

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.



Dr. Allan Tyner, Principal

Principal, Palos Verdes High

About Our School

Welcome to Palos Verdes High School, home of the Sea Kings!

With over 1,600 students, Palos Verdes High School maintains a small-school, family-like community with a strong emphasis on student wellness. Knowing that student connectedness to school has a direct link to student success, we encourage our students to find their wave, and get involved with something they are passionate about. Our school vision encompasses our expectations for all students:

PVHS strives to be a community of positive affiliation and engagement that embraces individuality and promotes self-growth.

Here at PV High, we have something so that every student can find their own wave and be prepared for life after high school. With a strong emphasis on academics, our Advanced Placement program offers 32 AP courses and continues to grow each year. Among those we are one of 1,800 schools across the nation that offer the AP Capstone program for our students which focuses on a 2-year AP program that has students conducting research at a college level. We also offer over 20 different honors classes in order to prepare our Sea Kings for AP classes and life after graduation. Additionally, our AVID program supports students by developing academic skills in preparation for the rigor of college. Last year, 100% of our AVID students were accepted to a four-year university. We are also very proud of our comprehensive special education programs including our Life Skills Center.

Aside from our academics, our signature programs are really what make PV High different than any other school and allow our students to find their passion and their wave. PVIT, or Palos Verdes Institute of Technology, is a nationally recognized STEM program with 13 competition teams. Live from 205 is our student-run news broadcast which was recognized as the nation's best student-run program. Triton Yearbook earned all Columbia Honors- the highest national recognition. Our Model United Nations, Speech & Debate, and Mock Trial teams are all highly competitive and build necessary collaborative skills for our students. Science Research allows students the opportunity to delve deeper into a research project they are passionate about and students even have the opportunity to travel to the Galapagos Islands to conduct hands on research over the summer.

From Ceramics to Drama, Choir to Marching Band, Dance to Photography, PVHS has outstanding visual and performing arts programs for both the budding and the accomplished student artists. With over 80 student clubs, there is an activity on campus for everyone. All of these signature programs are just a few of our many extracurricular offerings that allow our students to find their wave.

When you become a Sea King, you join our PVHS family; a high-energy, spirited learning community. As you embark on your high school journey, our teachers, coaches, and counselors, will teach you the skills and give you the resources to follow your passions and achieve your goals.

Go Sea Kings!

Sincerely,

Allan Tyner, Ed.D.

Principal

Contact

*Palos Verdes High
600 Cloyden Rd.
Palos Verdes Estates, CA 90274-1869*

Phone: 310-378-8471

Email: tynera@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	Palos Verdes High
Street	600 Cloyd Rd.
City, State, Zip	Palos Verdes Estates, Ca, 90274-1869
Phone Number	310-378-8471
Principal	Dr. Allan Tyner, Principal
Email Address	tynera@pvpusd.net
Website	www.pvhigh.com
County-District-School (CDS) Code	19648651996552

Last updated: 12/19/2019

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

Welcome to Palos Verdes High School, home of the Sea Kings!

With over 1,600 students, Palos Verdes High School maintains a small-school, family-like community with a strong emphasis on student wellness. Knowing that student connectedness to school has a direct link to student success, we encourage our students to find their wave, and get involved with something they are passionate about. Our school vision encompasses our expectations for all students:

PVHS strives to be a community of positive affiliation and engagement that embraces individuality and promotes self-growth.

Here at PV High, we have something so that every student can find their own wave and be prepared for life after high school. With a strong emphasis on academics, our Advanced Placement program offers 32 AP courses and continues to grow each year. Among those we are one of 1,800 schools across the nation that offer the AP Capstone program for our students which focuses on a 2-year AP program that has students conducting research at a college level. We also offer over 20 different honors classes in order to prepare our Sea Kings for AP classes and life after graduation. Additionally, our AVID program supports students by developing academic skills in preparation for the rigor of college. Last year, 100% of our AVID students were accepted to a four-year university. We are also very proud of our comprehensive special education programs including our Life Skills Center.

Aside from our academics, our signature programs are really what make PV High different than any other school and allow our students to find their passion and their wave. PVIT, or Palos Verdes Institute of Technology, is a nationally recognized STEM program with 13 competition teams. Live from 205 is our student-run news broadcast which was recognized as the nation's best student-run program. Triton Yearbook earned all Columbia Honors- the highest national recognition. Our Model United Nations, Speech & Debate, and Mock Trial teams are all highly competitive and build necessary collaborative skills for our students. Science Research allows students the opportunity to delve deeper into a research project they are passionate about and students even have the opportunity to travel to the Galapagos Islands to conduct hands on research over the summer.

From Ceramics to Drama, Choir to Marching Band, Dance to Photography, PVHS has outstanding visual and performing arts programs for both the budding and the accomplished student artists. With over 80 student clubs, there is an activity on campus for everyone. All of these signature programs are just a few of our many extracurricular offerings that allow our students to find their wave.

When you become a Sea King, you join our PVHS family; a high-energy, spirited learning community. As you embark on your high school journey, our teachers, coaches, and counselors, will teach you the skills and give you the resources to follow your passions and achieve your goals.

Mission Statement

PVHS places a very high emphasis on the academic success and emotional well-being of all students. Various programs, for all levels of students, challenge each PVHS student to reach his or her maximum potential. PVHS ensures students are well equipped with the academic skills that allow them to follow their own unique academic pursuits and extracurricular endeavors in high school and beyond.

Vision Statement

PVHS strives to be a community of positive affiliation and engagement that embraces individuality and promotes self-growth.

Schoolwide Learning Outcomes

Community Oriented Citizenship

Demonstrate an understanding and be able to analyze current issue from historic, political, economic, geographic and multicultural perspectives.

Use technology to access information, communicate ideas, and analyze and solve problems.

Demonstrate knowledge of the scientific process through reading, literature analysis and appreciation of the linkage between science and society.

Understand, appreciate and respect ideas, attitudes, and values that shape diverse cultures and individual differences.

Participate in community, social, civil or cultural services

Teamwork and Personal Development

Develop teamwork and interpersonal communication skills

Communicate articulately, effectively, and persuasively when speaking and writing

Demonstrate knowledge, skills, and self-discipline necessary to achieve and maintain personal well-being.

Foster positive interpersonal relationships within diverse settings

Contribute and function in various group roles, accepting individual and group responsibility Post-secondary preparedness

Set appropriate and realistic educational, vocational, and personal goals and make informed decisions based on those goals.

Stay informed and prepared on post-secondary options Apply content and skills learned through the PVHS curriculum to academic and extracurricular pursuits after high school.

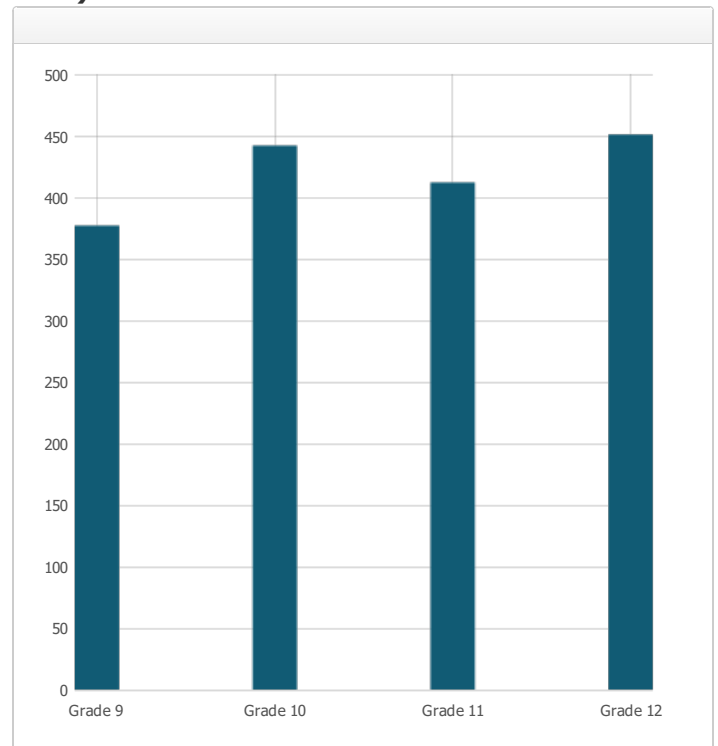
Demonstrate school-to-work/post-secondary transitions skills and knowledge

Pursue intellectual, artistic, practical, or physical endeavor

Last updated: 12/20/2019

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

Grade Level	Number of Students
Grade 9	377
Grade 10	442
Grade 11	412
Grade 12	451
Total Enrollment	1682



Last updated: 12/19/2019

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

Student Group	Percent of Total Enrollment
Black or African American	2.40 %
American Indian or Alaska Native	0.10 %
Asian	14.40 %
Filipino	1.40 %
Hispanic or Latino	12.70 %
Native Hawaiian or Pacific Islander	0.20 %
White	61.00 %
Two or More Races	7.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	5.40 %
English Learners	2.00 %
Students with Disabilities	8.20 %
Foster Youth	0.10 %
Homeless	0.10 %

A. Conditions of Learning

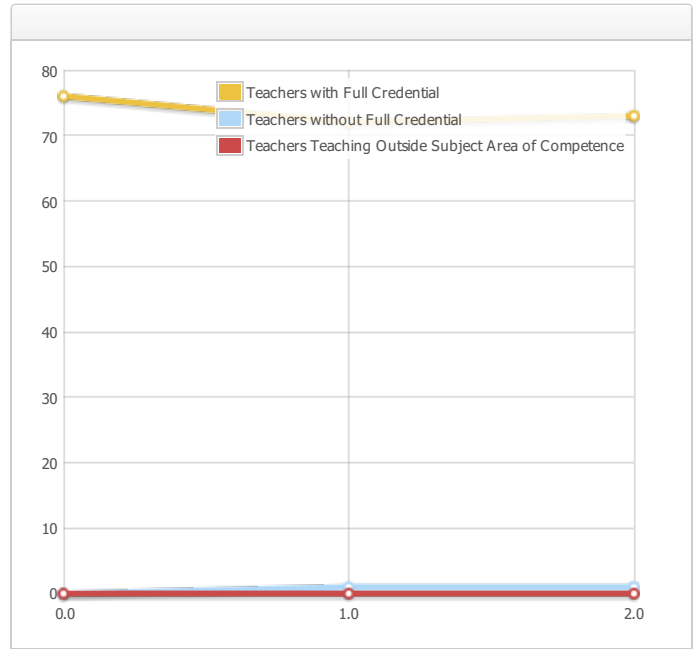
State Priority: Basic

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

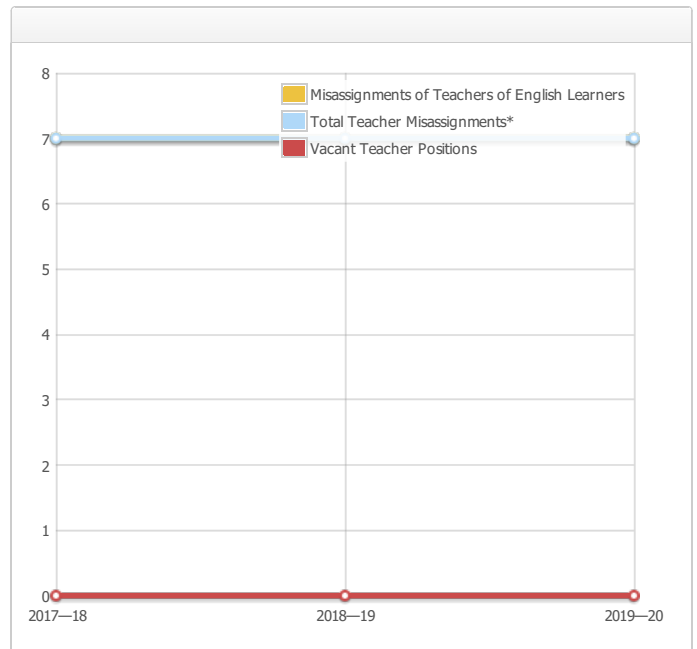
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	76	72	73	504
Without Full Credential	0	1	1	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	7	7	7
Total Teacher Misassignments*	7	7	7
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	English/Language Arts 9-12	Yes	0.00 %
	<p>Eng.1, 1H, ELD 1 Holt Literature and Language Arts, Course 3, Holt, 2003 Holt Handbook (3rd Course), Holt, 2003</p>		
	<p>Eng. 2, 2H, ELD 2 Holt Literature and Language Arts, Course 4, Holt, 2003 Holt Handbook (4th Course), Holt, 2003</p>		
	<p>Eng. 3, 3H, ELD 3 Holt Literature and Language Arts, Course 5, Holt, 2003 Holt Handbook (5th Course), Holt, 2003</p>		
	<p>Eng. 4 Holt Literature and Language Arts, Course 6, Holt, 2003 Holt Handbook (6th Course), Holt, 2003</p>		
	<p>Reading/ Writing SK1 Holt Literature & Language, 3rd Course, Holt, 2003 Holt Handbook, 3rd Course, Holt, 2003 Interactive Reading Workbook, 3rd Course, Holt, 2003</p>		
	<p>Reading/ Writing SK 2 Holt Literature & Language, 4th Course, Holt, 2003 Holt Handbook, 4th Course, Holt, 2003 Interactive Reading Workbook, 4th Course, Holt, 2003</p>		
	<p>Reading/Writing SK 3 Holt Literature & Language, 5th Course, Holt, 2003 Holt Handbook, 5th Course, Holt, 2003 Interactive Reading Workbook, 5th Course, Holt, 2003</p>		
	<p>Reading/ Writing SK 4 Holt Literature & Language, 6th Course, Holt, 2003 Holt Handbook, 6th Course, Holt, 2003 Interactive Reading Workbook, 6th Course, Holt, 2003</p>		
	<p>AP Eng Lng Holt Literature and Language Arts, Fifth Course, 2003 Holt Handbook, Fifth Course, 2003</p>		
	<p>AP Eng Lng Classics in World Literature, Scotts Foresman, 1991 A Pocket Guide to Correct Grammar, Harcourt Brace, 1986</p>		
	<p>AP Eng Lit Classics in World Literature, Scott Foresman, 1991 A Pocket Guide to Correct Grammar, Harcourt Brace, 1986</p>		
	<p>Journalism 1 Journalism Today!, NT C/Contemporary Publishing Co., 2000 AP Stylebook and Briefing on Media Law , Associated Press, 2013 The Newspaper Designer's Handbook, McGraw -Hill, 1997</p>		
	<p>Mythology Mythology, Mentor, 1969</p>		
Mathematics	<p>Mathematics 9-12 Algebra 1, 1 MCR, Algebra A/B, Algebra 1 Honors</p>	Yes	0.00 %

Big Ideas Math Algebra 1, HMH, 2015, ISBN #978-0-544-58568-3
 Big Ideas Math Algebra 1: Student Journal, HMH, 2015, ISBN #978-1-608-40852-8

Algebra 2, 2H, 2 MCR

Big Ideas Math Algebra 2, HMH, 2015, ISBN #978-0-544-58604-8
 Big Ideas Math Algebra 2: Student Journal, HMH, 2015, ISBN #978-1-608-40854-2

Advanced Calculus

Multivariable Calculus, Thompson Learning Inc., 2003

Calculus

Calculus of a Single Variable, 8th Edition, Houghton Mifflin, 2006

AP Calculus AB/BC

Calculus AP Edition, Pearson-Prentice Hall, 2007

AP Computer Science Principles

New Perspectives Computer Concepts 2016 Enhanced, Comprehensive, Parsons
 19th Edition (Skills 2017) – ISBN #978-1-305-65628-4

3P-EBK: New Perspective Computer Concepts 2017 Comprehensive, Parsons/Oja
 19th Edition (Skills, 2017), - ISBN #978-1-305-88776-3

Computer Science (A/AB AP)

Java Software Solution for AP Computer Science, Pearson Prentice Hall, 2004

Geometry, H, MCR

Big Ideas Math Geometry, HMH, 2015; ISBN #978-0-544-58586-7

Essentials of Algebra

Larson Big Ideas Algebra 1, HMH, 2015; ISBN #978 1-608-40675-3

Functions, Trig, Stats

College Alg. w /T rignonometry, McGraw Hill, 2001

Elementary Statistics: A Brief Version, McGraw Hill, 2003

Linear Algebra Stanford Online

Calculus: A New Horizon, Vol. 3, 6th Edition, by Howard Anton – ISBN 978-0-471-24349-3

PreCalc, PreCalc H, PreCalc W/Limits

Precalculus With Limits: A Graphing Approach, 5th Edition, Houghton Mifflin, 2008 -
 ISBN 978-0-618-85152-2

Stat. Analysis

The Basic Practice of Statistics, 5th Edition, W H Freeman 2010

Statistics Analysis, AP

The Practice of Statistics, Second Edition, W .H. Freeman, 2003

Science

Science 9-12

Yes

0.00 %

Applied Physical Sci, AP Biology

Science Spectrum Physical Science, Holt, Reinhart & Winston, 2007

AP Biology Investigative Labs: An Inquiry-Based Approach Student Manual,
 CollegeBoard, 2012

Biology 1, 2

Biology, McDougal-Littell, 2007 – ISBN 9780618725106

Biology, McDougal-Littell, 2007 workbook – ISBN 978-0-618-72560-1

Biology 1H

Modern Biology, Holt, Reinhart & Winston, 2007

AP Chemistry

Chemistry (10th Edition), McDougal-Littell, 2017 – 9781305957732

Chemistry 1

World of Chemistry, McDougal-Littell, 2007 – 9780618562763

Chemistry 1H

Introductory Chemistry (6th Edition), McDougal-Littell, 2008 – 9780618803279

Civil Engineering & Architectural Design

Architectural Portable Handbook: First Step Rules of Thumb for Building Design,
 Guthrie, P. 2003 McGraw Hill

Dev. Phys Sports Med
Essentials of Human Anatomy & Physiology Benjamin Cummings, 7th Edition, 2003

Digital Electronics
PLTW Digital Electronics, McGraw Hill, 7th Edition, 2008

Earth Science
Earth Science, Prentice Hall, 2006

Engineering Design & Development (EDD)
Engineering Your Future: A Comprehensive Approach-4th Edition
Engineering Your Future: A Project Based Intro to Engineering
Engineering Your Future: A Student's Guide

Environmental Sci AP
Environmental Science: Earth as a Living Planet (6th Edition), Wiley, 2007

Foundations of Scientific Thought/Method
Science Rules: A Historic Introduction to Scientific Methods, The Johns Hopkins
University Press, 2004

Geology, Geo H
An Introduction to Physical Geography, Prentice Hall, 2006

AP Human Geography
An Introduction to Human Geography, 9th Ed, Prentice Hall, 2007

Intro to Eng Design
Project Lead The Way: Introduction to Engineering Design, 2006

Life Science, Marine Biology, Marine Bio H, Marine Science
Biology, Glencoe, 2007

Introduction to Marine Biology, Thompson/Brooks/Cole, 2006

Physics
Physics, Holt, 2002

AP Physics 1
Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole
Publishing, 2006

AP Physics 2
Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole
Publishing, 2006

AP Physics C Mechanics
Physics for Scientists & Engineers, Thomson, 2007

AP Physics C E & M
Physics for Scientists & Engineers, Thomson, 2007

Physiology & Anatomy
Essentials of Human Anatomy & Physiology Benjamin Cummings, 7th Edition, 2005

Physiology & Anatomy H
Essentials of Human Anatomy & Physiology Benjamin Cummings, 8th Edition, 2006

Principles of Engineering
Project Lead The Way: Principles of Engineering 2006

History-Social
Science

History-Social 9-12
Adv. Philosophy/Religion
From Socrates to Sartre: The Philosophic Quest, Bantam Books, Lavine, 1989

Yes

0.00 %

American Government/AP American Government
Magruder's American Government, Prentice Hall, 2006
American Government, 10th Edition, McDougal-Littell, 2006

AP Comparative Government/ Politics
Introduction to Comparative Politics, 4th Edition, Houghton-Mifflin, 2007

Comparative Religions
The World's Religions: Our Great Wisdom Traditions, Harper, San Francisco, 1991

Economics
CA Economics: Principles in Action, Prentice Hall, 2007

AP Macroeconomics
Economics: A Contemporary Introduction (7th Edition), Thomson Learning, 2006

AP Microeconomics
Economics: A Contemporary Introduction (7th Edition), Thomson Learning, 2006

Economics for Living Ethics
Economics Today and Tomorrow, Glencoe/McGraw-Hill, 2006
Selected books, essays, newspapers, medical journals and articles

AP European History
A History of Western Society, 8th Edition, Since 1300, McDougal Littell, 2006

AP Human Geography
Introduction to Human Geography, 9th Edition, Pearson Prentice Hall, 2008

Psychology
Psychology: Principles in Practice, Holt, 2007

AP Psychology
Psychology, 8th Edition, Worth, 2006

Sociology
Sociology, 3rd Edition, Prentice Hall, 2003

US Gov & Politics AP US History, H
American Government, 10th Ed., McDougal Littell 2006

The American Reconstruction to the 21st Century, CA Edition McDougal Littell, 2006
Americans: Workbook, McDougal Littell, 2006

AP US History
The American Pageant, 13th Edition, McDougal Littell, 2006
Preparing for the AP US History Exam, McDougal Littell, 2006

World History, H, AP
Modern World History: Patterns of Interaction, McDougal Littell, 2006
Modern World History Reading Study Guide, McDougal Littell, 2006

Women's Studies
History of Gender in America, Prentice Hall, 2003

Writing Workshop
Writers Inc., Write Source, a Houghton Mifflin Co., 2001
Sourcebook, Write Source, a Houghton Mifflin Co., 2000
Inside Writing, Write Source, a Houghton Mifflin Co., 2003

Foreign Language

World Language – Secondary
Chinese 1

Integrated Chinese Level 1 Part A: Simplified Characters, 2nd Edition, Cheng & Tsui, 2005
Simplified Workbook, 2nd Edition, Cheng & Tsui, 2006

Chinese 2

Integrated Chinese Level 1, Part II, Cheng & Tsui, 2006

Yes

0.00 %

Chinese 3, 3H

Integrated Chinese, Simplified Character Edition, Level 2, Cheng & Tsui, 2005

Chinese 4

Integrated Chinese, Simplified Character Edition, Level 2, Part 2

Chinese 5

Harvest-Intermediate Chinese, Compiled by XU Jialu, Cengage Learning Asia Pte Ltd and Beijing Normal University Press, 2008

Master Works Chinese Companion: Expressive Literacy through Reading and Composition, Compiled by Qin-Hong Anderson, Cheng & Tsui Company, 2004
How to Read A Chinese Poem: A Bilingual Anthology of Tang Poetry, Translated and annotated by Edward Chang, BookSurge Publishing, 2007

Chinese Legends & Folk Tales

Tales and Traditions, Readings in Chinese Literature Series Vol. 1-2, Compiled by Yun Xiao et al, Cheng & Tsui Publishers 2001

Classical

Greek 1

Ancient Greek Alive! 99th Edition, Paula Saffire & Catherine Freis, Univ NC Press

French 1

Discovering French, Nouveau!, Level 1, McDougal, Littell, 2004
French Workbook 1, McDougal Littell, 2004

French 2

Discovering French, Nouveau!, Level 2, McDougal, Littell, 2004
French Workbook 2, McDougal Littell, 2004

French 3, 3H

Discovering French, Nouveau!, Level 3, McDougal, Littell, 2004
French Workbook 3, McDougal Littell, 2004

French 4 AP

Allons au-delà, Pearson, 2012
AP French Preparing for Lang & Culture Exam workbook, Pearson, 2012

Japanese 1

Adventures in Japanese, Level 1, Cheng & Tsui, 2003

Japanese 2

Adventures in Japanese, Level 2, Cheng & Tsui, 2003

Japanese 3, 3H

Adventures in Japanese, Level 3, Cheng & Tsui, 2003

Japanese 4 (College 1)

Adventures in Japanese, Level 4, Cheng & Tsui, 2003

Korean 1

Dynamic Korean 1, 1st Edition Textbook; Foundation for Korean Lng & Culture; ISBN 978-8-955-18759-5
Dynamic Korean 1 Workbook, Foundation for Korean Lng & Culture; ISBN 78-8-955-18762-5

Korean 2

Dynamic Korean 2 Textbook; Foundation for Korean Lng & Culture; ISBN 978-0-578-04865-9
Dynamic Korean 2 Workbook, Foundation for Korean Lng & Culture; ISBN 978-0-578-04864-2
Active Korean 2, 1st Edition; Pub: Moonjin; 2007; ISBN 978-8-953-91233-5

Korean 3, 3H

Dynamic Korean 3 Textbook; Foundation for Korean Lng & Culture; ISBN 978-0-578-07075-9

<p>Dynamic Korean 3 Workbook, Foundation for Korean Lng & Culture; ISBN 978-0-578-07076-6</p> <p>Active Korean 3, 1st Edition, Pub: Moonjin, 2012; ISBN 978-8-953-91234-2</p> <p>SAT Subject Test Korean; ISBN 978-89-5518-657-4</p> <p>Korean 4, 4H</p> <p>Integrated Korean Intermediate 1, 2nd Edition, U of H Press; ISBN 978-0-8248-3650-4</p> <p>Integrated Korean Workbook: Intermediate 1; ISBN 978-0-8248-3651-1</p> <p>Latin 1</p> <p>Latin for Americans (Book 1), Glencoe, 2003</p> <p>Latin 2</p> <p>First Year Latin, Prentice Hall, 1990</p> <p>Latin 3, 3H</p> <p>Latin for Americans (Book 2), Glencoe, 2004</p> <p>AP Latin</p> <p>Vergil's Aeneid, Bolchazy-Carducci, 1998</p> <p>Vergil's Aeneid (books 10 & 12), Bolchazy-Carducci, 1998</p>			
Health	<p>Grades 8-12</p> <p>Lifetime Health, Holt, Reinhart and Winston, 2004</p>	Yes	0.00 %
Visual and Performing Arts	<p>Art History AP</p> <p>Art Through the Ages, 11th Edition, Thomson Wadsworth, 2001</p> <p>Music Theory AP</p> <p>Theory Essentials, Volume 1, Thomson Schirmer, 2003</p> <p>Workbook for Theory Essentials, Volume 1, Thomson Schirmer, 2003</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 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	Sewer Line maintenance/Hydro Jetting ongoing using work order system. Maintenance required to keep older systems functioning.
Interior: Interior Surfaces	Fair	Repairs ongoing using work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Pest control contractor assisted in recent abatement. Ongoing monitoring to prevent further activity.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Interior plumbing not addressed during modernization; galvanized water lines remain in some areas; system is functional. Restroom Upgrades to be included in Facilities Modernization Plan.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Canopy repair project scheduled for summer 2020.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repairs to fences, gates, and asphalt ongoing using work order system.

Overall Facility Rate

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

Overall Rating	Fair
----------------	------

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)	66%	43%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	54%	39%	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	397	387	97.48%		43.15%
Male	194	191	98.45%		34.03%
Female	203	196	96.55%		52.04%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	47	47	100%		68.09%
Filipino	--	--	--		
Hispanic or Latino	61	60	98.36%		40.00%
Native Hawaiian or Pacific Islander	--	--	--		
White	250	241	96.40%		37.76%
Two or More Races	26	26	100.00%		69.23%
Socioeconomically Disadvantaged	17	17	100.00%		58.82%
English Learners	--	--	--		
Students with Disabilities	21	20	95.24%		25.00%
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	397	386	97.23%		39.38%
Male	194	189	97.42%		38.10%
Female	203	197	97.04%		40.61%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	47	47	100%		74.47%
Filipino	--	--	--		
Hispanic or Latino	61	59	96.72%		30.51%
Native Hawaiian or Pacific Islander	--	--	--		
White	250	241	96.40%		33.61%
Two or More Races	26	26	100.00%		61.54%
Socioeconomically Disadvantaged	17	16	94.12%		31.25%
English Learners	--	--	--		
Students with Disabilities	21	20	95.24%		20.00%
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

Career Technical Education (CTE) Programs (School Year 2018—19)

Many of our Career Technical Education courses are elements of our Visual and Performing Arts Department that offers highly specialized and diversified curriculum. Our department programs are primarily funded by our generous Booster Club and PTSA. The Visual and Performing Arts Department is among the most comprehensive and diverse to be found in most any high school, in the country, public or private. All courses are UC/CSU approved.

At the introduction level, course offerings include: Ceramics, Drawing & Painting, Animation, Photography, Video Production, Drama, Jazz Orchestra, PE Band/Marching Band, Dance.

At the more advanced levels, the departments offer more specialized curriculum in AP Art History, as well as AP Studio Art 2-D and 3-D, Live from 205, a live student news broadcasting team, AP Music Theory, Concert Band and Musical Theater.

Students are able to advance to second and third year courses in Animation, Photography, Video, Sculpture, Choro, Orchestra, Jazz, and Drama.

The Department of Visual and Performing Arts is dedicated to its mission of creating a comprehensive art-school experience within the context of a publicly funded high school.

At the introduction level, we provide a diverse population of aspiring artists and art scholars with access to quality education combining a broad-based experience with a firm historical, theoretical, and practical foundation art curriculum. There is also specialized study in the areas of 3-D art, art history, and studio art.

At the advanced level, our programs are designed with a dual emphasis on tailoring programs of study to individual students while fostering shared experience among a community of students.

Our faculty is committed to the belief that an education in the visual arts and related scholarship can be grounded in tradition while geared toward innovation, can foster both discipline-centered and interdisciplinary activity, and can achieve a fusion of informed dialogue, practice, and production.

The Palos Verdes Institute of Technology (PVIT) opened at PVHS in 1987 and featured one of the first high school robotics programs in the nation. When the school was reopened in 2001, PVHS students continued the PVIT tradition by becoming the only high school to field a DARPA "Grand Challenge" autonomous vehicle. The PVHS team competed with entries from Cal Tech, MIT, Virginia Tech and the winning vehicle from Stanford. With this established record of success, there was interest in developing a PVIT program that would offer pre-College engineering/technology courses while continuing opportunities for competitions, internships, mentoring and research.

Project Lead the Way (PLTW) offers this type of program through a flexible sequence of courses which builds students engineering/technology skills and knowledge. PVHS has linked math/science classes with PLTW courses which are recognized by UC and CSU and meet the "g" admission requirement. PLTW program comes from the UC faculty who have reported that they are impressed with PLTW and believe that these courses offer a great opportunity for students. Corporations here in our South Bay, including Aerospace, Boeing Corporation, Northrop Grumman, and Honda have enthusiastically advised our school to join with Project Lead the Way (PLTW), a national nonprofit organization, to help our students gain the knowledge they need to prepare for College and to excel in engineering and other high-tech fields.

In addition to these corporations, the University of California (UC) and other major universities have recognized PLTW, and many including Duke University and Purdue University offer credit or advanced placement for the PLTW coursework to students when they enroll. Rochester Institute of Technology also makes transferable College credit available to PVHS PLTW students.

Last updated: 1/16/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	389
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/16/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	82.90%

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
9	9.00%	14.00%	71.00%

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

Last updated: 1/14/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Parent and community participation is a valuable asset to the school curriculum, activities, and environment. Their participation is noticeable and appreciated in many areas.

The Peninsula Education Foundation, Booster Club and PTSA are actively involved in fundraising and providing support for students, teachers, and the campus in the realms of academics, arts, and athletics.

Teachers and administrators maintain constant contact and communication with parents and students about student progress, campus events, and news through the use of Aeries, social media outreach for various programs, evening presentations, CCC workshops, Principal Forums, Constant Contact, Principal's Weekly Top 10, grade level presentations, school website, and student journalism programs.

A variety of programs are put on with help from parents and members of the local community and community-at-large including College Week, Palos Verdes Institute of Technology, athletics programs, AP Seminar, AP Capstone, Scholar Quiz, the registration process, library volunteers, guest speakers in classes, and PEF Parent Education.

Back to School Night is held at the beginning of the year to establish a cohesive and collaborative learning environment in which parents and teachers work together for the success of each student. In the spring, there is a parent information night for incoming students.

The Booster Club makes critical decisions on fundraising in regards to PVHS' programs and facilities. In the past five years, the Booster Club has built an outdoor basketball court, tennis cabanas, upgraded the staff lounge, replaced the two dance floors, helped to put in new cage lacrosse turf field, and upgraded the stadium turf. They also sustain our AP College Board training for our staff and teacher professional development conferences. The Booster Club raises money for academics, arts, and athletics. The PVHS Booster Club typically raises about \$250,000 each year for a multitude of programs. A general meeting takes place each month when the club's board approve expenditures submitted by the PVHS staff and faculty.

PTSA actively provides parent education programs and college access information. PTSA makes decisions to provide gifting to purchase supplies for materials for classes especially in science. PTSA is a guiding coalition that makes decisions on the types of educational presentations for parents and students. The PTSA president meets cwith school administration to bring parent concerns and school administration attends executive board and general meetings where they provide information regarding school activities, receive input from parents and take questions from the parent community. The faculty continues to support the PTSA with consistently high membership. The association is essential to school management through our support of special projects and events such as student registration, disaster preparedness, Back to School night, 8th grade Open House and College Day.

The association also supplements classroom materials by pledging \$125 to the faculty in Classroom Start-up funds and holds two rounds of gifting during the school year. The total amount in supplemental funds reaches over \$60,000 in additional school and classroom materials purchased. These purchases allow teachers to provide enriched curriculum to all students at PVHS.

The PVHS School Site Council consists of staff, students, community members and parents. Together the committee reviews and approves the school site plans and related expenditures, provides ongoing reviews of the implementation of the plan and makes any modifications needed. Together they evaluate the progress made toward school goals to raise the academic achievement of all the students. Parental involvement and input is a major component of the success of this plan. The Council is elected according to the bylaws and is composed of 24 voting members of which 7 are parents. Discussions include: Single Plan for Student Achievement (SPSA), School Accountability Report Card (SARC), Comprehensive Safe School Plan, any concerns and needs from Department Chairs, organizations, students and parents. Members include school administrators, teachers, classified staff, parents, students, and members of the community. SSC meetings are open to the public.

Presentations are held for junior and senior parents to provide information about graduation requirements, updated college admissions information, college entrance testing, and other pertinent grade level information. Evening presentations are arranged for parents both through the district and through community partnerships regarding various topics with expert speakers from throughout our local areas. Topics are selected based on current student needs and issues. Past topics have included: drug and alcohol use, body image, law enforcement issues.

State Priority: Pupil Engagement

Last updated: 12/20/2019

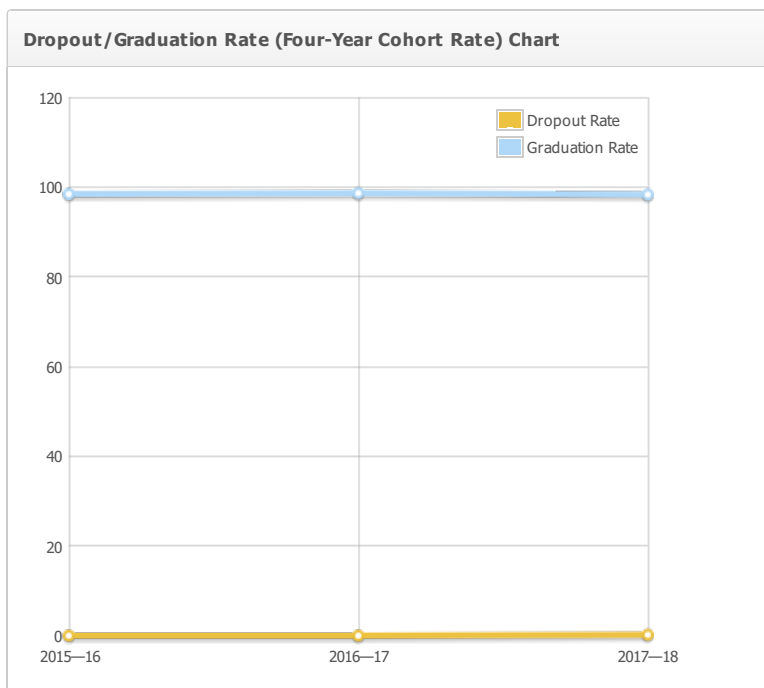
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	0.00%	0.30%	9.70%
Graduation Rate	98.40%	98.50%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0.00%	0.20%	0.20%	0.30%	9.10%	9.60%
Graduation Rate	98.60%	98.30%	98.40%	98.10%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/6/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.00%	3.00%	2.00%	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 PVHS School Safety plan was last reviewed on February 6th, 2019 by the School Site Council and then approved by the District Governing Board on February 27th, 2019. The plan highlighted the following goals and points of interest:

By June 2020, student tardiness, truancies, inappropriate behavior, and participation in vaping or use of illegal substances will decrease by 3% through creating a caring and connected school climate via attendance procedures, SART and SST meetings, PBIS measures, parent, student, and staff education, and student intervention resources.

By June 2020, PVHS will have a safe, clean, and secure school climate as measured by the CHKS survey and local school survey data with 90% or higher positive feedback.

SSC feels that PVHS needs to continue to educate students and parents about potential dangers students face.

SSC is concerned about the number of students using substances and their overall mental well-being and health.

SSC continues to stress the need for e-cigarette and vaping education and prevention for our students

SSC values the partnership with PVEPD including officers designated to check in on the school on specific days during the week

SSC is pleased with the increase in overall attendance percentage but continues to look for opportunities to address student chronic absenteeism

SSC identifies seniors as having the most discipline consequences including tardies and truants and sophomores as having the most discipline consequences involving substance abuse

SSC is concerned about the high level of senior tardies and truants

SSC supports the school's policy of limited student access to the parking lot as a way to help address student discipline problems

SSC identifies that more male students are being disciplined than female students (23 vs. 5 on incidents of tobacco or marijuana)

4. Facilities (2019-20)

Collaboration between PVHS and PVPUSD continues to focus on upgrading and repairing site facilities across campus. In some areas of the school, there is a need for repairs.

Chipped paint, water damaged walls and ceilings, spider webs, insects and a lack of air conditioning are areas of concern for PVHS.

Annual Renovation of Grass Auxiliary Field - Our practice grass field is reseeded and aerated each winter to allow for a usable surface for our athletic teams.

Gym floors are re-surfaced every year to maintain high quality facilities.

The drama program worked in partnership with the Booster Club to fund a new auxiliary seating space for the MPR during drama productions.

Repair and Disinfection of Turf Field - Twice a year, the artificial turf is cleaned and repairs to any tears and holes are completed.

Repair and Painting of Track - Repairs need to be made to holes and torn sections of the track. The faded lines and markings were repainted.

The football goal post was repainted

The starting blocks for the pool were refurbished

New nets were added on the tennis courts

New grass on installed on the baseball field

New basketball backboards and hoops were replaced for the outside court

Water Bottle Refill Stations - Water fountain and water bottle filling stations were added to four different locations around campus. The stations allow access to water for all of our students.

Last updated: 12/20/2019

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	29.00	11	15	36
Mathematics	27.00	14	20	28
Science	31.00	6	17	28
Social Science	27.00	16	17	20

* 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	29.00	15	14	36
Mathematics	27.00	17	22	26
Science	31.00	11	16	28
Social Science	32.00	6	13	30

* 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	26.00	21	20	27
Mathematics	25.00	19	22	25
Science	31.00	9	15	27
Social Science	27.00	13	15	27

* 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*	336.40

*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)	7.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.30

*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: 1/16/2020

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	\$7323.80	\$414.87	\$6908.93	\$82791.32
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	-0.34%	-0.01%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-0.40%	0.03%

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

Last updated: 1/6/2020

Types of Services Funded (Fiscal Year 2018—19)

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

Title I

Special Education IDEA Local Assistance

Special Education IDEA Preschool

Special Education IDEA Preschool Local Entitlement

Special Education IDEA Mental Health

Special Education IDEA Preschool Staff Development

Career and Technical Education

Title II

Title III

Specialized Secondary Programs

Restricted Lottery

Special Education (AB602)

SELPA Regionalized Program

Special Education Mental Health Services

Tobacco Use Prevention Education

Classified Employee PD Block Grant

Low Performing Student Block Grant

Music Donation Grant

CalMHSA Grant

PEF-STEM

PEF Site Grant

Special Children's League

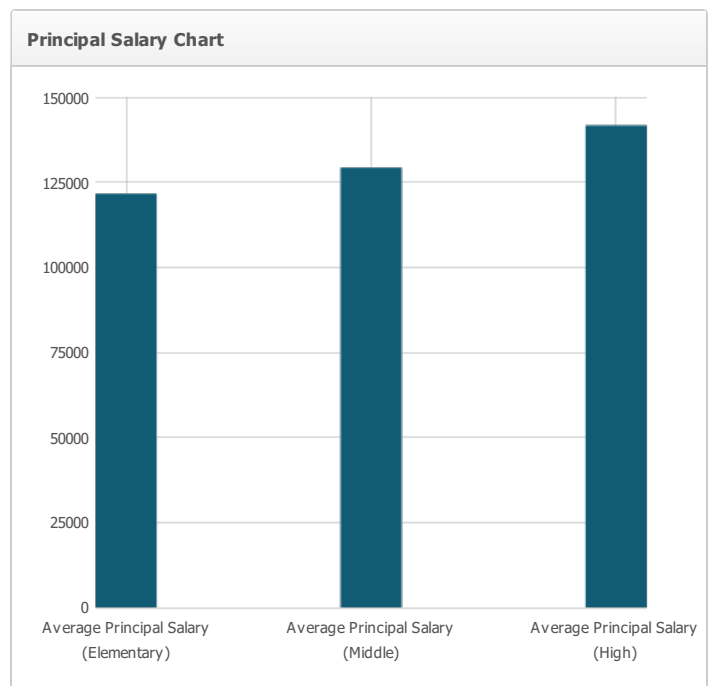
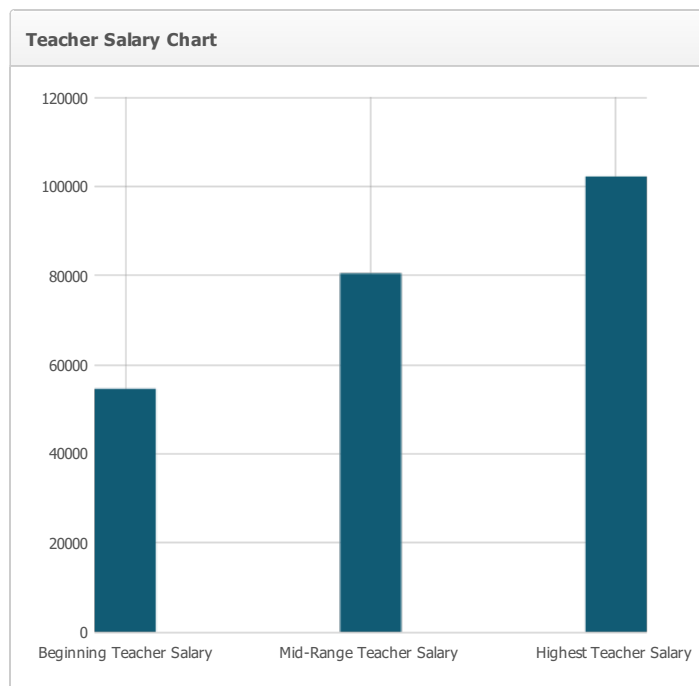
Los Angeles County Arts Commission

Last updated: 12/19/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

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

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



Last updated: 12/19/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	11	N/A
Fine and Performing Arts	7	N/A
Foreign Language	5	N/A
Mathematics	9	N/A
Science	8	N/A
Social Science	24	N/A
All Courses	68	48.80%

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

*Where there are student course enrollments of at least one student.

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

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			20

Last updated: 12/19/2019