

Ridgecrest 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. Jaime Mancilla, Principal

Principal, Ridgecrest Intermediate

About Our School

Ridgecrest students, staff and parents are incredibly bright, focused and dedicated and this is one of the many things that make this a truly special school for everyone.

There is no doubt in my mind that our kids leave Ridgecrest ready to face the challenges of high school. I know how stressful, competitive and rigorous it will be for all of you in high school. While I encourage you to do the best in everything you do, I want to make sure that your experience at Ridgecrest is not overly stressful, but that you also discover what it will take for you to achieve your academic goals. I also recognize that sometimes the challenges that you face in middle school can become overwhelming and we want you to know that we are here to support you. One of the ways that we do this is through our counseling team. We also want you to know that our entire staff, from teachers to paraeducators and secretaries to custodians, are always ready to lend a hand (or an ear) if you need someone to talk to or help you with anything.

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

Go Raiders!!!!

Contact

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

Phone: 310-544-2747
Email: mancillaj@pvpusd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Alex Cherniss
Email Address	chernissa@pvpusd.net
Website	www.pvpusd.net

School Contact Information (School Year 2019—20)	
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
Email Address	mancillaj@pvpusd.net
Website	http://ris.pvpusd.net
County-District-School (CDS) Code	19648656117584

Last updated: 12/19/2019

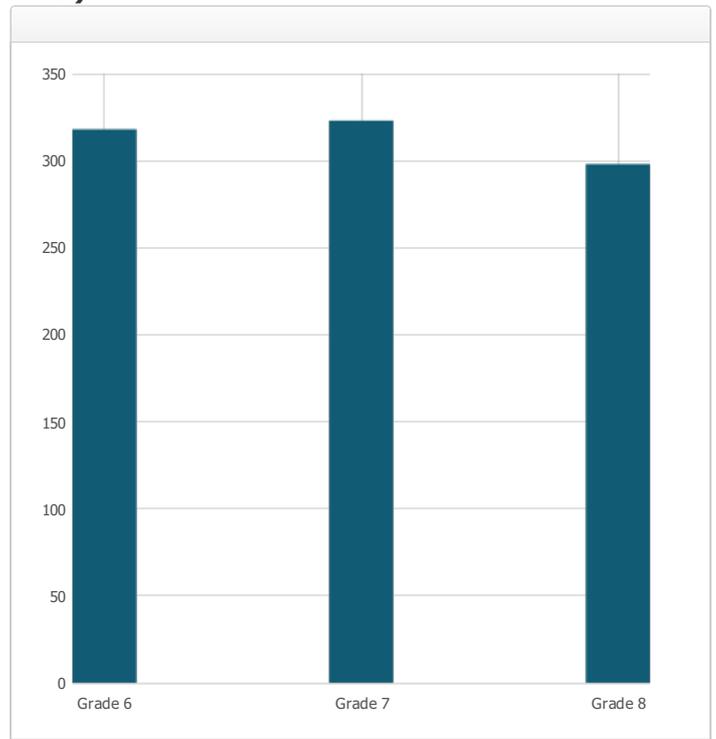
School Description and Mission Statement (School Year 2019—20)

Due to the growing population within the district, Ridgecrest Intermediate School reopened its campus to students in September 2000. The school's vision focused on developing the whole child. The Ridgecrest vision states, "Every child will experience his/her own individual success." Ridgecrest Intermediate staff hold a shared focus on improving teaching and learning, in a positive school climate. Faculty members continually strive to find ways to meet the educational, emotional, physical, and social needs of each student. Ridgecrest takes pride in its exemplary instructional program which has expanded beyond the core academic subjects to include opportunities for developing essential skills for college and career readiness. Course offerings include digital citizenship, STEM, a performing and fine arts program as well as a Leadership class. To supplement the instructional program, Ridgecrest Intermediate has two counselors who support the student body, staff, faculty, and families. The counselors work to bridge gaps between home and school to ensure student success. Goals embedded in the counseling program include building upon essential skills needed in the classroom for academic success and providing social/emotional support. Counselors create programs to benefit student enrichment and learning both in and outside the classroom. Students who graduate from Ridgecrest Intermediate enjoy the prospect of an exciting and challenging future. They will also cherish their three years as a Raider. When looking back on their time at Ridgecrest Intermediate, students will remember their supportive and caring teachers, the extracurricular activities they participated in such as Booster Club and PTSA sponsored events, school-wide performances and assemblies, and innovative classroom projects. But most of all, our graduates appreciate the friendships made within the positive school culture in which we take pride in maintaining year after year. Ridgecrest Intermediate School is a dynamic campus that prepares students to feel confident in their next steps. School Mission: Ridgecrest Intermediate School is committed to making connections with every student and guiding each student toward his/her own individual success.

Last updated: 12/17/2019

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

Grade Level	Number of Students
Grade 6	318
Grade 7	323
Grade 8	298
Total Enrollment	939



Last updated: 12/19/2019

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

Student Group	Percent of Total Enrollment
Black or African American	2.70 %
American Indian or Alaska Native	0.60 %
Asian	47.70 %
Filipino	1.70 %
Hispanic or Latino	7.70 %
Native Hawaiian or Pacific Islander	0.20 %
White	32.20 %
Two or More Races	7.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.30 %
English Learners	9.80 %
Students with Disabilities	5.30 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

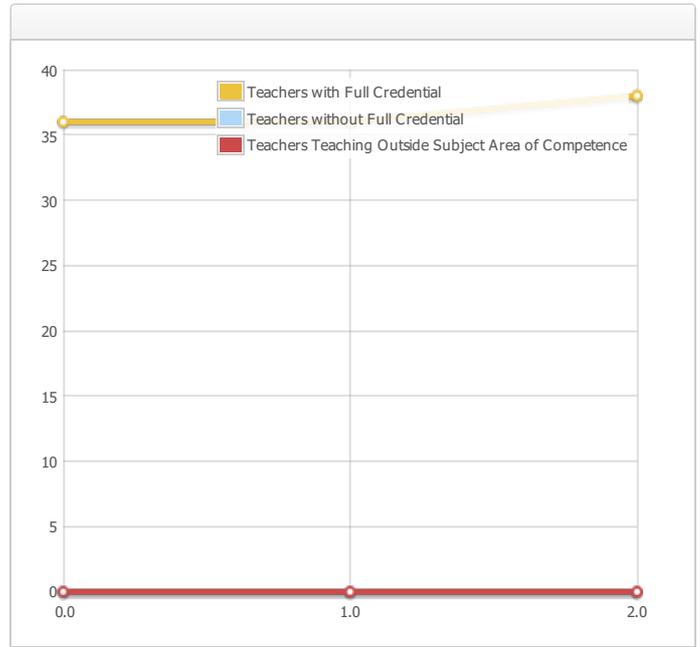
State Priority: Basic

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

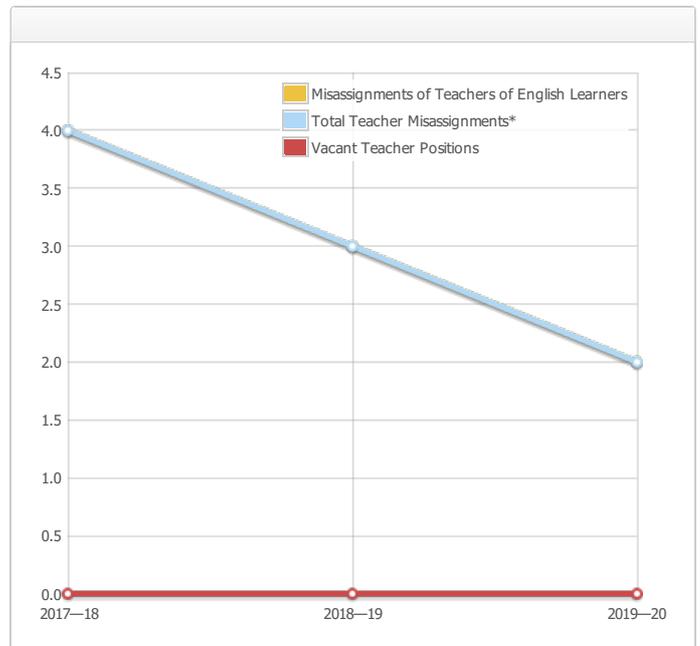
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	36	36	38	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	4	3	2
Total Teacher Misassignments*	4	3	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 style="text-align: center;">Grade 6</p> <p>StudySync G6 CA Student Online w /Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-07679256</p> <p>StudySync Grade 6 California ELD Teacher Resource Companion – ISBN 978-1-94-276491-5</p> <p>StudySync Teacher Edition - Unit 1 – 978-0-94-328648-5</p> <p>StudySync Teacher Edition - Unit 2 - 978-0-94-328649-2</p> <p>StudySync Teacher Edition - Unit 3 - 978-0-94-328650-8</p> <p>StudySync Teacher Edition - Unit 4 - 978-0-94-328651-5</p> <p>StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5</p> <p>StudySync Gr6 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328603-4</p> <p style="text-align: center;">Grade 7</p> <p>StudySync G7 CA Student Online w /Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-0679262-7</p> <p>StudySync Grade 7 California ELD Teacher Resource Companion – ISBN 978-1-94-276492-2</p> <p>StudySync Teacher Edition - Unit 1 – 978-0-94-328652-2</p> <p>StudySync Teacher Edition - Unit 2 - 978-0-94-328653-9</p> <p>StudySync Teacher Edition - Unit 3 - 978-0-94-328654-6</p> <p>StudySync Teacher Edition - Unit 4 - 978-0-94-328655-3</p> <p>StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5</p> <p>StudySync Gr7 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328604-1</p> <p style="text-align: center;">Grade 8</p> <p>StudySync G8 CA Student Online w /Designated ELD & 3 Novels 8 Year Bundle – ISBN 978-0-0679268-9</p> <p>StudySync Grade 8 California ELD Teacher Resource Companion – ISBN 978-1-94-276493-9</p> <p>StudySync Teacher Edition - Unit 1 – 978-0-94-328656-0</p> <p>StudySync Teacher Edition - Unit 2 - 978-0-94-328657-7</p> <p>StudySync Teacher Edition - Unit 3 - 978-0-94-328658-4</p> <p>StudySync Teacher Edition - Unit 4 - 978-0-94-328659-1</p> <p>StudySync California Online Teacher With Designated ELD 8 Year Subscription – ISBN 978-0-02-138001-5</p> <p>StudySync Gr8 California, Reading & Writing Companion ELA/ELD Units 1-4 (1 bk) – ISBN 978-1-94-328605-8</p>	Yes	0.00 %
Mathematics	<p style="text-align: center;">PVC M 6, 6 Accl</p> <p>Big Ideas Math Course 1, Houghton Mifflin Harcourt, 2015, ISBN #978-1-608-40669-2</p> <p>Big Ideas Math: Record & Practice Journal Green/Course 1, HMH, 2015, ISBN #978-1-608-40460-5</p> <p style="text-align: center;">PVC M 7</p> <p>Big Ideas Math Course 2, Houghton Mifflin Harcourt, 2015; ISBN #978-1-608-40670-8</p> <p>Big Ideas Math: Record & Practice Journal Red/Course 2, HMH, 2015, ISBN #978-1-608-40461-2</p> <p style="text-align: center;">PVC M 7/8</p> <p style="text-align: center;">Bridge to Algebra</p> <p>Big Ideas Math Course 2 Accelerated, Houghton Mifflin Harcourt, 2015; ISBN #978-1-608-40671-5</p> <p>Big Ideas Math: Record & Practice Journal Red/Course 2, HMH, 2015, ISBN #978-1-608-40461-2</p> <p style="text-align: center;">PVC M 8</p> <p>Big Ideas Math Course 3, Houghton Mifflin Harcourt, 2015 ISBN #978-1-608-40672-2</p> <p>Big Ideas Math: Record & Practice Journal Blue/Course 3, HMH, 2015, ISBN #978-1-608-40463-6</p> <p style="text-align: center;">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> <p>Big Ideas Math Algebra 1: Student Journal, HMH, 2015, ISBN #978-1-608-40852-8</p>	Yes	0.00 %

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 & Winston, 2007</p> <p>Grade 6 Study Guide B/Directed Rdg for Science & Technology Earth (CA), Holt, 2007</p> <p>Grade 7 Life Science, Holt, Reinhart & 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 & 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 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 World History: Medieval to Early Modern Times, Holt, 2006 Standards Review Workbook – ISBN 978-003042158-7 World History: Medieval to Early Modern Times, Holt, 2006 Interactive Reader & 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 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 & 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 & Herberholz, Holt, Reinhart & Winston, 1986</p> <p>Grade 8 Art II Art in Action, Hubbard & Herberholz, Holt, Reinhart & Winston, 1986</p> <p>Grade 8 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 %
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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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Tree roots have damaged a portion of sewer line; hydro jetter is maintaining function.
Interior: Interior Surfaces	Fair	Repairs as necessary through work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Ongoing contract with rodent control contractor necessary.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Interior plumbing not addressed during modernization; galvanized water lines remain; system remain functional. Restroom upgrades induced in Facilities Modernization Plan.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Canopy inspection and evaluation required for future repairs. Roof leaks addressed in summer 2019; contractor will respond with follow up as required in Contract.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Worst areas of fencing replaced and repaired in Summer 2019. Fences will be monitored for additional repairs. Asphalt repairs and slurry should be discussed for future Facilities Improvement.

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)	79%	78%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	77%	75%	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	951	894	94.01%		78.41%
Male	486	470	96.71%		76.17%
Female	465	424	91.18%		80.90%
Black or African American	24	23	95.83%		73.91%
American Indian or Alaska Native	--	--	--		
Asian	453	431	95%		80.28%
Filipino	15	15	100.00%		93.33%
Hispanic or Latino	73	71	97.26%		64.79%
Native Hawaiian or Pacific Islander	--	--	--		
White	307	277	90.23%		77.26%
Two or More Races	69	67	97.10%		85.07%
Socioeconomically Disadvantaged	97	94	96.91%		72.34%
English Learners	189	171	90.48%		64.91%
Students with Disabilities	64	55	85.94%		36.36%
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	951	902	94.85%		74.94%
Male	486	476	97.94%		74.79%
Female	465	426	91.61%		75.12%
Black or African American	24	23	95.83%		52.17%
American Indian or Alaska Native	--	--	--		
Asian	453	441	97%		84.35%
Filipino	15	15	100.00%		73.33%
Hispanic or Latino	73	70	95.89%		55.71%
Native Hawaiian or Pacific Islander	--	--	--		
White	307	277	90.23%		68.59%
Two or More Races	69	66	95.65%		71.21%
Socioeconomically Disadvantaged	97	95	97.94%		69.47%
English Learners	189	181	95.77%		77.35%
Students with Disabilities	64	55	85.94%		30.91%
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	12.00%	26.00%	49.00%

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)

Parents, teachers and students work together through our PTSA to support the educational and academic environment at Ridgecrest. PTSA advocates on behalf of our students providing additional funding for programs and activities that promote our curricular needs and goals. Some programs that PTSA supports are cultural enrichment, assemblies, Art at Your Fingertips, and safety awareness. In addition to the PTSA, Ridgecrest Intermediate has an active Booster Club that sponsors after school enrichment activities for students. Ridgecrest also has an active Chinese Parent Association, Japanese Parent Association, and Korean Parent Association that serve to support and represent the needs of our different Asian groups on campus. The parent-funded Peninsula Ed Foundation also supports our school through funding of programs such as our music program and one of our school counselors. PEF also hosts several Community Conversation Series events that are geared to provide educational and parenting workshops to parents of PVPUSD. This year, our parents have been invited to volunteer to supervise during our lunch period. On any given day, several parents will come to the campus to provide lunchtime supervision on our campus. Our parents are welcome to volunteer in any of the above-mentioned organizations that support our schools.

State Priority: Pupil Engagement

Last updated: 12/17/2019

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	1.60%	0.60%	1.10%	1.00%	1.40%	1.30%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	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)

The RIDGECREST INTERMEDIATE SCHOOL National Incident Management System (NIMS) Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates responsibilities of all RIDGECREST employees. The Plan is reviewed and updated annually, most recently in September of 2019. Drills, which include classroom and off-site evacuations, are conducted in accordance with Education Code requirements in order to acquaint both students and staff with the school's emergency procedures. Information regarding procedures is communicated to faculty and staff yearly. Staff communicates emergency procedures to students prior, during, and following drills. Copies of the current NIMS Plan are distributed to the faculty and staff, as well as the District office each year. Additionally, each classroom houses an Emergency Flip Chart with procedures for various types of incidents. Ridgecrest holds monthly drills which cover: fire, lockdown, disaster, earthquake, shelter in-place, and active-shooter protocols. Logs of accomplished drills are sent to the Business Office by the Office Manager. In November of 2019, RIDGECREST successfully completed an off-site evacuation to Highridge Park. The administration coordinated with the Los Angeles Sheriff Department to ensure students were able to safely cross the street to the park. Students and staff followed evacuation protocol to make for a successful evacuation and return to campus. In the Spring of 2020, RIDGECREST will complete another evacuation drill. The NIMS plan covers procedures for an array of emergencies to provide care for our general population as well as care to our students with disabilities. Protocols are in place for partnerships with outside agencies, including the American Red Cross to access school grounds for mass care and welfare shelters during emergencies. Ridgecrest is committed to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. This is evidenced by our PBIS Framework as well as our WEB program which allows positive 8th grade role models an opportunity to connect with incoming sixth graders. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior. 2018-19 Comprehensive School Safety Plan was adopted by School Site Council on February 7, 2019 and approved by District Governing Board on February 27, 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	7	5	12
Mathematics	28.00		4	1
Science	33.00		6	13
Social Science	33.00		7	12

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	6	8	9
Mathematics	31.00	1	10	8
Science	35.00		3	14
Social Science	35.00		2	15

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

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	27.00	7	3	14
Mathematics	28.00	4	6	12
Science	33.00	2	1	16
Social Science	33.00	1	3	15

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

Last updated: 12/19/2019

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

Title	Ratio**
Counselors*	313.00

*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	0.60
Resource Specialist (non-teaching)	0.60
Other	

*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	\$5452.13	\$200.08	\$5252.05	\$82672.60
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	-0.51%	-0.01%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-0.55%	0.02%

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

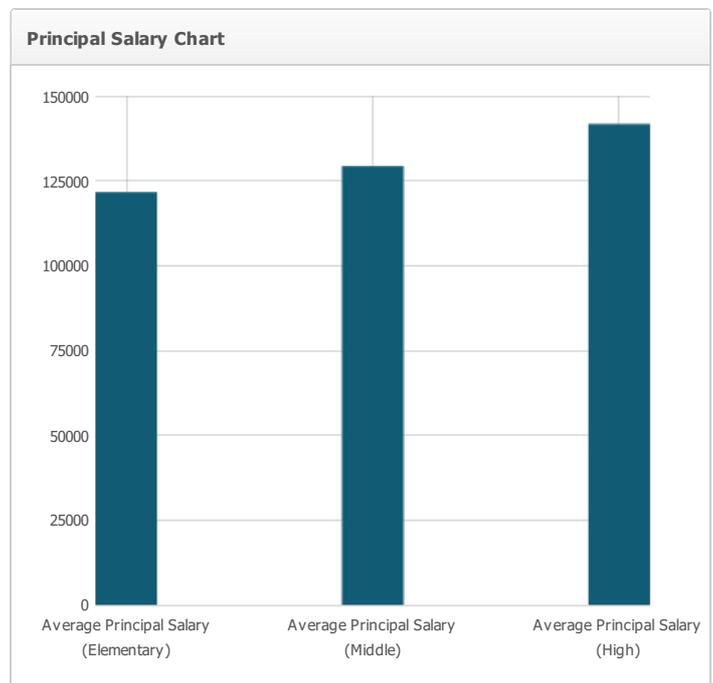
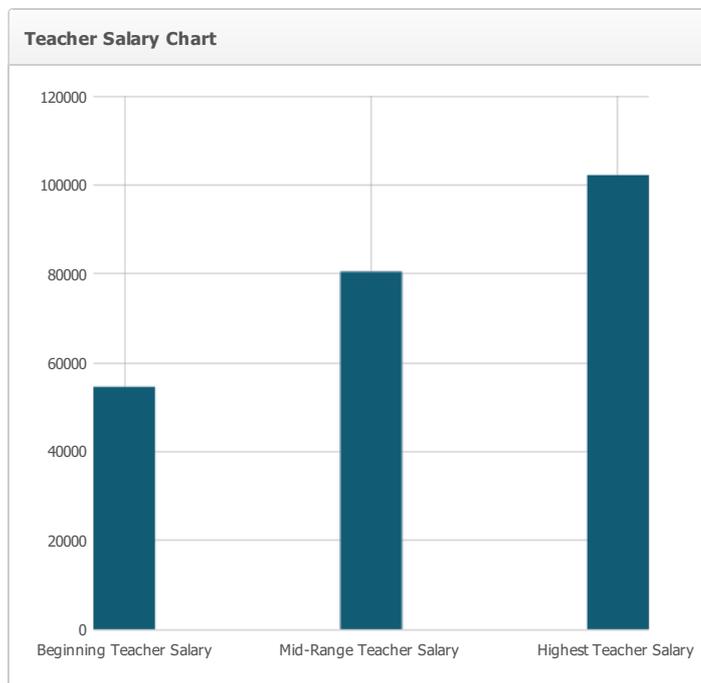
Los Angeles County Arts Commission

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