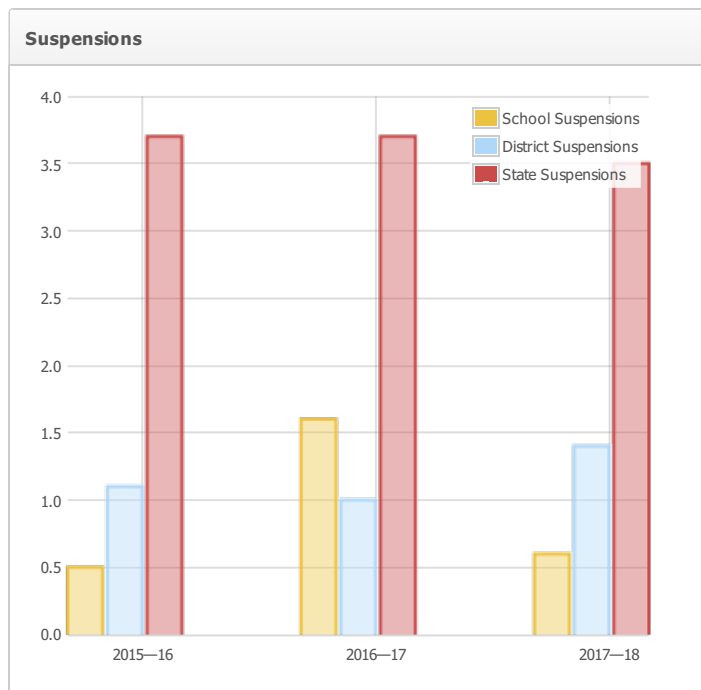
State Priority: School Climate

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	0.5%	1.6%	0.6%	1.1%	1.0%	1.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/11/2018

School Safety Plan (School Year 2018—19)

The NIMS plan is updated annually by the assistant principal to include updates to staff rosters and assign emergency positions. The PTSA Disaster Chair updates the inventory of the disaster sheds annually to replace any expired supplies. Ridgecrest holds monthly drills which cover: fire, lockdown, disaster, earthquake, shelter in-place and HAM radio. Logs of accomplished drills are sent to the Business Office by the Office Manager.

This year, we began training active-shooter protocols. Teachers, students and parents were instructed in the latest protocol, Run-Hide-Fight. Drills are scheduled for the spring.

The NIMS plan covers procedures for an array of emergencies to provide care for our general population as well as care to our students with disabilities. Protocols are in place for partnerships with outside agencies, including the American Red Cross to access school grounds for mass care and welfare shelters during emergencies.

Ridgecrest is committed to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. This is evidenced by our PBIS Framework as well as our WEB program which allows positive 8th grade role models an opportunity to connect with incoming sixth graders. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

2017-18 Comprehensive School Safety Plan was adopted by School Site Council on January 18, 2018 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	30.0	7	28	23
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	31.0	5	14	30
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	33.0	4	16	32
Other**	31.0		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

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	25.0	8	10	7
Mathematics	26.0	3	2	4
Science	32.0	1	10	10
Social Science	33.0		6	13

* 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	27.0	7	5	12
Mathematics	28.0		4	1
Science	33.0		6	13
Social Science	33.0		7	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.

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	26.0	6	8	9
Mathematics	31.0	1	10	8
Science	35.0		3	14
Social Science	35.0		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.

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	2.0	450.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.6	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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5164.8	\$24.5	\$5140.3	\$78948.0
District	N/A	N/A	\$10550.7	\$79966.0
Percent Difference – School Site and District	N/A	N/A	-51.0%	-1.0%
State	N/A	N/A	\$6574.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	-56.0%	0.0%

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

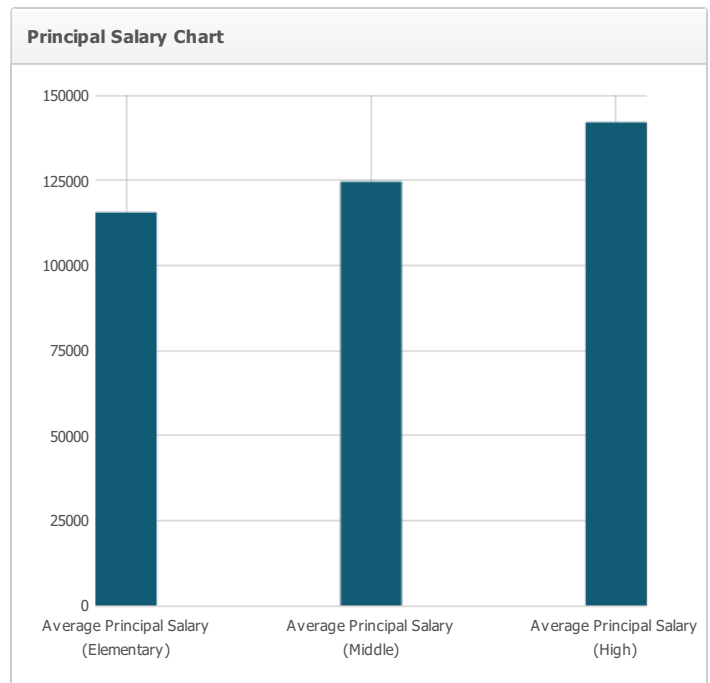
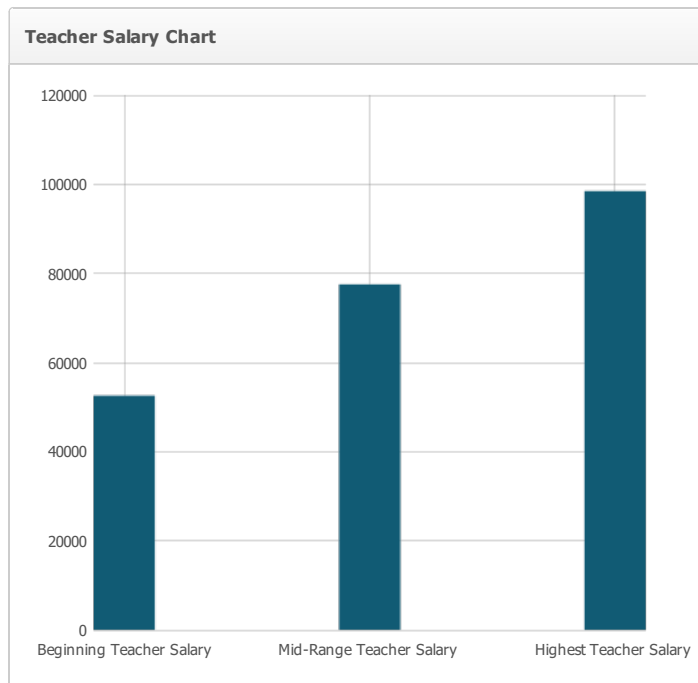
Special Children's League

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

Ridgecrest has calendared four days of professional development as part of our Monday schedule. On these days, the faculty receives training on a variety of subjects from EL instructional strategies as well as training on the CAASPP Interim Assessments.

The faculty attends the district-wide Professional Development trainings. One focused on Active-Shooter Safety Protocols and the one scheduled for January will address the needs of each department.

Over the past two years, professional development has also focused on the implementation of Positive Behavior Interventions and Support strategies, as well as continued training on a variety of instructional strategies that support our underachieving students.

Teachers have been provided opportunities to observe lessons taught by colleagues and district TOSAs. The science department has been working with the district science TOSA in developing units of study that reflect the shift to the new Next Generation Science Standards. They have also received training on several different pilot programs and are currently working with one of the options.

The Language Arts department continues to receive training to implement the new Language Arts adoption. The social studies department went to workshops that introduce the new social studies/history framework. The math department was trained for three days in Cognitively-Guided Instruction (CGI).

Last updated: 12/11/2018