

Ridgecrest 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. Jaime Mancilla, Principal

Principal, Ridgecrest Intermediate

About Our School

Welcome Back, Raiders!!

I am very excited to welcome all of you to Ridgecrest Intermediate for the 2017-18 school year. I hope that you enjoyed a relaxing summer break and you are refreshed and ready to inspire! This year will hopefully be an inspirational one for you and me.

It is a particularly special school year for me as I begin my 10th year as an administrator and 27th year as an educator. Despite these many years, however, I have only worked in high schools. After teaching Spanish for 17 years at Mira Costa High School, I became an assistant principal there for the next six years. Those six years helped prepare me to become a principal, and I took the lead at El Segundo High School, where I have been for the past three years. Although I loved my time at both of these schools and my work with high school students, I was ready to try something new. As luck would have it, the Ridgecrest Principal position opened and I jumped at the opportunity. I was truly blessed get the opportunity to be your principal.

This will be year one for me as a middle school principal and you can bet I am feeling the same excitement as well as a bit of nervousness that I'm sure you all feel coming back to school. Nevertheless, I cannot wait to jump into the school year and witness first-hand all of the many great things that I have heard about Ridgecrest, the incredible students, faculty, and staff. I look forward to meeting and getting to know all of you as quickly as possible so we can all feel that we are a part of the Ridgecrest community.

While the middle school experience will be new to me, I am no stranger to middle schoolers as I have a son who is about to enter 6th grade and a daughter who is 19. Just like I did with my daughter, I will encourage my son to get involved in some activity (if not several) in order to make the best out of middle school. Likewise, I will encourage all of you to find an activity or program that interests you. For it is these activities that you discover at Ridgecrest that will make the school year fly by and will likely usher you confidently into high school.

We are committed to providing you the best experience possible here at Ridgecrest. That experience goes beyond the classroom. In order to accomplish this, we need everyone's support. I have an immense appreciation for the popular adage "It takes a village to raise a child." In order for you to be the most successful that you can be, the entire Ridgecrest community must work together. I have enjoyed the many relationships I have made with parents, PTA, Boosters and Education Foundations and I know firsthand that without their support, many of the programs that make your school experience even richer, would not exist. These programs are essential for all of you to begin to discover the strengths that you possess that will help you to thrive in middle school and beyond.

It's an incredible honor to be your principal and look forward to working with the entire Ridgecrest community to make every Raider's experience, the best it can be.

Jaime Mancilla

Principal

Contact

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

Phone: 310-544-2747

E-mail: mancillaj@pvpusd.net

About This School

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

Last updated: 1/4/2018

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

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

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

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

Ridgecrest Intermediate, part of the Palos Verdes Peninsula Unified School District, is located in the city of Rancho Palos Verdes, approximately 23 miles south of Los Angeles. Rancho Palos Verdes, situated on the Palos Verdes Peninsula's southwest side is in close proximity to freeways, airport, and harbor shipping lanes making it one of the most strategically located areas in the county. The peninsula has very moderate weather yearround with temperatures averaging in the mid60s to 80s. The ocean views around the peninsula and from our campus make this school community a beautiful place to live and work. Ridgecrest Intermediate, with its location at the top of the hill, provides a landscape view from Catalina Island throughout Los Angeles and Downtown.

Palos Verdes Peninsula Unified School District educates student in grades kindergarten through grade twelve on a traditional calendar system. There are currently two early learning academies, ten elementary schools, three middle schools, two comprehensive high schools, and one alternative high school in the district. Palos Verdes Peninsula Unified School District is committed to providing a world class and innovative curriculum for all students to experience excellence in education.

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

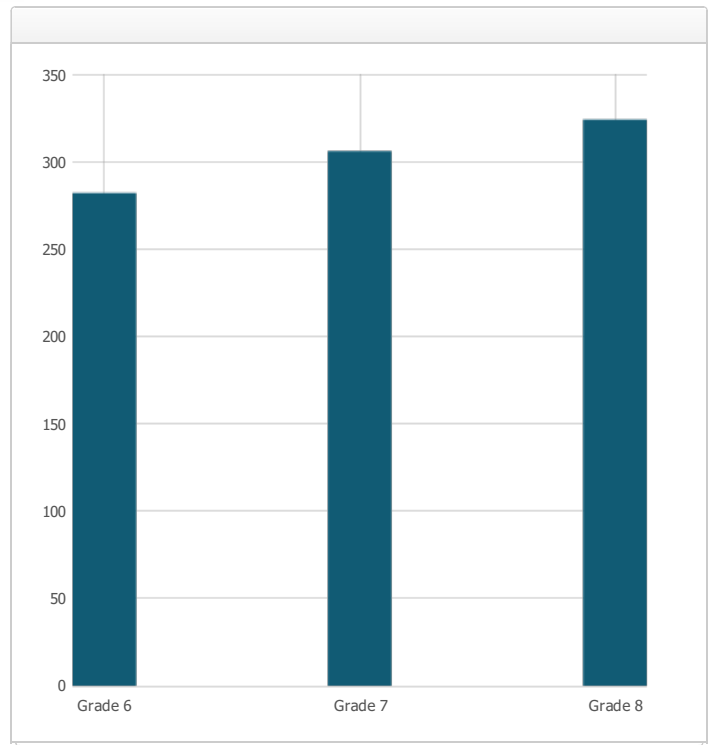
Ridgecrest Intermediate School Mission Statement

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

Last updated: 1/4/2018

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

Grade Level	Number of Students
Grade 6	282
Grade 7	306
Grade 8	324
Total Enrollment	912



Last updated: 1/4/2018

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

Student Group	Percent of Total Enrollment
Black or African American	2.5 %
American Indian or Alaska Native	0.2 %
Asian	46.5 %
Filipino	2.3 %
Hispanic or Latino	6.5 %
Native Hawaiian or Pacific Islander	0.1 %
White	35.3 %
Two or More Races	6.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	2.6 %
English Learners	11.7 %
Students with Disabilities	5.7 %
Foster Youth	0.0 %

Last updated: 1/4/2018

A. Conditions of Learning

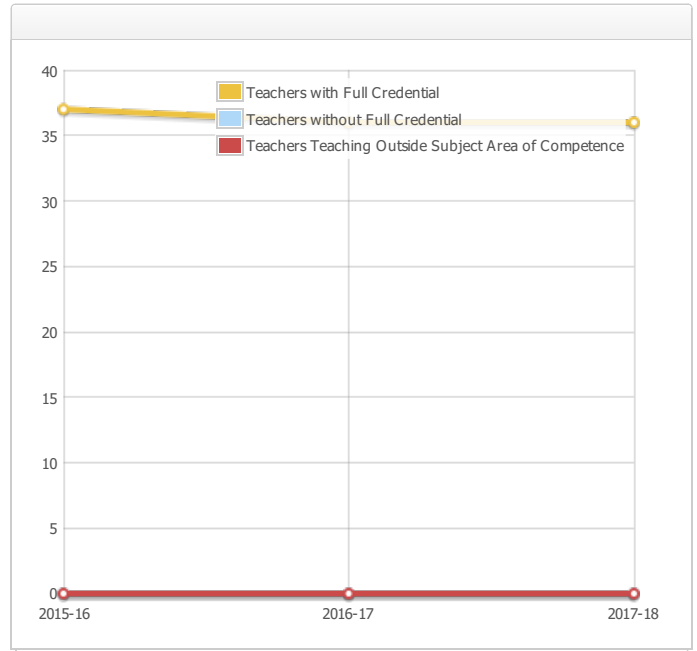
State Priority: Basic

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

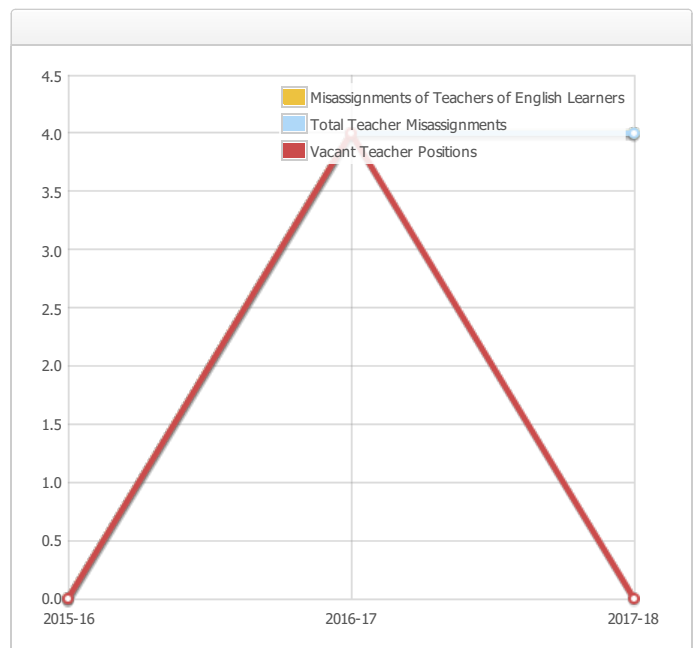
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	37	36	36	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	4	4
Total Teacher Misassignments*	0	4	4
Vacant Teacher Positions	0	4	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>	Yes	0.0 %
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>	Yes	0.0 %

	Life Science, Holt, Reinhart & Winston, 2007		
	Grade 7 Study Guide B/Directed Rdg Worksheets for Life Science (CA), Holt 2007		
	Grade 8 Physical Science, Holt, Reinhart & Winston, 2007		
	Grade 8 Study Guide A/Directed Rdg Worksheets for Physical Science (CA), Holt, 2007		
	Grade 8 Study Guide B/Directed Rdg Worksheets for Physical Science (CA), Holt, 2007		
History-Social Science	Grade 6 World History: Ancient Civilizations, Holt, 2006	Yes	0.0 %
	Grade 7 World History: Medieval to Early Modern Times, Holt, 2006		
	Grade 8 United States History Independence to 1914, Holt, 2006		
Foreign Language	Spanish 1 (grades 6-12) En Espanol, Level 1, McDougal, Littell & Company, 2004 Espanol Workbook 1, McDougal Littell, 2004	Yes	0.0 %
Health	Grade 7 Decisions for Health (Level Red), Holt, Reinhart and Winston, 2004	Yes	0.0 %
	Grades 8-12 Lifetime Health, Holt, Reinhart and Winston, 2004		
Visual and Performing Arts	Grade 6-7 Art I: Music: Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986	Yes	0.0 %
	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: 1/5/2018

School Facility Conditions and Planned Improvements

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

Age of School Buildings

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

in 2000 with permanent and portable classrooms. In 2004, a portable PE office was added. The multipurpose room was built in 1966.

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Last updated: 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	Good	Regular hydrojetting of sewer lines required.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	DSA project to upgrade electrical; tentative schedule summer 2018.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Water lines old, but functional.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Canopy beams and support old and in need of replacement. Architect approved to prepare plans for replacement. DSA project.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

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)	81%	79%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	77%	75%	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	916	857	93.56%	78.88%
Male	483	464	96.07%	75.43%
Female	433	393	90.76%	82.95%
Black or African American	24	24	100.00%	54.17%
American Indian or Alaska Native	--	--	--	
Asian	425	396	93.18%	83.84%
Filipino	19	19	100.00%	84.21%
Hispanic or Latino	62	62	100.00%	69.35%
Native Hawaiian or Pacific Islander	--	--	--	
White	318	291	91.51%	75.60%
Two or More Races	64	62	96.88%	80.65%
Socioeconomically Disadvantaged	23	23	100.00%	43.48%
English Learners	145	123	84.83%	59.35%
Students with Disabilities	47	46	97.87%	34.78%
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	916	872	95.20%	75.43%
Male	483	470	97.31%	74.20%
Female	433	402	92.84%	76.87%
Black or African American	24	24	100.00%	47.83%
American Indian or Alaska Native	--	--	--	
Asian	425	411	96.71%	84.67%
Filipino	19	19	100.00%	73.68%
Hispanic or Latino	62	62	100.00%	58.06%
Native Hawaiian or Pacific Islander	--	--	--	
White	318	291	91.51%	68.38%
Two or More Races	64	62	96.88%	77.42%
Socioeconomically Disadvantaged	23	23	100.00%	26.09%
English Learners	145	141	97.24%	65.96%
Students with Disabilities	47	46	97.87%	28.26%
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)	96.0%	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	9.0%	28.2%	52.5%

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)

Parents, teachers and students work together through our PTSA to support the educational and academic environment at Ridgecrest. PTSA advocates on behalf of our students providing additional funding for programs and activities that promote our curricular needs and goals. Some programs that PTSA supports are cultural enrichment assemblies, Art at Your Fingertips, and safety awareness. In addition to the PTSA, Ridgecrest Intermediate has an active Booster Club that sponsors afterschool enrichment activities for students. Ridgecrest also has an active Chinese Parent Association, Japanese Parent Association, and Korean Parent Association that serve to support and represent the needs of our different asian groups on campus. The parent funded Peninsula Ed Foundation also supports our school through funding of programs such as our music program and our Academic counselor. They also host three annual Parent University events that are geared to provide educational and parenting workshops to parents of intermediate school students.

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

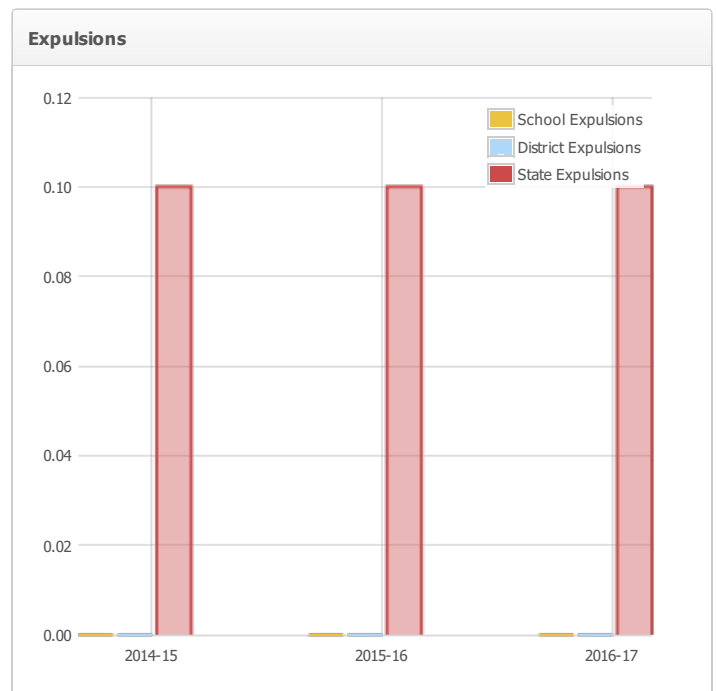
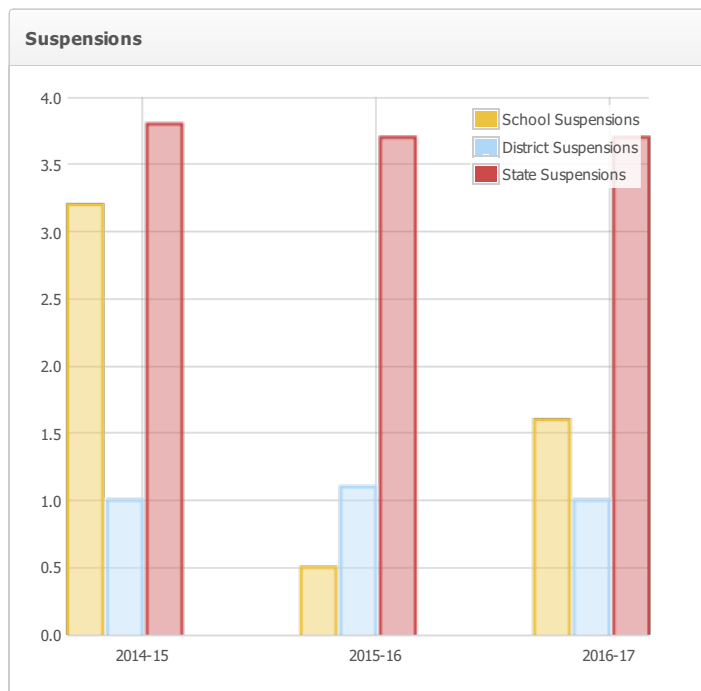
State Priority: School Climate

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	3.2%	0.5%	1.6%	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)

The NIMS plan is updated annually by the Safe School Counselor to include updates to staff rosters and assign emergency positions. The PTSA Disaster Chair updates the inventory of the disaster sheds annually to replace any expired supplies. Ridgcrest holds monthly drills which cover: fire, lockdown, disaster, earthquake, shelter in-place and HAM radio. Logs of accomplished drills are sent to the Business Office by the Office Manager. The NIMS plan covers procedures for an array of emergencies to provide care for our general population as well as care to our students with disabilities. Protocols are in place for partnerships with outside agencies, including the American Red Cross to access school grounds for mass care and welfare shelters during emergencies.

Ridgcrest is committed to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Plan adopted by School Site Council February 3, 2017

Plan approved by District Governing Board on February 22, 2017

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	25.0	6	12	7	25.0	8	10	7	27.0	7	5	12
Mathematics	25.0	6	2	7	26.0	3	2	4	28.0	0	4	1
Science	32.0	0	9	11	32.0	1	10	10	33.0	0	6	13
Social Science	32.0	1	4	15	33.0	0	6	13	33.0	0	7	12

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

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	939.0
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		N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	2.0	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: 1/5/2018

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	\$5196.2	\$2.9	\$5193.3	\$81418.6
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-64.5%	1.7%
State	N/A	N/A	\$6574.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	-23.5%	4.5%

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

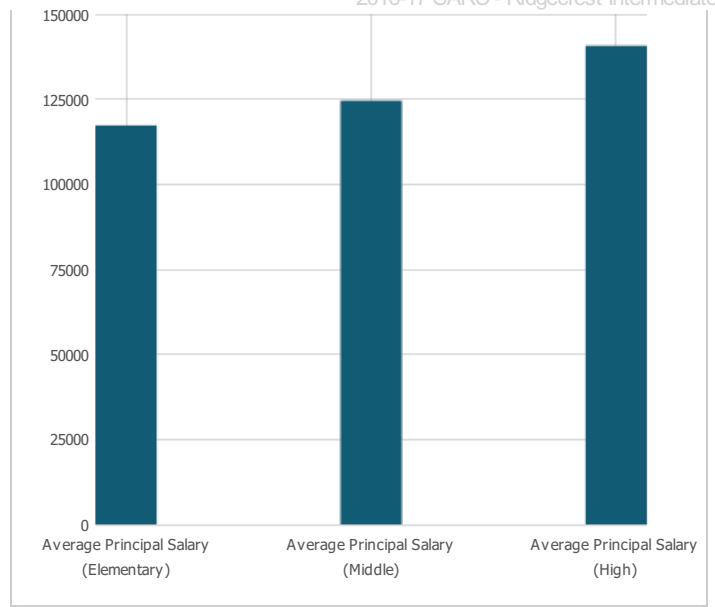
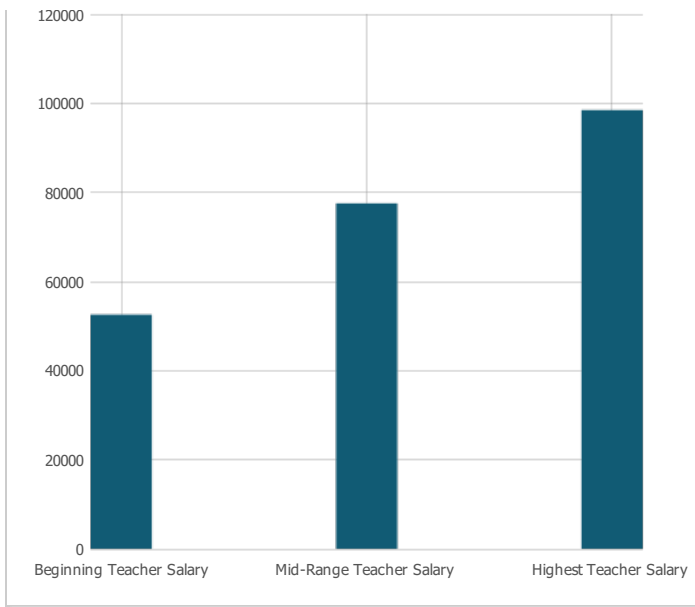
Teacher and Administrative Salaries (Fiscal Year 2015-16)

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: 1/4/2018

Professional Development

Professional Development for this school year focused on the implementation of Positive Behavior Interventions and Support strategies, as well as continuing with depth of knowledge, project-based learning, designing lessons/assessments, and implementing curriculum supporting the standards. Teachers have been provided opportunities to observe lessons taught by colleagues and district TOSAs. Curriculum mapping and teacher articulation have been a significant part of Professional Development with our new adoptions. The science department has been working with the district science TOSA in developing units of study that reflect the shift to the new Next Generation Science Standards. The Language Arts department is receiving training to implement the new Language Arts adoption.

Last updated: 1/4/2018