

Miraleste 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.



Frank Califano

Principal, Miraleste Intermediate

About Our School

Success at Miraleste Intermediate School is a team effort. Combine a very hard working staff, motivated students and an incredibly supportive community and you have a great school. I am proud to be a part of that team.

Contact

Miraleste Intermediate
29323 Palos Verdes Dr. East
Rancho Palos Verdes, CA 90275-6470

Phone: 310-732-0900
E-mail: califanof@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	Miraleste Intermediate
Street	29323 Palos Verdes Dr. East
City, State, Zip	Rancho Palos Verdes, Ca, 90275-6470
Phone Number	310-732-0900
Principal	Frank Califano
E-mail Address	califanof@pvpusd.net
Web Site	http://mis.pvpusd.net
County-District-School (CDS) Code	19648656021331

Last updated: 12/6/2018

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

Miraleste Intermediate School (MIS) occupies a terraced, twenty-acre campus on a Rancho Palos Verdes hillside that overlooks the Los Angeles and Long Beach harbors. MIS serves three of the cities on the Palos Verdes Peninsula: Rancho Palos Verdes, Rolling Hills, and Rolling Hills Estates. The campus opened to students in 1968 as a high school. In June 1991, the school became an intermediate campus serving grades 6, 7, and 8. Students attending Miraleste are lucky enough to have access to facilities not normally found at an intermediate site: a swimming pool, gymnasium, tennis courts, track, theater arts building with a full-size stage, an orchestral music room and a chorus room.

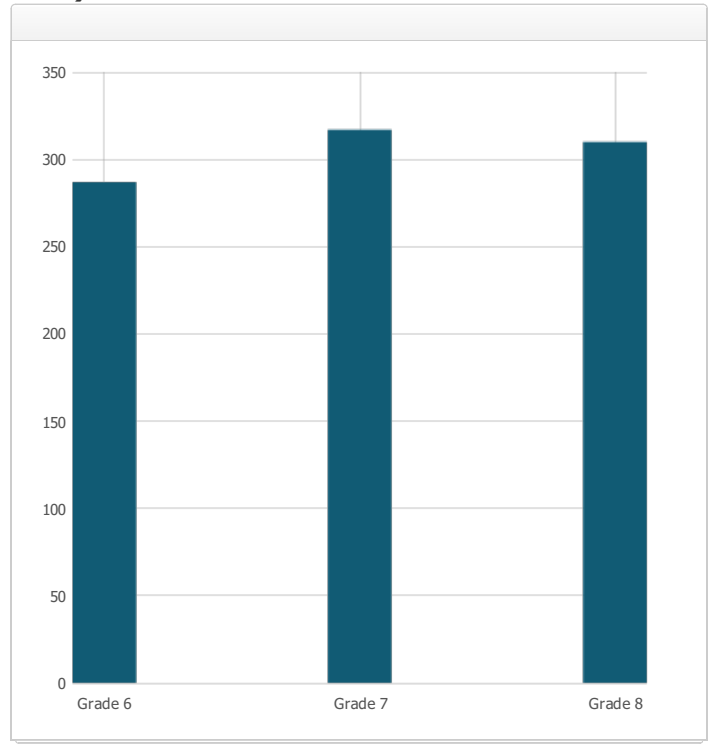
Our two-fold mission is to provide our students with the best possible preparation for high school while also offering them an exciting three-year intermediate experience that helps them successfully navigate the adolescent years. With the combined efforts of our students, dedicated staff members, involved parents, and the community, our students are well supported. We are also the home of a world class STEM program who compete not only for State honors but National recognition.

We have outlined our school vision in our mission statement: Miraleste Intermediate School is a dedicated and friendly community committed to high standards of achievement and discipline in academics, athletics, and creative extra-curricular experiences in order to meet the intellectual, emotional, physical, and social needs of all students. Combined with home and community-at -large, Miraleste gives students the opportunity to develop their potential, self-worth and love of learning while becoming responsible contributing members of society.

Last updated: 12/18/2018

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

Grade Level	Number of Students
Grade 6	287
Grade 7	317
Grade 8	310
Total Enrollment	914



Last updated: 12/6/2018

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

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	0.0 %
Asian	12.1 %
Filipino	2.0 %
Hispanic or Latino	22.7 %
Native Hawaiian or Pacific Islander	0.4 %
White	50.7 %
Two or More Races	8.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	10.5 %
English Learners	2.8 %
Students with Disabilities	9.4 %
Foster Youth	0.1 %

A. Conditions of Learning

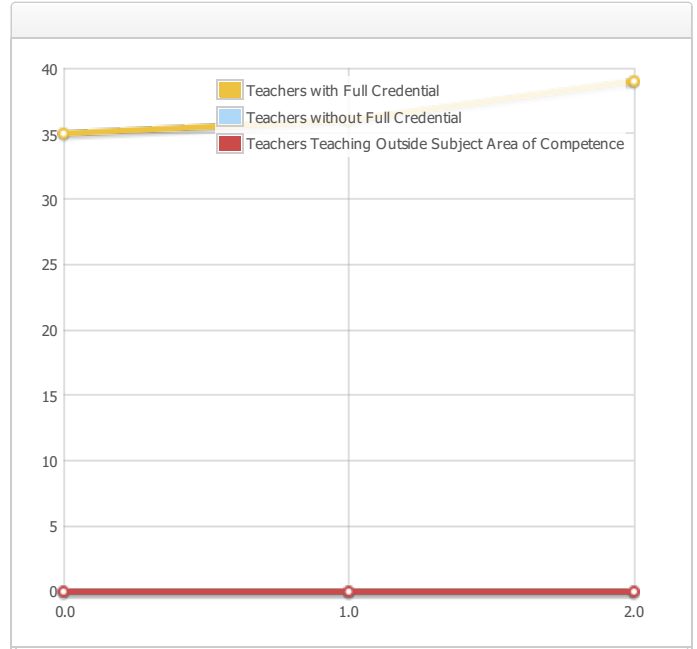
State Priority: Basic

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

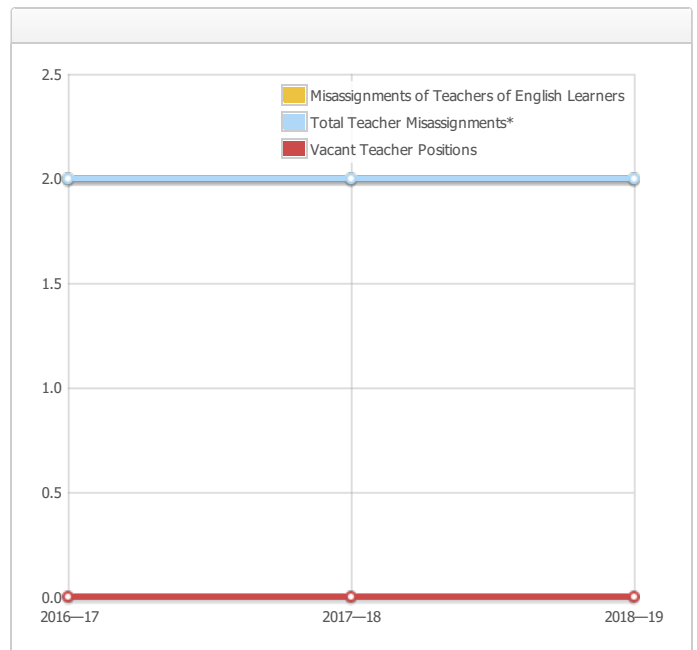
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	35	36	39	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments*	2	2	2
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/11/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade 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 %

PVCM 8

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

Grade 8 Algebra; Algebra 1/B; Algebra 1 Honors

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

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> <p>Grade 7</p> <p>Study Guide B/Directed Rdg Worksheets for Life Science (CA), Holt 2007</p> <p>Grade 8</p> <p>Physical Science, Holt, Reinhart & Winston, 2007</p> <p>Grade 8</p> <p>Study Guide A/Directed Rdg Worksheets for Physical Science (CA), Holt, 2007</p> <p>Grade 8</p> <p>Study Guide B/Directed Rdg Worksheets for Physical Science (CA), Holt, 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> <p>Grade 7</p> <p>World History: Medieval to Early Modern Times, Holt, 2006 Standards Review Workbook – ISBN 978-003042158-7</p> <p>Grade 7</p> <p>World History: Medieval to Early Modern Times, Holt, 2006 Interactive Reader & Study Guide - Workbook – ISBN 978-003042314-7</p> <p>Grade 8</p> <p>United States History Independence to 1914, Holt, 2006 Student Textbook – ISBN</p>	Yes	0.0 %

978-0-030-41228-8

Grade 8

United States History Independence to 1914, Holt, 2006 Student Workbook – ISBN 978-0-030-41228-8

Foreign Language	Spanish 1 (grades 6-12)	Yes	0.0 %
	En Espanol, Level 1, McDougal, Littell & Company, 2004		
	Espanol Workbook 1, McDougal Littell, 2004		
Health	Grade 7	Yes	0.0 %
	Decisions for Health (Level Red), Holt, Reinhart and Winston, 2004		
	Grades 8-12		
	Lifetime Health, Holt, Reinhart and Winston, 2004		
Visual and Performing Arts	Grade 6-7	Yes	0.0 %
	Art I: Music: Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986		
	Grade 8 Art II		
	Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986		
	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 %

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

Last updated: 12/18/2018

School Facility Conditions and Planned Improvements

The physical plant is in fair shape. Our gymnasium bleachers are set to be replaced and our blacktop needs some cracks filled. We replaced five drinking fountains with water stations which provide cooled, filtered water for our students.

Last updated: 12/10/2018

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	HVAC and sewer systems are older. Continued maintenance using work order system required. Future replacement should be considered in site facility improvement discussion.
Interior: Interior Surfaces	Fair	Repairs ongoing using work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Ongoing issues from SCE frequent power outages.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Water supply system should be reviewed for replacement in specific areas as budget permits. Currently functional. Showers have old fixtures. Replacement should be considered in facility improvement discussion.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof repair included in long term plan. Relocatable units reaching useful life. Schedule replacement as budget allows.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Swimming pool, fencing and asphalt repair/replacement should be considered in facility improvement discussion.

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)	69.0%	69.0%	78.0%	77.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	63.0%	66.0%	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	905	856	94.59%	69.28%
Male	469	443	94.46%	62.53%
Female	436	413	94.72%	76.51%
Black or African American	23	22	95.65%	50.00%
American Indian or Alaska Native	--	--	--	
Asian	100	99	99.00%	78.79%
Filipino	20	20	100.00%	75.00%
Hispanic or Latino	183	169	92.35%	52.07%
Native Hawaiian or Pacific Islander	--	--	--	
White	511	482	94.32%	72.41%
Two or More Races	55	51	92.73%	82.35%
Socioeconomically Disadvantaged	112	102	91.07%	50.00%
English Learners	48	45	93.75%	53.33%
Students with Disabilities	81	65	80.25%	26.15%
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: 12/10/2018

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	914	856	93.65%	66.00%
Male	472	442	93.64%	64.25%
Female	442	414	93.67%	67.87%
Black or African American	23	22	95.65%	59.09%
American Indian or Alaska Native	--	--	--	
Asian	102	99	97.06%	81.82%
Filipino	20	20	100.00%	70.00%
Hispanic or Latino	184	170	92.39%	44.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	517	481	93.04%	70.48%
Two or More Races	55	51	92.73%	72.55%
Socioeconomically Disadvantaged	113	102	90.27%	41.18%
English Learners	50	45	90.00%	57.78%
Students with Disabilities	90	65	72.22%	24.62%
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: 12/10/2018

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	49.0%	69.0%	138.0%

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 crucial piece for supporting a child's success in school. This is especially true in the years spanning elementary school through high school. Miraleste is committed to including parents in their child's intermediate school career, starting with establishing contact with their student's teachers. Teacher email addresses and telephone extensions are published throughout the year to provide parents easy access to the staff. Aeries.net and Edlio allow parents to email teachers, check grades, review explanations of assignments and projects, and identify sources of enrichment or assistance through the Internet .

Our campus has a very active Parent Teacher Student Association (PTSA) that meets monthly. The PTSA sponsors all school assemblies, Red Ribbon and Yellow Ribbon Week programs, teacher appreciation activities, and a book fair. The PTSA publishes an electronic comprehensive weekly 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 all after-school activities. These programs include sports teams that compete against other local intermediate schools in league competition and are open to all students who wish to participate. Additionally, the Booster Club sponsors an annual spring musical, school improvement projects including new lockers in the PE area, fresh filtered water stations throughout the school, and the Cotillion program that teaches the "social graces" to participating students. We have also started a school wide intramural program sponsored by the Booster club in which the student team champions are rewarded by playing the staff team in a variety of events.

The School Site Council included elected parent members and is responsible for developing and monitoring our school goals.

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

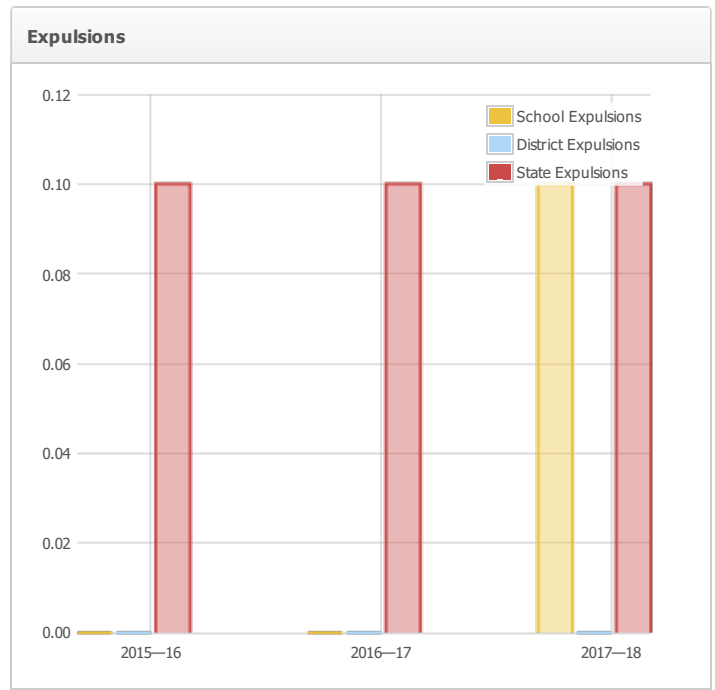
State Priority: School Climate

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	2.3%	2.2%	2.1%	1.1%	1.0%	1.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/11/2018

School Safety Plan (School Year 2018—19)

A review of our school indicates that the students, parents, and staff of Miraleste Intermediate School are safe on campus, off campus, at school sponsored events, and traveling to and from school.

Miraleste Intermediate School participates in disaster and lockdown drills, both of which are evaluated by PTSA and local law enforcement .

During the 2017-2018 school year there were 25 Suspensions and 1 expulsion.

There were no reported crimes committed on campus, nor any property damage reported.

Via the California Healthy Kids Survey results, data shows students feel safe on campus, do not report seeing any drugs or weapons on campus, and have a caring relationship with at least one adult on campus with which they could go to if concerned.

Campus security includes 2 staff as well as security cameras. Visitors are required to sign in at the main office and obtain a visitors badge for identification, and sign out upon their leaving.

Cabinet , School Site Council and PTSA 4th Vice President review the security and safety at Miraleste.

All students are educated on the policies and procedures that address bullying, harassment , sexual harassment , discrimination and cyber bullying. Presentations are made by the administration in September and are followed up throughout the school year via Guidance Lesson plans delivered by the Safe School Coordinator.

Parents are also educated through Parent University Meetings, information nights, and PTSA meetings.

Teachers and staff utilize the Student Referral form for student behaviors which are not responsive to classroom interventions. This year we have begun a program called Positive Behavior Interventions or PBIS which involves a number trainings and presentations by and from staff. PBIS uses a series of reward systems to change behavior both in and out of the classroom.

As of November 2017 attendance rates are 96%. We did not refer any students to SARB and 44 families have received a SART letter.

2017-18 Comprehensive School Safety Plan was adopted by School Site Council on February 6, 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	29.0	7	35	14
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	33.0	3	12	37
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	13	35
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: 12/18/2018

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	27.0	3	12	7
Mathematics	19.0	4	4	1
Science	29.0	2	11	7
Social Science	29.0	2	11	7

* 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	5	10	8
Mathematics	16.0	3	3	
Science	31.0	1	9	9
Social Science	31.0	2	7	10

* 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	6	12
Mathematics	28.0	4	8	10
Science	29.0	3	10	8
Social Science	32.0	1	4	14

* 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	1.0	915.0
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (Librarian)	1.0	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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5484.1	\$23.6	\$5460.6	\$80987.2
District	N/A	N/A	\$10550.7	\$79966.0
Percent Difference – School Site and District	N/A	N/A	-48.0%	1.0%
State	N/A	N/A	\$6574.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	-53.0%	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

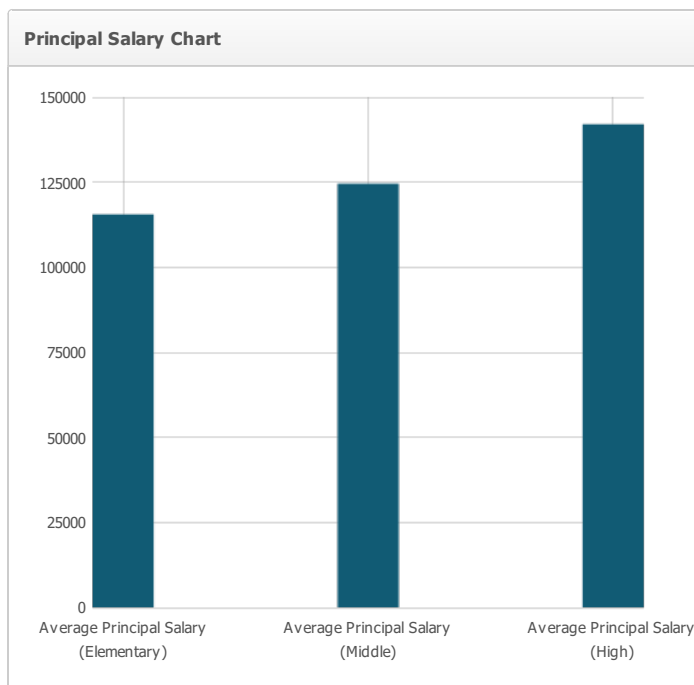
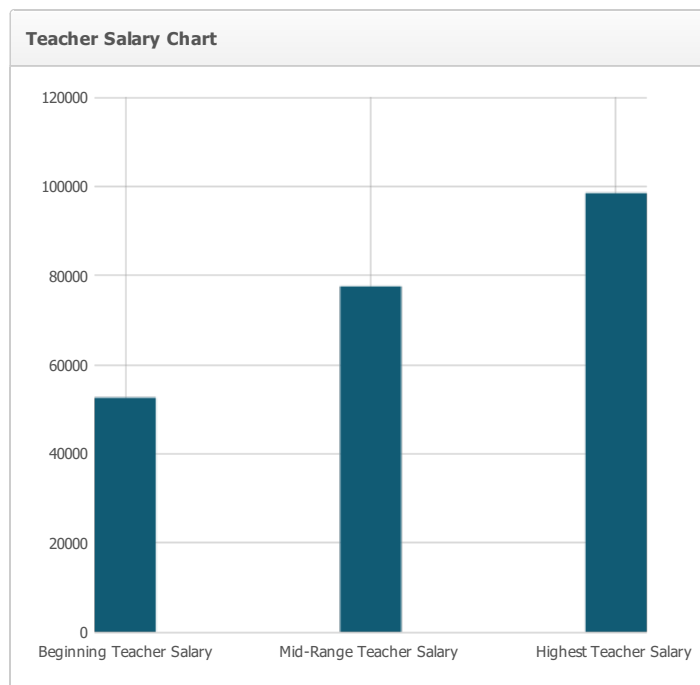
Special Children's League

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: 12/11/2018

Professional Development

Professional Development for the 2017-18 school year focused on the implementation of the teaching and learning strategies associated with new textbooks and online learning for Language arts. All teachers, K-12 have been developing an understanding of close reading strategies, depth of knowledge, project -based learning, cognitive guided instruction, designing lessons/assessments, and implementing curriculum supporting the standards. Data analysis from test scores and other formative assessments were broken down so that teachers could identify student who were not meeting standards and create plans to help those students. Teachers have been provided opportunities to observe lessons taught by colleagues and district TOSA's. Curriculum mapping and teacher articulation have been a significant part of Professional Development . There has been an effort to provide CASSP training and practice for teachers and student's regarding performance tasks in both English Language Arts and Mathematics. There has also been significant time given to the implementation of NGSS Science Standards. Teacher have begun the process of piloting programs. Significant time has also been allocated for the implementation of PBIS and WEB programs.

Last updated: 12/12/2018