

# Miraleste Intermediate

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Mr. Frank Califano, Principal

Principal, Miraleste Intermediate

#### About Our School

Success at Miraleste Intermediate School is a team effort. Combine a very hardworking 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  
Email: [califanof@pvpusd.net](mailto:califanof@pvpusd.net)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Palos Verdes Peninsula Unified
<b>Phone Number</b>	(310) 378-9966
<b>Superintendent</b>	Alex Cherniss
<b>Email Address</b>	<a href="mailto:chernissa@pvpusd.net">chernissa@pvpusd.net</a>
<b>Website</b>	<a href="http://www.pvpusd.net">www.pvpusd.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Miraleste Intermediate
<b>Street</b>	29323 Palos Verdes Dr. East
<b>City, State, Zip</b>	Rancho Palos Verdes, Ca, 90275-6470
<b>Phone Number</b>	310-732-0900
<b>Principal</b>	Mr. Frank Califano, Principal
<b>Email Address</b>	<a href="mailto:califanof@pvpusd.net">califanof@pvpusd.net</a>
<b>Website</b>	<a href="http://mis.pvpusd.net">http://mis.pvpusd.net</a>
<b>County-District-School (CDS) Code</b>	19648656021331

*Last updated: 12/19/2019*

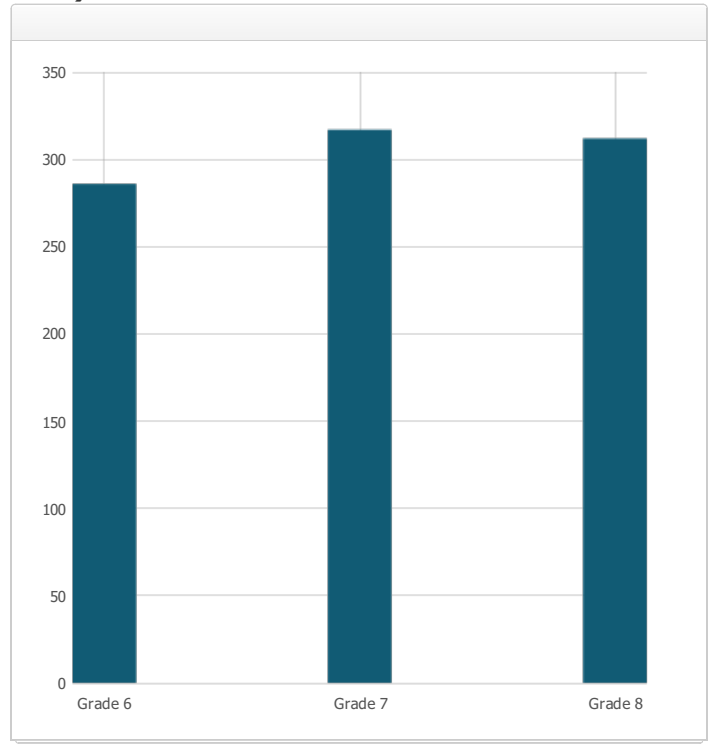
### School Description and Mission Statement (School Year 2019—20)

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. We have implemented a lunchtime intramural sports program. Some lunchtime events include over half of our student body. We also offer clubs and the arts. Every student at Miraleste has a chance to find their interest. 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 have also recently welcomed Military students from the local bases and are proud that they are choosing Miraleste as their Intermediate School. We are also the home of a world class STEM program who compete not only for State honors but National recognition. The combination of a great faculty, committed students, and incredibly supportive parents have made Miraleste a great school. 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: 12/13/2019*

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

Grade Level	Number of Students
Grade 6	286
Grade 7	317
Grade 8	312
Total Enrollment	915



Last updated: 12/19/2019

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

Student Group	Percent of Total Enrollment
Black or African American	3.50 %
American Indian or Alaska Native	%
Asian	11.80 %
Filipino	2.10 %
Hispanic or Latino	23.50 %
Native Hawaiian or Pacific Islander	0.40 %
White	51.10 %
Two or More Races	5.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	10.60 %
English Learners	2.80 %
Students with Disabilities	11.40 %
Foster Youth	0.10 %
Homeless	%

## A. Conditions of Learning

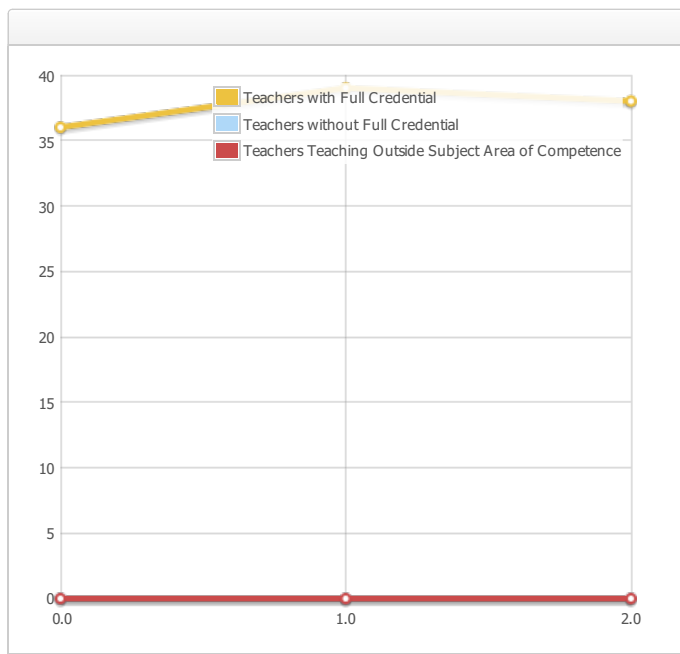
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

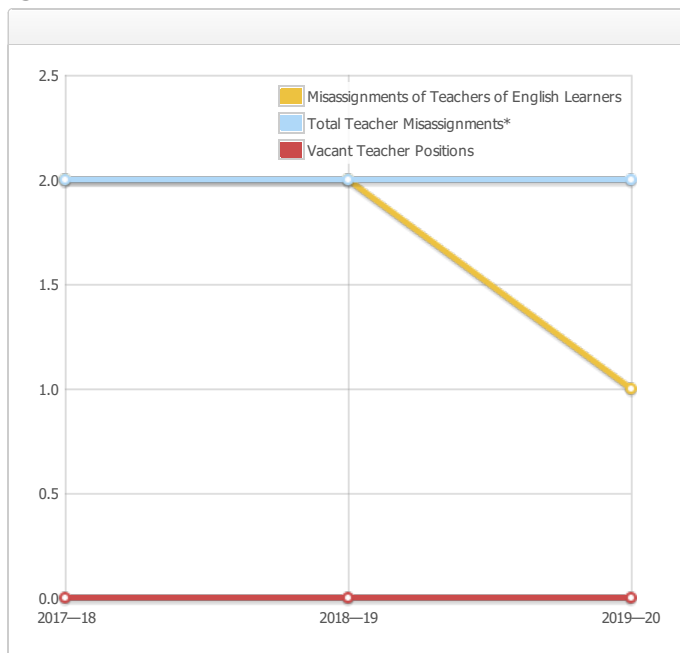
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	36	39	38	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	2	2	1
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: 12/18/2019

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade 6</p> <p>StudySync G6 CA Student Online w /Designated ELD &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>Grade 7</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>Grade 8</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	0.00 %
Mathematics	<p>PVCM 6, 6 Accl</p> <p>Big Ideas Math Course 1, Houghton Mifflin Harcourt, 2015, ISBN #978-1-608-40669-2</p> <p>Big Ideas Math: Record &amp; 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 &amp; 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 &amp; Practice Journal Red/Course 2, HMH, 2015, ISBN #978-1-608-40461-2</p> <p>PVCM 8</p> <p>Big Ideas Math Course 3, Houghton Mifflin Harcourt, 2015 ISBN #978-1-608-40672-2</p> <p>Big Ideas Math: Record &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</p>	Yes	0.00 %

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

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

*Last updated: 12/18/2019*

## School Facility Conditions and Planned Improvements

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

*Last updated: 12/18/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC and Sewer systems are older; continued maintenance using work order system required. Regular Hydro Jetting required to maintain function.
<b>Interior:</b> Interior Surfaces	Fair	Repairs ongoing using work order system.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Ongoing Contract for gopher control required.
<b>Electrical:</b> Electrical	Fair	Ongoing issues from SCE; frequent power outages.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Various location on campus have galvanized water piping and continued monitoring and maintenance required to maintain function.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Roof repairs performed Summer 2019; continued monitoring of roofs required for future repairs. Relocatable units reaching useful life and replacement of worst units included in Facilities Modernization Plan.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Swimming Pool, fencing and asphalt repair/replacement are included in Facilities Modernization Plan.

## Overall Facility Rate

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

Overall Rating	Fair
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*Last updated: 12/18/2019*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	69%	72%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	66%	66%	72%	72%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 12/19/2019*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	900	874	97.11%		71.51%
Male	472	453	95.97%		65.56%
Female	428	421	98.36%		77.91%
Black or African American	30	29	96.67%		48.28%
American Indian or Alaska Native					
Asian	109	108	99%		89.81%
Filipino	18	18	100.00%		72.22%
Hispanic or Latino	205	198	96.59%		60.10%
Native Hawaiian or Pacific Islander	--	--	--		
White	466	453	97.21%		73.95%
Two or More Races	53	49	92.45%		73.47%
Socioeconomically Disadvantaged	107	104	97.20%		47.12%
English Learners	52	50	96.15%		56.00%
Students with Disabilities	98	92	93.88%		21.74%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

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

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

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

*Last updated: 12/19/2019*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	899	870	96.77%		65.52%
Male	471	450	95.54%		63.33%
Female	428	420	98.13%		67.86%
Black or African American	30	29	96.67%		48.28%
American Indian or Alaska Native					
Asian	109	108	99%		84.26%
Filipino	18	18	100.00%		66.67%
Hispanic or Latino	204	197	96.57%		49.24%
Native Hawaiian or Pacific Islander	--	--	--		
White	466	450	96.57%		68.89%
Two or More Races	53	49	92.45%		75.51%
Socioeconomically Disadvantaged	106	103	97.17%		35.92%
English Learners	52	50	96.15%		46.00%
Students with Disabilities	97	89	91.75%		16.85%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

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

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

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

*Last updated: 12/19/2019*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	13.00%	32.00%	36.00%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/14/2020*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

Parent involvement is a 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 academic and PE areas, 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 includes elected parent members and is responsible for developing and monitoring our school goals. Lastly we have a program called Parents on Campus in which parents are invited to come to the school during lunch and help with supervision.

### State Priority: Pupil Engagement

*Last updated: 12/16/2019*

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

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

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.20%	2.00%	3.40%	1.00%	1.40%	1.30%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.10%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 12/19/2019*

## School Safety Plan (School Year 2019—20)

A review of our school indicates that 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. On November 7th, 2019 we held school evacuation drill in which our students and staff evacuated to a field across the street from the school. The evacuation drill was supervised by the Lomita Sheriff Department and district personnel. A fire drill will also be practiced in the month of January and again towards the end of the school year.

During the 2018-2019 school year there were 36 Suspensions and 0 expulsions. 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. That data also shows significant growth in students feeling a connection to their school. This is an area where the current administration has worked extremely hard to improve. Campus security includes 2 staff as well as security cameras. Visitors are required to now show identification at the main office entrance in order to continue onto campus. The identification is then sent through a new Raptor system to make sure any adult coming onto the Miraleste campus does not have a criminal background and adds another layer of protection for our students and staff.

District 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 Counselors. Parents are also educated through Parent University Meetings, information nights, and PTSA and Booster Club meeting. Teachers and staff utilize the Student Referral form for student behaviors which are not responsive to classroom interventions. This year we have continued to improve on our Positive Behavior Intervention or PBIS program 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 December 2018 attendance rates are 95%. We did refer one student to SARB and 54 families have received a SART letter. The 2018-19 Comprehensive School Safety Plan was adopted by School Site Council on February 6, 2019 and approved by District Governing Board on February 28, 2019.

*Last updated: 12/17/2019*

## **D. Other SARC Information**

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	5	10	8
Mathematics	16.00	3	3	
Science	31.00	1	9	9
Social Science	31.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	6	6	12
Mathematics	28.00	4	8	10
Science	29.00	3	10	8
Social Science	32.00	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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	10	5	11
Mathematics	27.00	4	9	10
Science	30.00	3	7	11
Social Science	29.00	3	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.

*Last updated: 12/19/2019*



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

Title	Ratio**
Counselors*	457.50

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

\*\*Average Number of Pupils per Counselor

*Last updated: 12/19/2019*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.20

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/6/2020*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6054.23	\$602.28	\$5451.95	\$83349.54
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	-0.45%	0.00%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-0.50%	0.03%

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

Last updated: 1/6/2020

**Types of Services Funded (Fiscal Year 2018—19)**

For the 2018-19 school year, Palos Verdes Peninsula Unified School District spent an average of \$11,654.82 to educate each student (based on 2018-19 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction and certain other expenditures. This calculation is required by law annually and is compared to other districts statewide. In addition to general fund state funding, Palos Verdes Peninsula Unified receives federal, state and local funding for special programs. For the 2018-19 school year, the District received approximately \$1,020.95 per student in federal, state and local aid for the following categorical, special education and support programs:

Title I

Special Education IDEA Local Assistance

Special Education IDEA Preschool

Special Education IDEA Preschool Local Entitlement

Special Education IDEA Mental Health

Special Education IDEA Preschool Staff Development

Career and Technical Education

Title II

Title III

Specialized Secondary Programs

Restricted Lottery

Special Education (AB602)

SELPA Regionalized Program

Special Education Mental Health Services

Tobacco Use Prevention Education

Classified Employee PD Block Grant

Low Performing Student Block Grant

Music Donation Grant

CalMHSA Grant

PEF-STEM

PEF Site Grant

Special Children's League

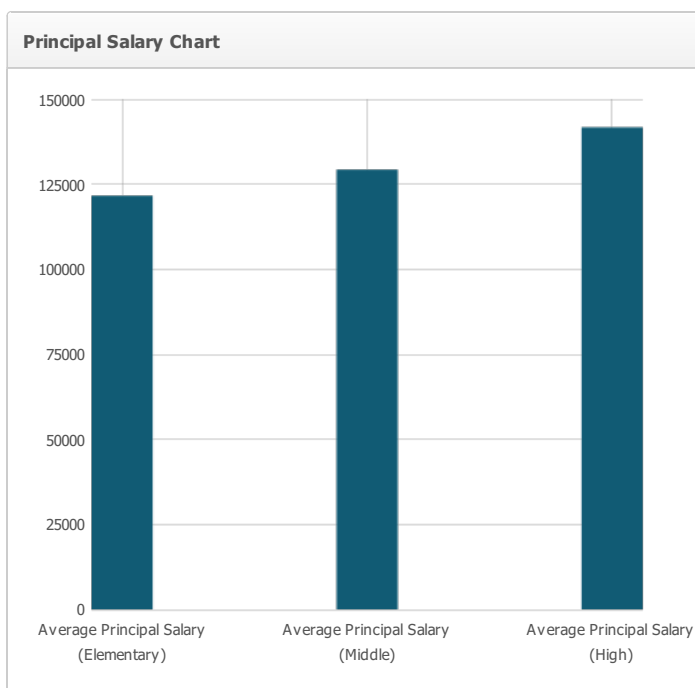
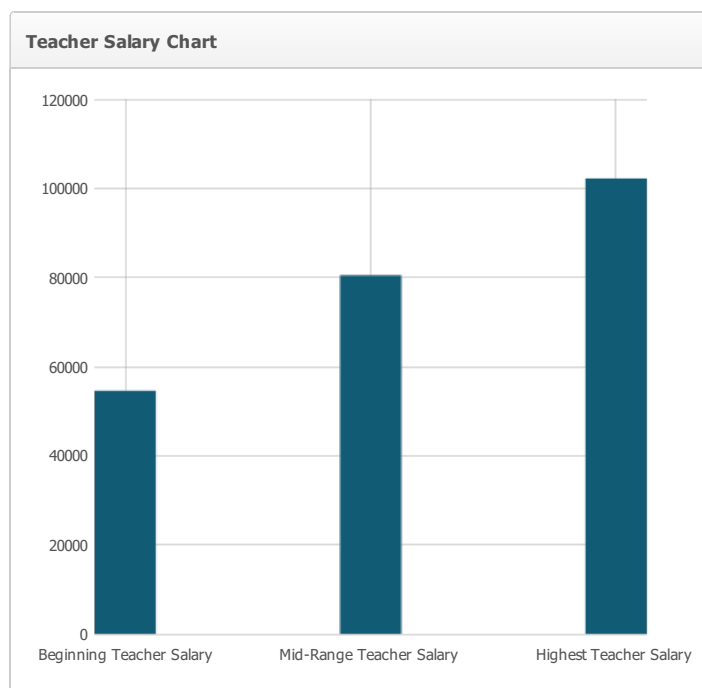
Los Angeles County Arts Commission

*Last updated: 12/19/2019*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

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

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



Last updated: 12/19/2019

### Professional Development

2017-18 = 5 Full Days, 10 Partial Days

2018-19 = 6 Full Days, 10 Partial Days

2019-20 = 10 full days, 10 partial days

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

Last updated: 12/20/2019