

# Mira Catalina Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/fg/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, the county, and the state. 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. Brett Egan, Principal

Principal, Mira Catalina Elementary

### About Our School

Mira Catalina Elementary School is dedicated to the development of the whole child, providing a solid foundation that stimulates thought, wonder, and a life-long passion for learning. Students, staff, parents, and the Mira Catalina community share the responsibility of creating a positive environment that empowers all students to reach their fullest potential in all core areas as well as character development. The Mira Catalina Elementary School provides a positive and safe academic environment that strives to create independent, well-rounded, life-long learners. Establishing a sense of Community where students, teachers, and parents feel connected to and supported by one another.

- The Six Pillars of Character Education are ethical values to help guide our choices: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.
- Encouraging individual initiative: personal best, creativity, dreams, and imagination.
- Respecting individual differences: cultures, interests, and abilities.
- Instilling the joy and value of learning that lasts a lifetime.

### Contact

*Mira Catalina Elementary  
30511 Lucania Dr.  
Rancho Palms Verdes, CA 90275-6272*

*Phone: 310-377-6731  
E-mail: [eganb@pvpusd.net](mailto:eganb@pvpusd.net)*

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Palos Verdes Peninsula Unified
<b>Phone Number</b>	(310) 378-9966
<b>Superintendent</b>	Donald Austin, Ed.D.
<b>E-mail Address</b>	<a href="mailto:supt@pvpusd.net">supt@pvpusd.net</a>
<b>Web Site</b>	<a href="http://www.pvpusd.net">www.pvpusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Mira Catalina Elementary
<b>Street</b>	30511 Lucania Dr.
<b>City, State, Zip</b>	Rancho Palos Verdes, Ca, 90275-6272
<b>Phone Number</b>	310-377-6731
<b>Principal</b>	Mr. Brett Egan, Principal
<b>E-mail Address</b>	<a href="mailto:eganb@pvpusd.net">eganb@pvpusd.net</a>
<b>Web Site</b>	<a href="http://www.pvpusd.net">www.pvpusd.net</a>
<b>County-District-School (CDS) Code</b>	19648656021273

*Last updated: 1/28/2016*

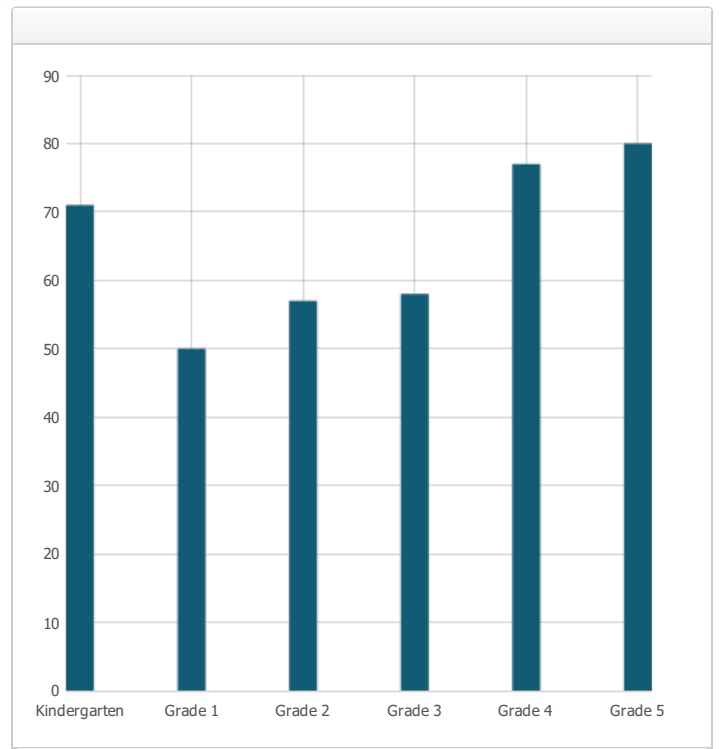
### School Description and Mission Statement - Most Recent Year

Mira Catalina Elementary is located atop the bluffs of the majestic Palos Verdes Peninsula with grand vistas of the Pacific Ocean, and views of Santa Catalina Island. One might imagine our mascot, the whale, navigating the beautiful blue Pacific Ocean visible from our charming school. The whale's pod approach is symbolic of that formed by teachers, staff, and parents that surround each student here at Mira Catalina. Though somewhat defenseless when swimming alone, whales are strong and powerful when working as a group. Like all whales, they travel the wide oceans of the world bound by few limits. Whales can travel the ocean highways of their choosing and make their home at any corner of the earth. This mobility is exactly the kind of power teachers at Mira Catalina Elementary wish to give their students. Mira Catalina children hail from every part of this nation and many foreign countries. The teachers' task is to impart essential skills to empower the children and keep all options and pathways open. The objective is to put the world within the children's reach. Our school opened in 1963 and presently serves nearly 385 students in grades K-5. This is a unique campus and is the only one like it within the Palos Verdes Peninsula Unified School District. Swim on by and find out why Mira Catalina is a "WHALE" of a school.

*Last updated: 1/15/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

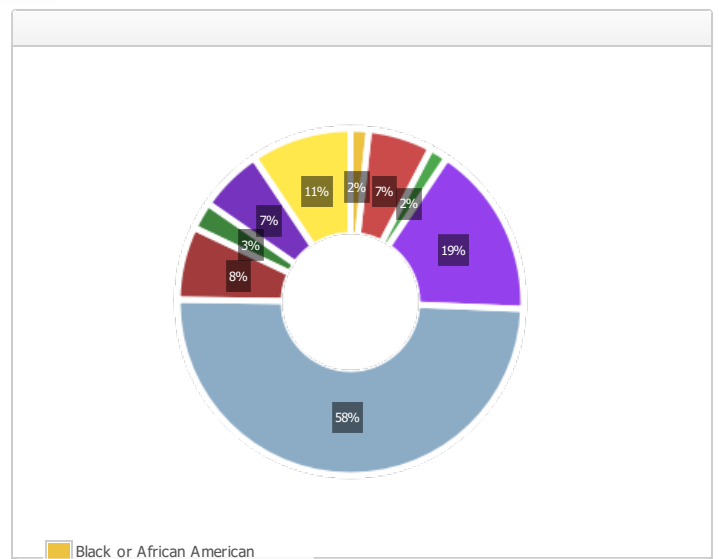
Grade Level	Number of Students
Kindergarten	71
Grade 1	50
Grade 2	57
Grade 3	58
Grade 4	77
Grade 5	80
<b>Total Enrollment</b>	<b>393</b>



Last updated: 1/15/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.0 %
Asian	7.9 %
Filipino	2.8 %
Hispanic or Latino	19.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	58.0 %
Two or More Races	8.9 %
Socioeconomically Disadvantaged	3.1 %
English Learners	7.4 %
Students with Disabilities	11.5 %
Foster Youth	0.0 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/15/2016

## A. Conditions of Learning

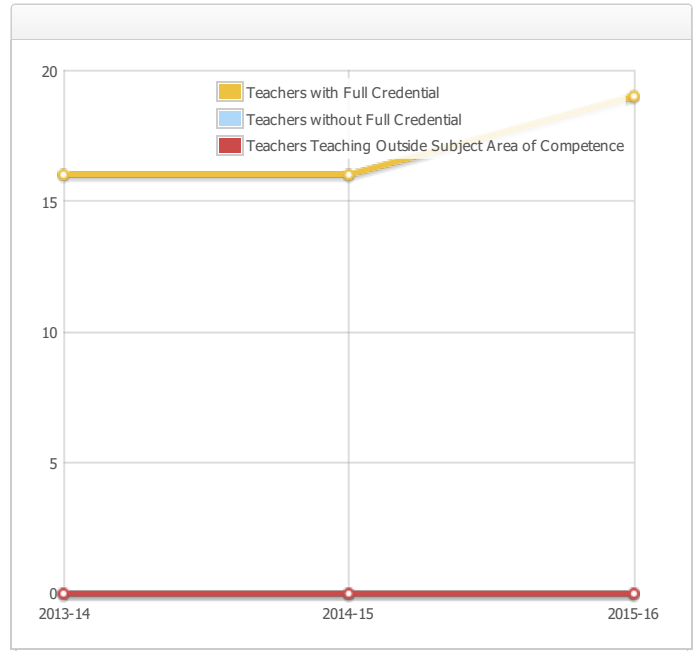
### State Priority: Basic

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

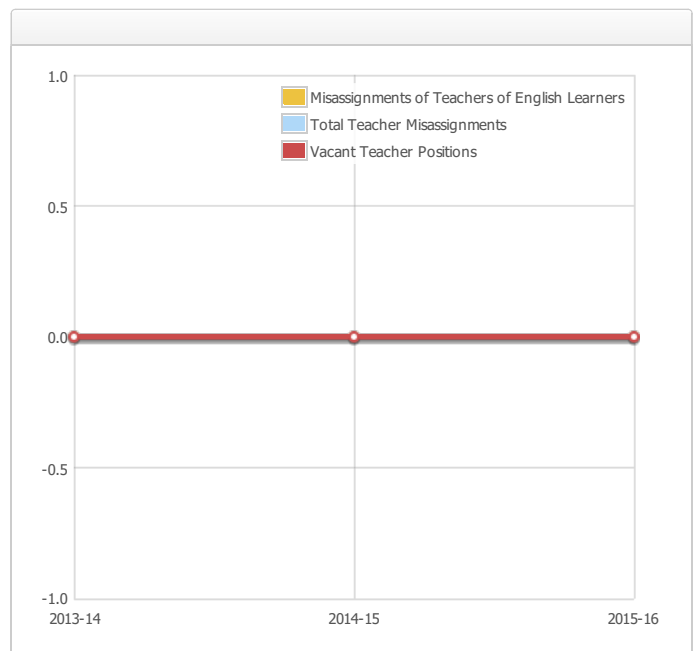
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	16	16	19	519
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/19/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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: 1/15/2016

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.0%	4.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: October 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English/Language Arts, including the English language development component of an adopted program - (list of adopted textbooks or instructional materials for this subject for each grade level or school)</p> <p><b>Grade K</b></p> <p>Practice Book Student Edition, Level K, Houghton Mifflin, 2003</p> <p><b>Grade 1</b></p> <p>Student Anthology, Here We Go, Level 1, Houghton Mifflin, 2003</p> <p>Student Anthology, Lets Be Friends Level 1.2, Houghton Mifflin, 2003</p> <p>Student Anthology, Surprises, Level 1.3, Houghton Mifflin, 2003</p> <p>Student Anthology, Treasures, Level 1.4, Houghton Mifflin, 2003</p> <p><b>Grade 2</b></p> <p>Student Anthology, Adventures, Level 2.1, Houghton Mifflin, 2003</p> <p>Student Anthology, Delights, Level 2.2, Houghton Mifflin, 2003</p> <p><b>Grade 3</b></p> <p>Student Anthology, Rewards, Level 3.1, Houghton Mifflin, 2003</p> <p>Student Anthology, Horizons, Level 3.2, Houghton Mifflin, 2003</p> <p><b>Grade 4</b></p> <p>Student Anthology, Traditions, Level 4, Houghton Mifflin, 2003</p> <p><b>Grade 5</b></p> <p>Student Anthology, Expeditions, Level 5, Houghton Mifflin, 2003</p>	Yes	0.0 %
Mathematics	<p><b>Grades K-5</b></p> <p>Math in Focus, Singapore Math, Houghton Mifflin Harcourt, 2015</p>	Yes	0.0 %
Science	<p><b>Grade K</b></p> <p>California Science Big Book Flip Chart, Pearson-Scott Foresman, 2008</p> <p><b>Grades 1-2</b></p> <p>California Science, Pupil Edition, Pearson-Scott Foresman, 2008</p> <p><b>Grades 3-5</b></p> <p>California Science, Pupil Edition, MacMillan/McGraw-Hill, 2008</p>	Yes	0.0 %

History-Social Science	<p><b>Grade K</b></p> <p>History-Social Science for California, Pearson-Scott Foresman 2007</p> <p><b>Grade 1</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p>Unit Big Book Package</p> <p><b>Grade 2</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p><b>Grade 3</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p><b>Grade 4</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p> <p><b>Grade 5</b></p> <p>California Vistas, MacMillan/McGraw-Hill, 2007</p>	Yes	0.0 %
Foreign Language			0.0 %
Health	<p><b>Grade DK</b></p> <p>Health and Wellness, McMillan/McGraw Hill, 2006</p> <p><b>Grades K-5</b></p> <p>Health and Fitness, Harcourt School Publishers, 2006</p>	Yes	0.0 %
Visual and Performing Arts	<p><b>Grades K-5</b></p> <p>Making Music, Silver Burdett</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9- 12)			0.0 %

Last updated: 1/29/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

Mira Catalina Elementary provides a safe, clean environment for students, faculty, staff, and volunteers. School modernization has been completed and the campus facilities are up-to-date. A team of two custodians and a regular scheduled district maintenance program administered by Palos Verdes Peninsula Unified assures the site and its classrooms are a suitable environment to provide for safety and student learning. The Mira Catalina School Safety Plan is reviewed and updated annually through School Site Council and the Parent, Teacher Association (PTA). The PTA coordinates a committee who regulate emergency supplies and materials assuring that they are inventoried and updated on a regular schedule. The Palos Verdes Peninsula Unified School District administrators and several staff members hold a Ham Radio technician-plus license and participate in regularly scheduled disaster drills with the Los Angeles County Sheriff and Fire Departments.

*Last updated: 1/15/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
----------------	------

*Last updated: 1/29/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	76.0%	44.0%
Mathematics (grades 3-8 and 11)	64.0%	72.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/15/2016*



**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	62	61	98.4%	5.0%	20.0%	26.0%	49.0%
Male	62	33	53.2%	6.0%	24.0%	24.0%	45.0%
Female	62	28	45.2%	4.0%	14.0%	29.0%	54.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	62	2	3.2%	--	--	--	--
Filipino	62	1	1.6%	--	--	--	--
Hispanic or Latino	62	13	21.0%	8.0%	38.0%	23.0%	31.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	62	36	58.1%	3.0%	14.0%	28.0%	56.0%
Two or More Races	62	9	14.5%	--	--	--	--
Socioeconomically Disadvantaged	62	3	4.8%	--	--	--	--
English Learners	62	3	4.8%	--	--	--	--
Students with Disabilities	62	5	8.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/15/2016*

## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	79	75	94.9%	20.0%	17.0%	37.0%	25.0%
Male	79	41	51.9%	27.0%	24.0%	34.0%	15.0%
Female	79	34	43.0%	12.0%	9.0%	41.0%	38.0%
Black or African American	79	1	1.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	79	6	7.6%	--	--	--	--
Filipino	79	1	1.3%	--	--	--	--
Hispanic or Latino	79	12	15.2%	25.0%	17.0%	17.0%	42.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	79	51	64.6%	22.0%	18.0%	43.0%	18.0%
Two or More Races	79	4	5.1%	--	--	--	--
Socioeconomically Disadvantaged	79	5	6.3%	--	--	--	--
English Learners	79	5	6.3%	--	--	--	--
Students with Disabilities	79	15	19.0%	47.0%	20.0%	20.0%	13.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/15/2016*

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	70	87.5%	11.0%	21.0%	36.0%	31.0%
Male	80	33	41.3%	15.0%	18.0%	39.0%	27.0%
Female	80	37	46.3%	8.0%	24.0%	32.0%	35.0%
Black or African American	80	1	1.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	80	5	6.3%	--	--	--	--
Filipino	80	1	1.3%	--	--	--	--
Hispanic or Latino	80	11	13.8%	9.0%	9.0%	55.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	80	48	60.0%	10.0%	25.0%	31.0%	33.0%
Two or More Races	80	4	5.0%	--	--	--	--
Socioeconomically Disadvantaged	80	2	2.5%	--	--	--	--
English Learners	80	3	3.8%	--	--	--	--
Students with Disabilities	80	7	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/15/2016*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	62	61	98.4%	7.0%	16.0%	38.0%	39.0%
Male	62	33	53.2%	9.0%	9.0%	45.0%	36.0%
Female	62	28	45.2%	4.0%	25.0%	29.0%	43.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	62	2	3.2%	--	--	--	--
Filipino	62	1	1.6%	--	--	--	--
Hispanic or Latino	62	13	21.0%	23.0%	31.0%	23.0%	23.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	62	36	58.1%	3.0%	14.0%	36.0%	47.0%
Two or More Races	62	9	14.5%	--	--	--	--
Socioeconomically Disadvantaged	62	3	4.8%	--	--	--	--
English Learners	62	3	4.8%	--	--	--	--
Students with Disabilities	62	5	8.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/15/2016*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	79	75	94.9%	12.0%	25.0%	32.0%	29.0%
Male	79	41	51.9%	12.0%	34.0%	32.0%	22.0%
Female	79	34	43.0%	12.0%	15.0%	32.0%	38.0%
Black or African American	79	1	1.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	79	6	7.6%	--	--	--	--
Filipino	79	1	1.3%	--	--	--	--
Hispanic or Latino	79	12	15.2%	17.0%	33.0%	8.0%	42.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	79	51	64.6%	12.0%	25.0%	39.0%	22.0%
Two or More Races	79	4	5.1%	--	--	--	--
Socioeconomically Disadvantaged	79	5	6.3%	--	--	--	--
English Learners	79	5	6.3%	--	--	--	--
Students with Disabilities	79	15	19.0%	20.0%	47.0%	13.0%	20.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/15/2016*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	70	87.5%	6.0%	39.0%	21.0%	34.0%
Male	80	33	41.3%	3.0%	36.0%	21.0%	39.0%
Female	80	37	46.3%	8.0%	41.0%	22.0%	30.0%
Black or African American	80	1	1.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	80	5	6.3%	--	--	--	--
Filipino	80	1	1.3%	--	--	--	--
Hispanic or Latino	80	11	13.8%	9.0%	45.0%	9.0%	36.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	80	48	60.0%	4.0%	40.0%	25.0%	31.0%
Two or More Races	80	4	5.0%	--	--	--	--
Socioeconomically Disadvantaged	80	2	2.5%	--	--	--	--
English Learners	80	3	3.8%	--	--	--	--
Students with Disabilities	80	7	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/15/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	90.0%	89.0%	86.0%	89.0%	91.0%	87.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	87.0%
All Students at the School	86.0%
Male	88.0%
Female	83.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	72.0%
Native Hawaiian or Pacific Islander	--
White	89.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

# 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 areas of English, mathematics, and physical education

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.9%	25.3%	59.5%

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: 1/29/2016*



## 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 - Most Recent Year

Parents are encouraged to volunteer in classrooms and PTA activities. There are many programs that may utilize the skills, expertise, and desires of our community such as: Art at Your Fingertips, Physical Education, Before School Playground, Community Service, Jr. Great Books, Library Volunteers, Reflections Program, Room Parents, Technology, etc.

### State Priority: Pupil Engagement

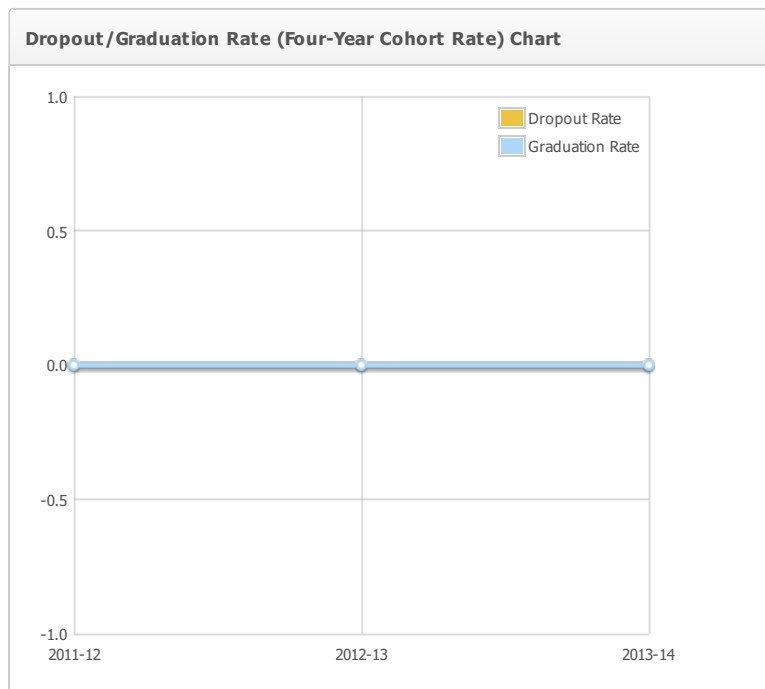
*Last updated: 1/15/2016*

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

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	98.10	98.80	98.80	78.87	80.44	80.95



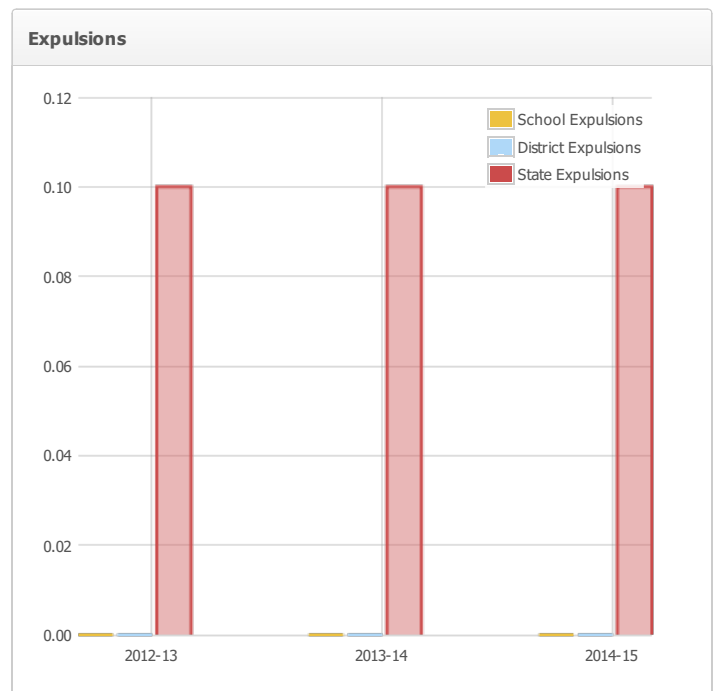
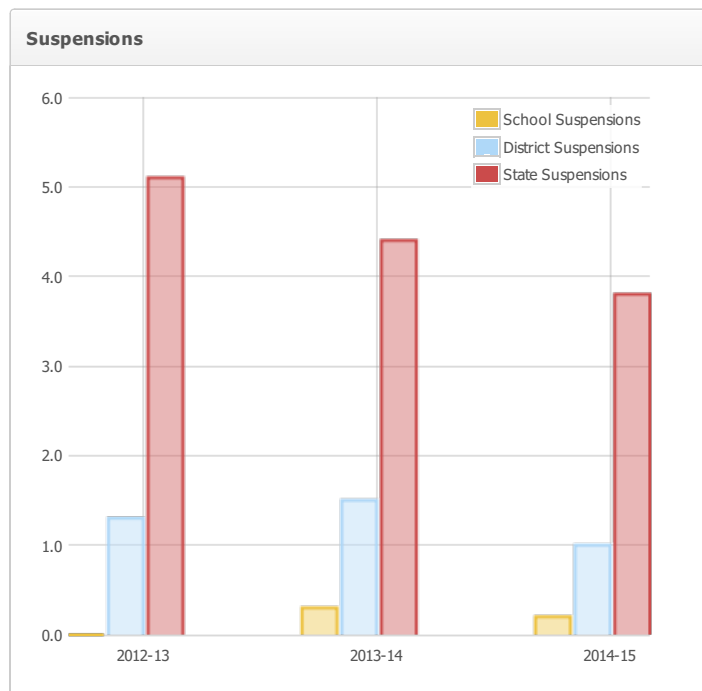
# State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.3	0.2	1.3	1.5	1.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/15/2016

## School Safety Plan - Most Recent Year

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement and other school site councils in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Site Safety Plan include the following:

1. Child abuse reporting procedures
2. Disaster Procedures
3. Policies related to Suspension and Expulsion
4. Procedures Regarding Teacher Notification of Dangerous Students
5. Sexual Harassment Policy
6. Provisions of any School-wide Dress Code
7. Procedures for Safe Ingress and Egress
8. A safe and orderly environment conducive to learning, including anti-bullying/respect and social media education (Internet)
9. Rules and Procedures on School Discipline
10. Hate Crime Reporting Procedures

An updated copy of the plan may be viewed by the public in the school's front office.

*Last updated: 1/15/2016*

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	Yes	

Last updated: 1/15/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	0.3%

Note: Cells with NA values do not require data.

Last updated: 1/15/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15						
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *					
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32	33+	
K				25.0			2		24.0			3	
1	27.0		2	27.0			2		25.0			2	
2	26.0		3	23.0			2		24.0			2	
3	25.0		3	26.0			3		23.0			3	
4	26.0		3	34.0			1	1	33.0			1	1
5	32.0		2	30.0			2	1	31.0			3	
6													
Other													

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/15/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
-------	-----------------------------------	---

Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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: 2/1/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5022.2	\$0.0	\$5022.2	\$77643.0
District	N/A	N/A	\$8399.2	\$72674.0
Percent Difference – School Site and District	N/A	N/A	-40.0%	7.0%
State	N/A	N/A	\$5348.0	\$71529.0
Percent Difference – School Site and State	N/A	N/A	-44.0%	9.0%

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

*Last updated: 1/20/2016*

**Types of Services Funded (Fiscal Year 2014-15)**

For the 2013-14 school year, Palos Verdes Peninsula Unified School District spent an average of \$8,193.40 to educate each student (based on 2013-14 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 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 2013-14 school year, the District received approximately \$898.46 per student in federal, state and local aid for the following categorical, special education and support programs:

- Title I
- Special Education IDEA Local Assist
- Special Education IDEA Preschool
- Special Education IDEA Preschool Local Entitlement
- Special Education IDEA Mental Health
- Special Education IDEA Preschool Staff Development
- Vocational Education
- Title II, Part A
- Title III
- Lottery
- Special Education
- Special Education Mental Health Services
- Special Education Personnel Staff Development
- State Preschool Grant
- Tobacco Use Prevention Education (TUPE) 6-12, Cohort G, Tier II
- Common Core State Standards
- Music Donation Grant
- Project Lead the Way
- Confidence Foundation
- Special Children's League

*Last updated: 1/29/2016*

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

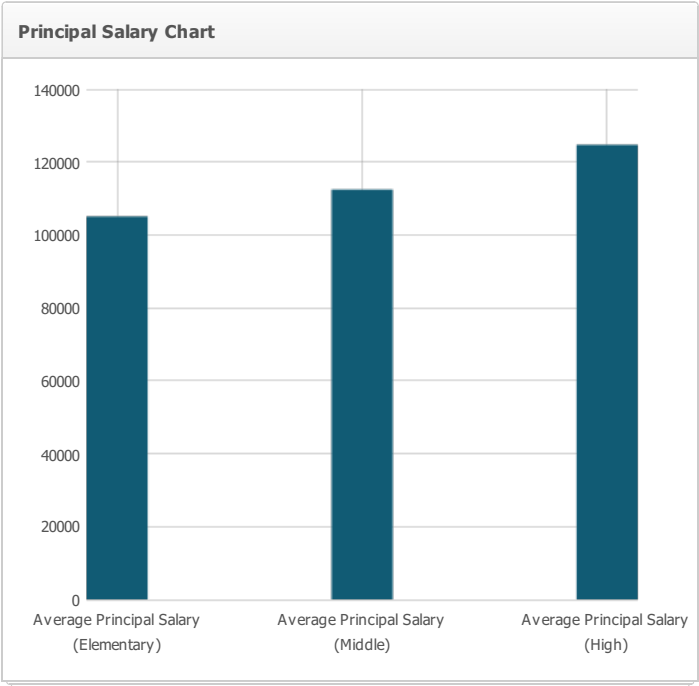
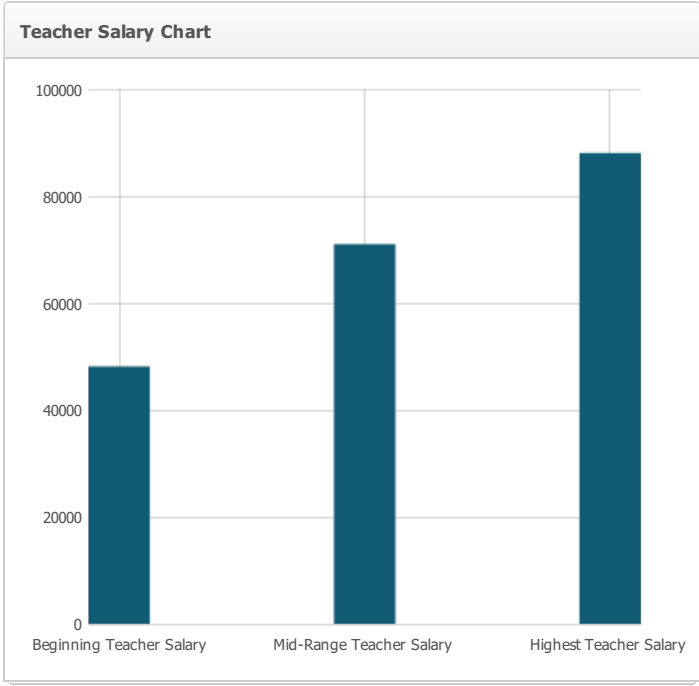
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,141	\$43,062
Mid-Range Teacher Salary	\$70,998	\$67,927
Highest Teacher Salary	\$88,056	\$87,811
Average Principal Salary (Elementary)	\$105,073	\$110,136
Average Principal Salary (Middle)	\$112,451	\$115,946
Average Principal Salary (High)	\$124,729	\$124,865
Superintendent Salary	\$228,731	\$211,869
Percent of Budget for Teacher Salaries	41.0%	39.0%

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/>.



Last updated: 1/15/2016

**Professional Development – Most Recent Three Years**

Professional Development for the 2013-2014 school year focused on the implementation of the teaching and learning strategies associated with the Common Core State Standards. 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 TOSAs. Curriculum mapping and teacher articulation has been a significant part of the Professional Development. There has been an effort to provide SBAC training and practice for teachers and students regarding performance tasks in both English Language Arts and Mathematics.

Last updated: 1/29/2016