

Miraleste Intermediate

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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, Miraleste Intermediate

About Our School

Welcome to Miraleste Intermediate School. Miraleste is one of three intermediate schools in the Palos Verdes Peninsula Unified School District, but is one of the most unique learning environments on "The Hill". Our students enjoy a campus that includes a full-size swimming pool, competition gymnasium and a high school caliber woodshop. Students at Miraleste are also provided with the opportunity to take a variety of science, technology, engineering and math classes (STEM) including robotics, mechanical design (utilizing our 4 3D printers!) and space-and-flight. We are a high performing intermediate school that seeks to address the learning and growth of the whole child. Through campus activities, sports, a wide variety of academic and social clubs and organizations and a full roster of electives our students are able to explore their interests and get the most out of their middle grade years. We pride ourselves on an active parent community via the PTA and Booster Club in support of programs that foster student achievement and school spirit. Miraleste Intermediate School is truly a place that is on the move in preparing students for the challenges of the 21st century. Go Marauders!

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 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Don Austin
E-mail Address	austind@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2017-18)	
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	Mr. Frank Califano
E-mail Address	califanof@pvpusd.net
Web Site	http://mis.pvpusd.net
County-District-School (CDS) Code	19648656021331

Last updated: 1/4/2018

School Description and Mission Statement (School Year 2017-18)

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.

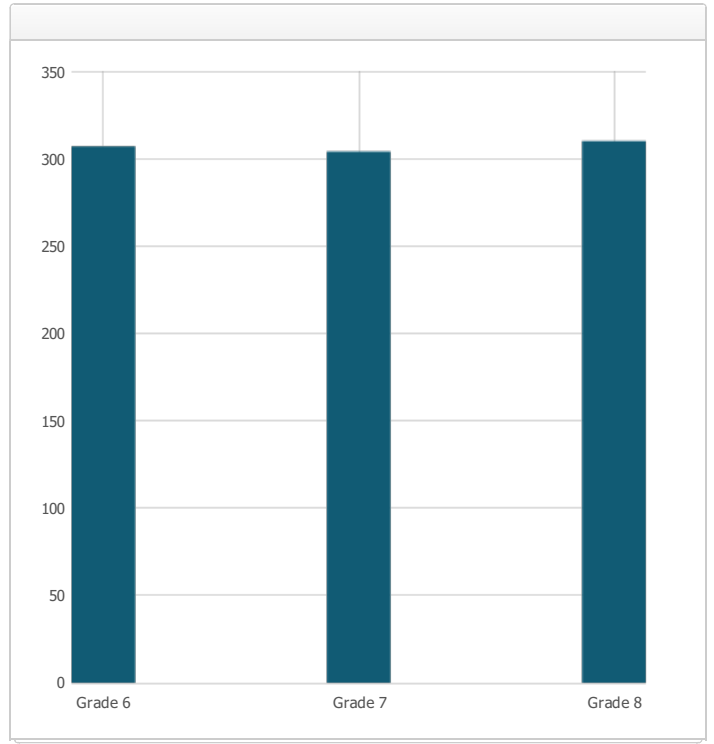
Our two-fold mission is to provide our students with the best possible preparation for high school while also offering them an exciting three-year intermediate experience that helps them successfully navigate the adolescent years. With the combined efforts of our students, dedicated staff members, involved parents, and the community, our students are well supported.

We 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: 1/4/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	307
Grade 7	304
Grade 8	310
Total Enrollment	921



Last updated: 1/4/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.3 %
American Indian or Alaska Native	0.2 %
Asian	12.2 %
Filipino	3.1 %
Hispanic or Latino	17.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	58.1 %
Two or More Races	5.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.4 %
English Learners	3.7 %
Students with Disabilities	9.1 %
Foster Youth	0.0 %

Last updated: 1/4/2018

A. Conditions of Learning

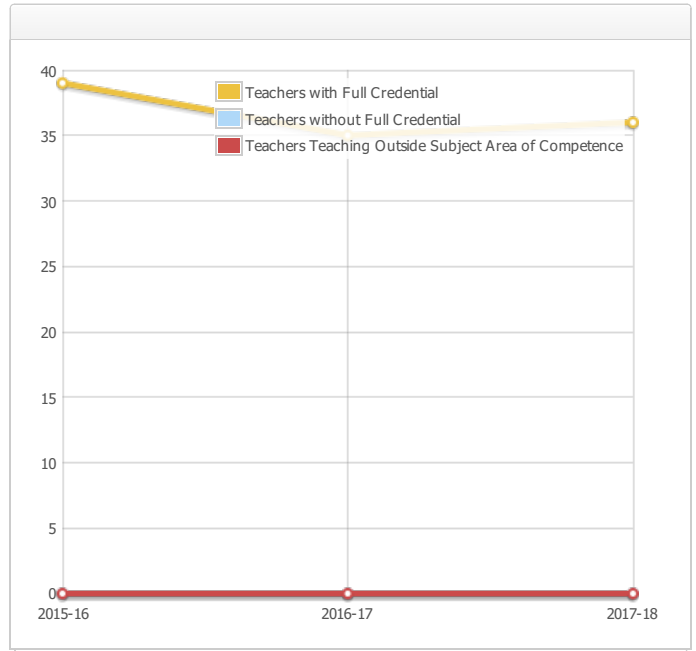
State Priority: Basic

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

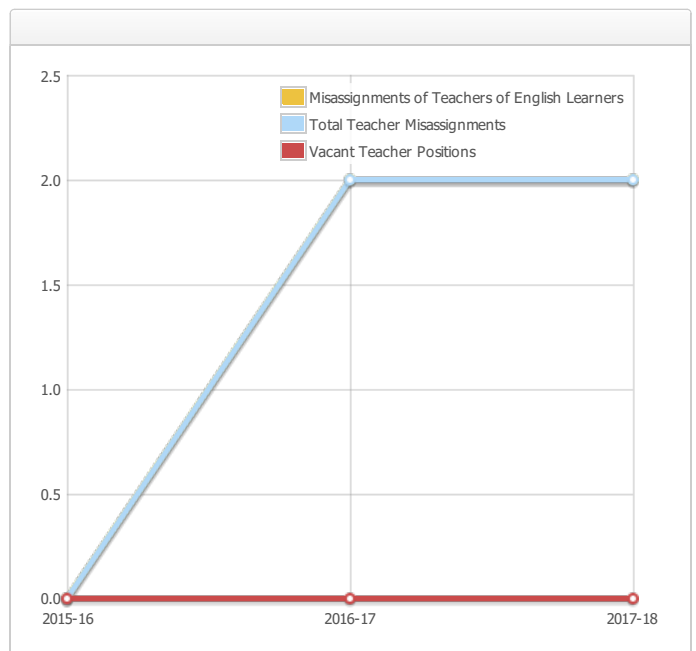
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	39	35	36	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	2	2
Total Teacher Misassignments*	0	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: 1/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

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 978-0-07-679256-6 StudySync Grade 6 California ELD Teacher Resource Companion – ISBN 978-1-94-276491-5 StudySync Teacher Edition - Unit 1 – 978-0-94-328648-5 StudySync Teacher Edition - Unit 2 - 978-0-94-328649-2 StudySync Teacher Edition - Unit 3 - 978-0-94-328650-8 StudySync Teacher Edition - Unit 4 - 978-0-94-328651-5 StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5 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 978-0-07-679262-7 StudySync Grade 7 California ELD Teacher Resource Companion – ISBN 978-1-94-276492-2 StudySync Teacher Edition - Unit 1 – 978-0-94-328652-2 StudySync Teacher Edition - Unit 2 - 978-0-94-328653-9 StudySync Teacher Edition - Unit 3 - 978-0-94-328654-6 StudySync Teacher Edition - Unit 4 - 978-0-94-328655-3 StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5 StudySync Gr7 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328605-8</p> <p>Grade 8</p> <p>StudySync G8 CA Student Online w/Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-07-679268-9 StudySync Grade 8 California ELD Teacher Resource Companion – ISBN 978-1-94-276493-9 StudySync Teacher Edition - Unit 1 – 978-0-94-328656-0 StudySync Teacher Edition - Unit 2 - 978-0-94-328657-7 StudySync Teacher Edition - Unit 3 - 978-0-94-328658-4 StudySync Teacher Edition - Unit 4 - 978-0-94-328659-1 StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5 StudySync G87 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</p> <p>PVCM 7; PVCM 7/8; Bridge to Algebra</p> <p>Big Ideas Math Course 2 Accelerated, Houghton Mifflin Harcourt, 2015; ISBN #978-1-60840-671-5 PVCM 8 Big Ideas Math Course 3, Houghton Mifflin Harcourt, 2015 ISBN #978-1-608-40672-2</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 Geometry; Geometry Honors: Big Ideas Math Geometry, HMH, 2015; ISBN #978-0-544-58586-7</p>	Yes	0.0 %
Science	<p>Grade 6</p> <p>Earth Science, Holt, Reinhart & Winston, 2007</p>	Yes	0.0 %

	<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 Study Guide B/Directed Rdg Worksheets for Physical Science (CA), Holt, 2007</p>		
History-Social Science	<p>Grade 6</p> <p>World History: Ancient Civilizations, Holt, 2006</p> <p>Grade 7</p> <p>World History: Medieval to Early Modern Times, Holt, 2006</p> <p>Grade 8</p> <p>United States History Independence to 1914, Holt, 2006</p>	Yes	0.0 %
Foreign Language	<p>Spanish 1 (grades 6-12) En Espanol, Level 1, McDougal, Littell & Company, 2004 Espanol Workbook 1, McDougal Littell, 2004</p>	Yes	0.0 %
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</p> <p>Art II: Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986</p> <p>Grade 8</p> <p>Art III: Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1987</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/5/2018

School Facility Conditions and Planned Improvements

The physical plant is, by and large, in fair shape.

Last updated: 1/4/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Regular hydrojetting of sewer lines required. HVAC units need ongoing repairs. Furtum replacement should be reviewed.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Five bottle filling stations installed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Root repairs by contract recently performed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Futsal courts installed. Unsafe bleacher removed.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/4/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	71%	69%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	66%	63%	73%	72%	36%	37%

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: 1/4/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	900	820	91.11%	69.39%
Male	459	416	90.63%	63.22%
Female	441	404	91.61%	75.74%
Black or African American	27	26	96.30%	46.15%
American Indian or Alaska Native	--	--	--	
Asian	111	103	92.79%	90.29%
Filipino	27	27	100.00%	74.07%
Hispanic or Latino	161	149	92.55%	51.68%
Native Hawaiian or Pacific Islander	--	--	--	
White	519	465	89.60%	71.40%
Two or More Races	50	46	92.00%	69.57%
Socioeconomically Disadvantaged	59	55	93.22%	41.82%
English Learners	58	52	89.66%	71.15%
Students with Disabilities	84	67	79.76%	28.36%
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: 1/4/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	900	823	91.44%	62.58%
Male	459	418	91.07%	64.11%
Female	441	405	91.84%	60.99%
Black or African American	27	26	96.30%	42.31%
American Indian or Alaska Native	--	--	--	
Asian	111	107	96.40%	89.72%
Filipino	27	27	100.00%	74.07%
Hispanic or Latino	161	148	91.93%	34.46%
Native Hawaiian or Pacific Islander	--	--	--	
White	519	464	89.40%	66.38%
Two or More Races	50	47	94.00%	57.45%
Socioeconomically Disadvantaged	59	55	93.22%	16.36%
English Learners	58	56	96.55%	57.14%
Students with Disabilities	84	67	79.76%	22.39%
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: 1/4/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	92.0%	94.0%	87.0%	87.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/4/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	8.2%	23.6%	56.4%

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: 1/4/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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

State Priority: Pupil Engagement

Last updated: 1/4/2018

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

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

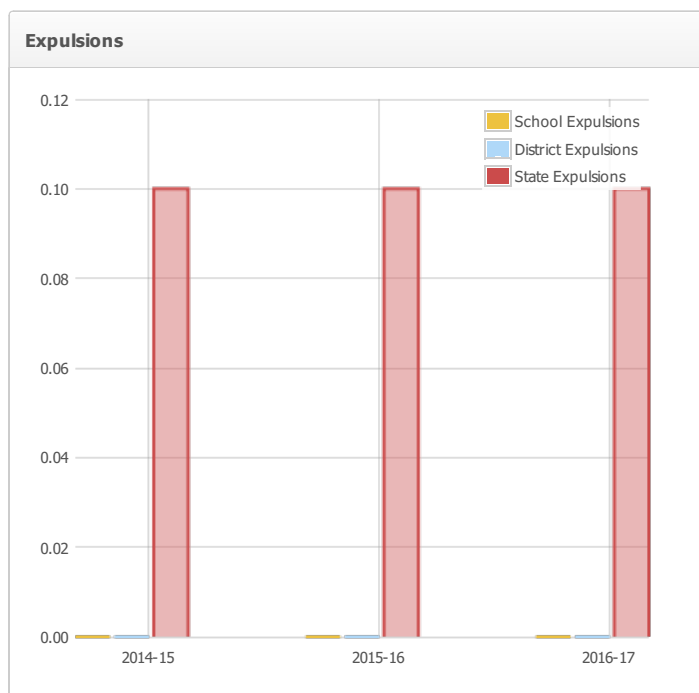
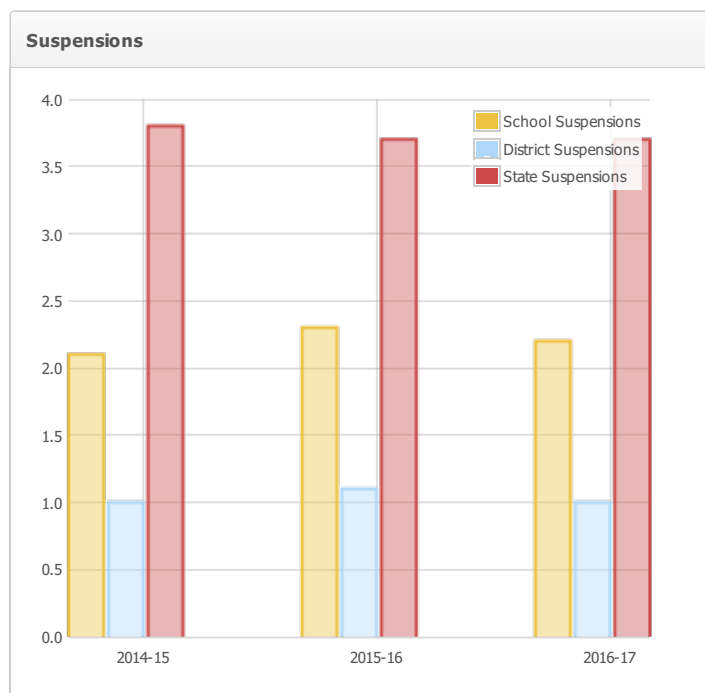
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.1%	2.3%	2.2%	1.0%	1.1%	1.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/4/2018

School Safety Plan (School Year 2017-18)

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 lock down drills, both of which are evaluated by PTA and local law enforcement.

During the 2016-2017 school year there were 9 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.

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. Administration and counselors are available for corrective measures when applicable.

As of November 2017 attendance rates are 97.20%. One family has been referred to SARB, 36 families have received a SART letter.

Plan adopted by School Site Council February 3, 2017

Plan approved by District Governing Board on February 22, 2017

Last updated: 1/4/2018

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 (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	7	11	7	27.0	3	12	7	27.0	5	10	8
Mathematics	19.0	8	7	1	19.0	4	4	1	16.0	3	3	0
Science	29.0	2	8	10	29.0	2	11	7	31.0	1	9	9
Social Science	28.0	4	7	10	29.0	2	11	7	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.

Last updated: 1/4/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	931.0
Counselor (Social/Behavioral or Career Development)	1.0	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	1.0	N/A
Resource Specialist (non-teaching)	4.0	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: 1/4/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5546.0	\$4.8	\$5541.2	\$83815.7
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-58.7%	4.6%
State	N/A	N/A	\$6574.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	-17.1%	7.4%

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

Last updated: 1/8/2018

Types of Services Funded (Fiscal Year 2016-17)

For the 2016-17 school year, Palos Verdes Peninsula Unified School District spent an average of \$10,379.39 to educate each student (based on 2016-17 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 2016-17 school year, the District received approximately \$728.18 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
 Special Education Mental Health Services
 College and Career Readiness
 Specialized Secondary Programs
 Metropolitan Water District Grant
 Music Donation Grant
 Project Lead the Way
 Special Children's League
 Los Angeles County Arts Commission

Last updated: 1/8/2018

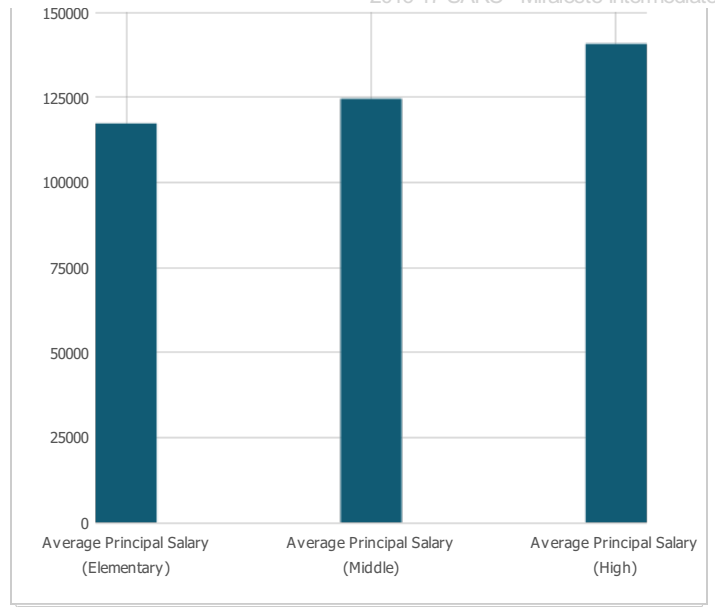
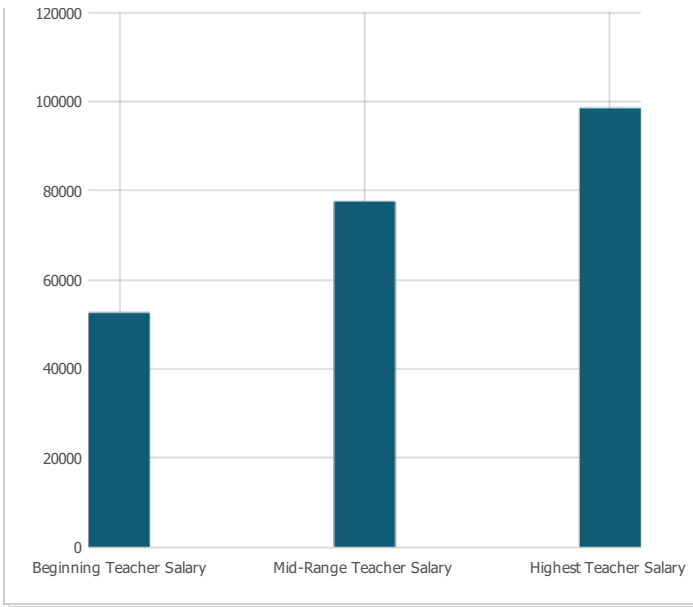
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,571	\$48,522
Mid-Range Teacher Salary	\$77,531	\$75,065
Highest Teacher Salary	\$98,471	\$94,688
Average Principal Salary (Elementary)	\$117,278	\$119,876
Average Principal Salary (Middle)	\$124,573	\$126,749
Average Principal Salary (High)	\$140,701	\$135,830
Superintendent Salary	\$270,746	\$232,390
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/3/2018

Professional Development

Professional Development for the 2016-17 school year focused on the implementation of the teaching and learning strategies associated with new textbook adoptions in Math and 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. 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 students regarding performance tasks in both English Language Art s and Mathematics. We have also begun the process in moving to NGSS Science standards and have recently begun training staff for the implementation of PBIS.

Last updated: 1/4/2018