

School Accountability Report Card Reported Using Data from the 2017—18 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

With over 1680 students, Palos Verdes High School maintains a small-school, family feel with a strong emphasis on student wellness. We encourage our students to seek every opportunity to find their passions, both in and out of the classroom, and to discover who they are as individuals. I always tell our 9th graders that, "What's more important than your GPA is who you are and what you stand for." As Sea Kings we try to fulfil this vision that:

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

We have something for every child. Our Advanced Placement program offers 31 AP courses and continues to grow and succeed and we had the most number of students take AP exams last year. Our AVID program is open to all students and is geared for students who would like tutoring within an elective class. We are also very proud of our comprehensive special education programs including our Life Skills Center.

Our school is home to PVIT, Palos Verdes Institute of Technology, a nationally recognized STEM program with 13 competition teams. Live from 205 is our student-run news broadcast which was recognized as nation's best student-run program. Triton Yearbook earned all Columbia Honors- the highest national recognition. Our Academic Decathlon, Model United Nations, Speech and Debate and Mock Trial teams are all highly competitive and build teamworking skills. From Ceramics to Drama, Choreo to Marching Band, Dance to Photography, PVHS has outstanding programs for all student artists. With over 70 student clubs, there is something for everyone. All of these signature programs are just a few of our many extracurricular offerings that allow our students to find their passions.

When you become a Sea King, you will 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. I look forward to embarking on this journey with each of you and welcoming you to our beautiful campus.

Go Sea Kings!

Allan Tyner, Ed.D.
Principal

Contact

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

*Phone: 310-378-8471 ext. 201
E-mail: tynera@pvpusd.net*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Alex Cherniss
E-mail Address	chernissa@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2018—19)	
School Name	Palos Verdes High
Street	600 Cloyden Rd.
City, State, Zip	Palos Verdes Estates, Ca, 90274-1869
Phone Number	310-378-8471 ext. 201
Principal	Dr. Allan Tyner, Principal
E-mail Address	tynera@pvpusd.net
Web Site	www.pvhigh.com
County-District-School (CDS) Code	19648651996552

Last updated: 12/11/2018

School Description and Mission Statement (School Year 2018—19)

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

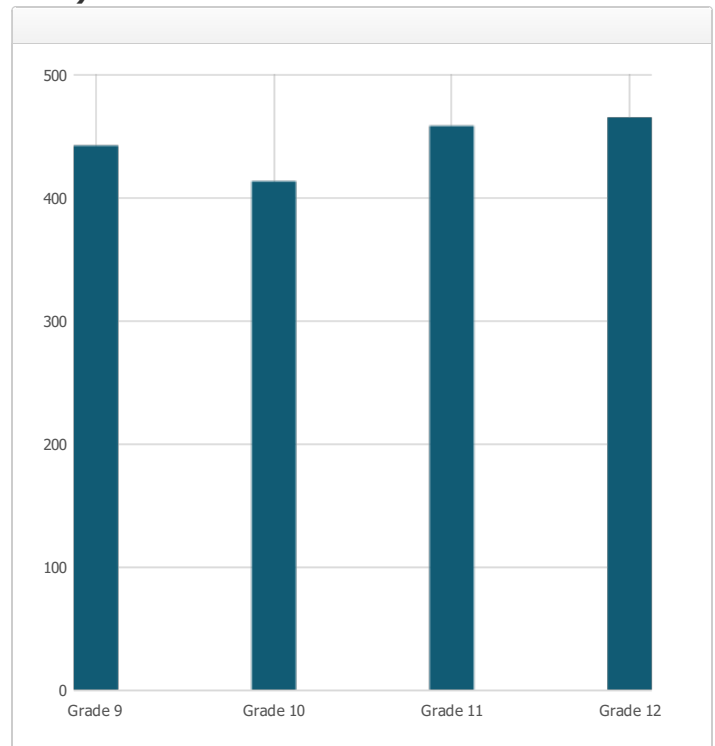
- Community Oriented Citizenship
- Demonstrate an understanding and be able to analyze current issue from historic, political, economic, geographic and multicultural perspectives.
- Use technology to access information, communicate ideas, and analyze and solve problems.
- Demonstrate knowledge of the 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: 12/17/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	442
Grade 10	413
Grade 11	458
Grade 12	465
Total Enrollment	1778



Last updated: 12/11/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	0.1 %
Asian	14.2 %
Filipino	1.6 %
Hispanic or Latino	12.0 %
Native Hawaiian or Pacific Islander	0.1 %
White	63.6 %
Two or More Races	5.7 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	5.0 %
English Learners	2.5 %
Students with Disabilities	8.8 %
Foster Youth	%

A. Conditions of Learning

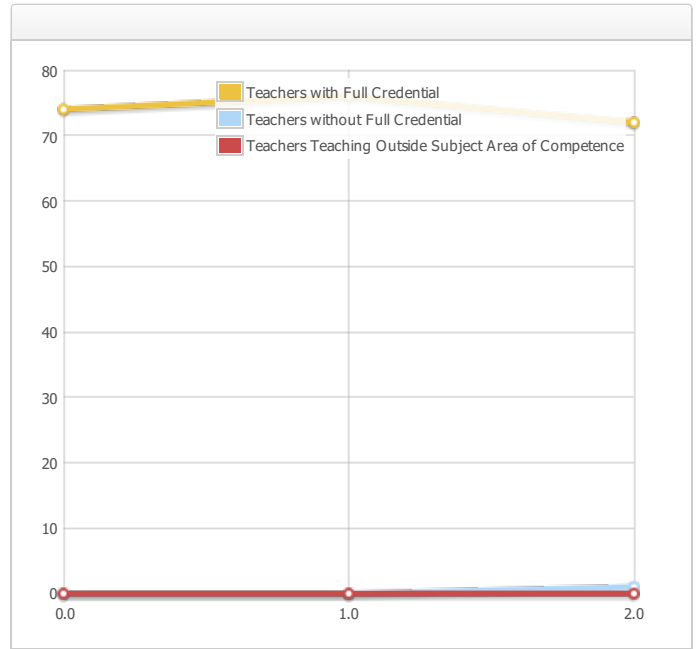
State Priority: Basic

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

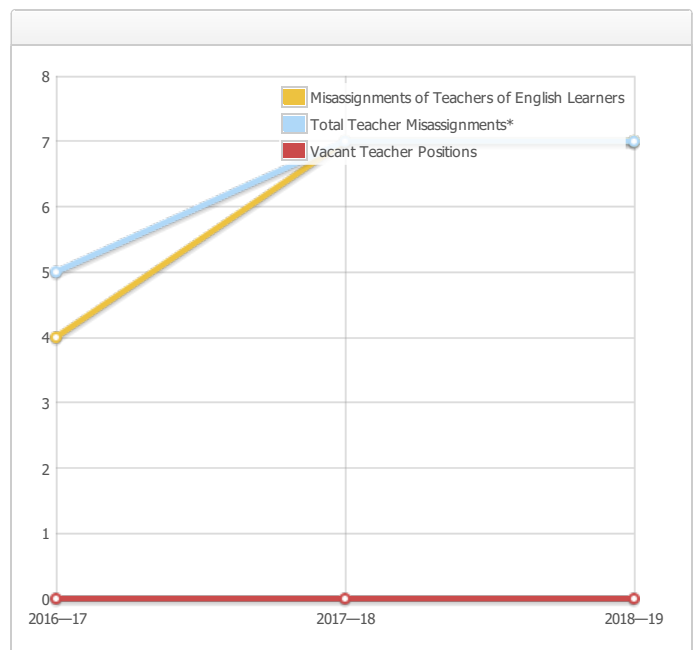
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	74	76	72	504
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	4	7	7
Total Teacher Misassignments*	5	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: 12/11/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts 9-12	Yes	0.0 %
	Eng. 1, 1H, ELD 1		
	Holt Literature and Language Arts, Course 3, Holt, 2003		
	Holt Handbook (3rd Course), Holt, 2003		
	Eng. 2, 2H, ELD 2		
	Holt Literature and Language Arts, Course 4, Holt, 2003		
	Holt Handbook (4th Course), Holt, 2003		
	Eng. 3, 3H, ELD 3		
	Holt Literature and Language Arts, Course 5, Holt, 2003		
	Holt Handbook (5th Course), Holt, 2003		
	Eng. 4		
	Holt Literature and Language Arts, Course 6, Holt, 2003		
	Holt Handbook (6th Course), Holt, 2003		
	Reading/ Writing SK1		
	Holt Literature & Language, 3rd Course, Holt, 2003		
	Holt Handbook, 3rd Course, Holt, 2003		
	Interactive Reading Workbook, 3rd Course, Holt, 2003		
	Reading/ Writing SK 2		
	Holt Literature & Language, 4th Course, Holt, 2003		
	Holt Handbook, 4th Course, Holt, 2003		
	Interactive Reading Workbook, 4th Course, Holt, 2003		
	Reading/Writing SK 3		
	Holt Literature & Language, 5th Course, Holt, 2003		
	Holt Handbook, 5th Course, Holt, 2003		
	Interactive Reading Workbook, 5th Course, Holt, 2003		
	Reading/ Writing SK 4		
	Holt Literature & Language, 6th Course, Holt, 2003		
	Holt Handbook, 6th Course, Holt, 2003		
	Interactive Reading Workbook, 6th Course, Holt, 2003		
	AP Eng Lng		
	Holt Literature and Language Arts, Fifth Course, 2003		
	Holt Handbook, Fifth Course, 2003		
	AP Eng Lng		
	Classics in World Literature, Scotts Foresman, 1991		

A Pocket Guide to Correct Grammar, Harcourt Brace, 1986

AP Eng Lit

Classics in World Literature, Scott Foresman, 1991

A Pocket Guide to Correct Grammar, Harcourt Brace, 1986

Journalism 1

Journalism Today!, NTC/Contemporary Publishing Co., 2000

AP Stylebook and Briefing on Media Law, Associated Press, 2013

The Newspaper Designer's Handbook, McGraw-Hill, 1997

Mythology

Mythology, Mentor, 1969

Mathematics

Yes

0.0 %

Mathematics 9-12

Algebra 1, 1 MCR, Algebra A/B, Algebra 1 Honors

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/Trigonometry, 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, WH Freeman 2010

Statistics Analysis, AP

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

Science

Science 9-12

Yes

0.0 %

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 9-12**Adv. Philosophy/Religion**

From Socrates to Sartre: The Philosophic Quest, Bantam Books, Lavine, 1989

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

Inside Writing, Write Source, a Houghton Mifflin Co., 2003

Writers Inc., Write Source, a Houghton Mifflin Co., 2001

Sourcebook, Write Source, a Houghton Mifflin Co., 2000

Foreign Language

World Language – Secondary

Yes

0.0 %

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

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 2007

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 wkbk, 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

Dynamic Korean 3 Workbook, Foundation for Korean Lng & Culture; ISBN 978-0-578-07076-6

Active Korean 3, 1st Edition, Pub: Moonjin, 2012; ISBN 978-8-953-91234-2

SAT Subject Test Korean; ISBN 978-89-5518-657-4

Korean 4, 4H

Integrated Korean Intermediate 1, 2nd Edition, U of H Press; ISBN 978-0-8248-3650-4

Integrated Korean Workbook: Intermediate 1; ISBN 978-0-8248-3651-1

Latin 1

Latin for Americans (Book 1), Glencoe, 2003

Latin 2

First Year Latin, Prentice Hall, 1990

Latin 3, 3H

Latin for Americans (Book 2), Glencoe, 2004

AP Latin

Vergil's Aeneid, Bolchazy-Carducci, 1998

Vergil's Aeneid (books 10 & 12), Bolchazy-Carducci, 1998

Spanish 1 (grades 6-12)

En Espanol, Level 1, McDougal, Littell & Company, 2004

Espanol Workbook 1, McDougal Littell, 2004

Spanish 2, 2MCR

En Espanol, Level 2, McDougal, Littell & Company, 2004

Espanol Workbook 2, McDougal Littell, 2004

Aventuras Literarias, Houghton Mifflin, 1999

Spanish 3, 3MCR, 3H

En Espanol, Level 3, McDougal, Littell & Company, 2004

Espanol Workbook 3, McDougal Littell, 2004

Vistas, Vista Higher Learning, 2008

Spanish 4

Continuemos, 8th Edition, Cengage Learning, 2013

Continuemos Workbook, 8th Edition, Cengage Learning, 2013

Aventuras Literarias, Houghton Mifflin, 1999

AP Spanish Lng

TEMAS: AP Spanish Lang & Culture, Vista Higher Learning, 14th Edition, 2014

AP Spanish Lang & Culture Exam Pre (w/bk), Vista Higher Learning, 14th Edition, 2014

Spanish Lit AP

Azulejo, 2nd Edition, Wayside Publishing, 2014

Abriendo Puertas, Houghton Mifflin Harcourt, 2013

Momentos Cumbres de las literaturas hispanicas, Rodney T. Rodriguez

Spanish 5

Momentos Cumbres de las literaturas hispanicas, Rodney T. Rodriguez

Reflexiones de la Literatura Hispanica, Rodney T. Rodriguez

Civilizacion y Cultura, 2004, 8th Edition, Thomson & Heinle

Health

Grades 8-12

Yes

0.0 %

Lifetime Health, Holt, Reinhart and Winston, 2004

Visual and Performing Arts	Art History AP	Yes	0.0 %
	Art Through the Ages, 11th Edition, Thomson Wadsworth, 2001		
	Music Theory AP		
	Theory Essentials, Volume 1, Thomson Schirmer, 2003		
	Workbook for Theory Essentials, Volume 1, Thomson Schirmer, 2003		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/18/2018

School Facility Conditions and Planned Improvements

Collaboration between PVHS and PVPUUSD has been effective with the upgrade of PVHS classrooms, athletic and extracurricular facilities, and the improvement and addition of technology for classroom teachers.

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 is working 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 were made to holes and torn sections of the track. The faded lines and markings were repainted.

Turf Field Addition - A lacrosse practice field was added with additional turf to create more practice space for students.

Video Production Internet Upgrade – The District renovated the Video Production studio by adding internet ports. Each computer plugs into its own internet port. This has improved performance tremendously.

Water Bottle Refill Stations - Water fountain and water bottle filling stations were added near our baseball and softball fields. The stations allow access to water on some of our more remote school facilities.

Mindfulness center - The Mindfulness center was opened in fall 2018 and developed for our Mindfulness class which students can take.

Robotics center - An additional PVIT space was created to house our robotics programs and PVIT competition teams.

Last updated: 12/17/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Sewer line maintenance ongoing using work order system.
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 but replacement should be considered as budget allows.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Canopy repair project being reviewed by DSA for future repairs.
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: November 2018

Overall Rating	Fair
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Last updated: 12/18/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	66.0%	78.0%	77.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	66.0%	54.0%	72.0%	72.0%	37.0%	38.0%

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: 12/11/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	448	406	90.63%	65.76%
Male	228	207	90.79%	54.11%
Female	220	199	90.45%	77.89%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	83	78	93.98%	76.92%
Filipino	--	--	--	
Hispanic or Latino	46	42	91.30%	52.38%
Native Hawaiian or Pacific Islander				
White	272	242	88.97%	62.81%
Two or More Races	29	27	93.10%	85.19%
Socioeconomically Disadvantaged	30	28	93.33%	64.29%
English Learners	28	26	92.86%	50.00%
Students with Disabilities	34	26	76.47%	42.31%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/11/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	456	408	89.47%	53.92%
Male	231	211	91.34%	52.13%
Female	225	197	87.56%	55.84%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	84	78	92.86%	74.36%
Filipino	--	--	--	
Hispanic or Latino	46	42	91.30%	42.86%
Native Hawaiian or Pacific Islander				
White	278	244	87.77%	48.77%
Two or More Races	29	27	93.10%	66.67%
Socioeconomically Disadvantaged	31	27	87.10%	51.85%
English Learners	30	26	86.67%	61.54%
Students with Disabilities	42	26	61.90%	23.08%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/11/2018

Career Technical Education (CTE) Programs (School Year 2017–18)

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, Printmaking, Animation, Photography, and Sculpture and 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: 12/18/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	387
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	12.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/11/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.5%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	86.0%

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 2017—18)

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	15.0%	41.0%	292.0%

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.

Last updated: 12/11/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

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

Members of the School Site Council meet four times a year to discuss plans for the school site, review and approve related expenditures, and evaluate progress made towards school goals. Members include school administrators, teachers, classified staff, parents, students, and members of the community. SSC meetings are open to the public.

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, All Pro Dad's Breakfast, 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 four 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 weekly with 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, the Wellness Center, any concerns and needs from Department Chairs, organizations, students and parents.

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 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

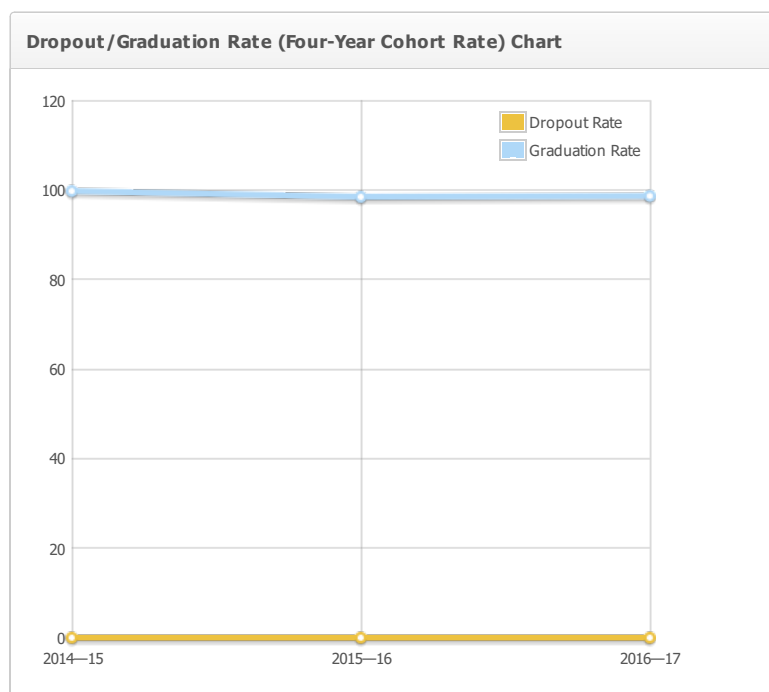
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	0.2%	0.3%	10.7%	9.7%
Graduation Rate	99.7%	98.4%	98.7%	98.5%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	0.2%	9.1%
Graduation Rate	98.6%	98.4%	82.7%



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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	98.9%	100.0%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	98.3%	99.6%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	100.0%	76.5%	56.7%
Students with Disabilities	82.1%	94.1%	67.1%
Foster Youth	0.0%	0.0%	74.1%

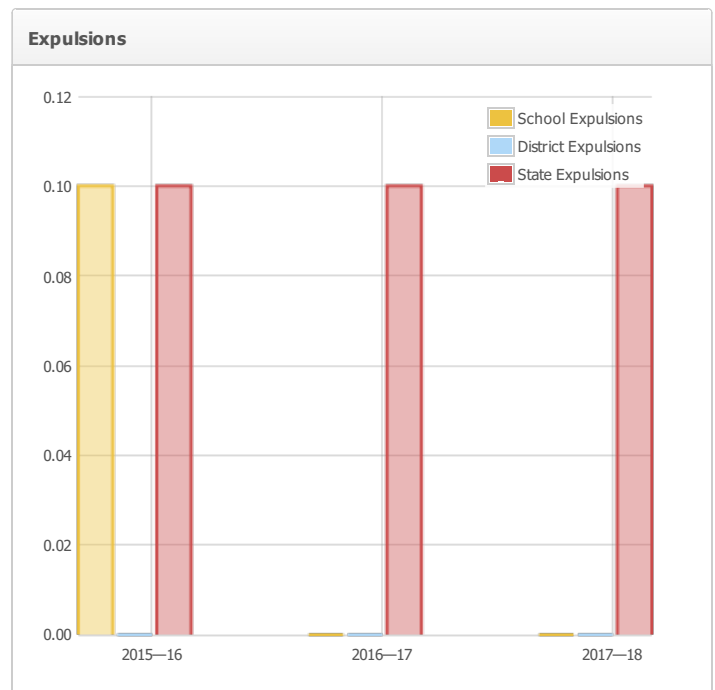
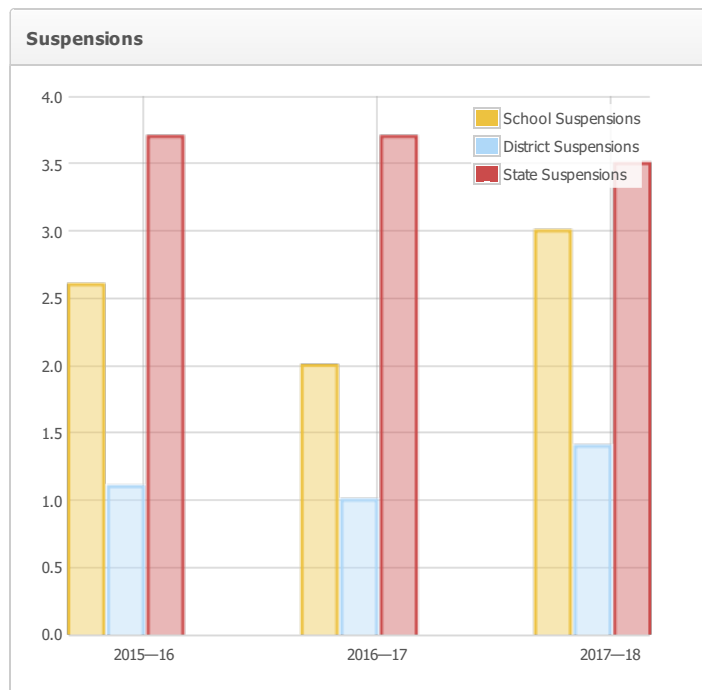
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.6%	2.0%	3.0%	1.1%	1.0%	1.4%	3.7%	3.7%	3.5%
Expulsions	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/10/2018

School Safety Plan (School Year 2018—19)

The School Site Council reviewed data, along with an identification of appropriate strategies and programs that provide/maintain a high level of school safety, and concluded the following:

Component One: People and Programs

Create and maintain a caring and connected school climate

Goal(s): Increase positive engagement within the culture of the student body.

Objective: Continue to work on creating a positive school-wide culture.

Related Activities: Continue with programs like Challenge day. Implement programs like Peer Mentoring, Mindfulness class, Challenge Success, Wellness Center programs, student outreach programs for substance abuse, etc., create a positive reinforcement program to highlight faculty and student achievements

Component Two: Place

Create and maintain a caring and connected school climate

Goal(s): Ensure that students have a welcoming, safe, and secure school environment

Objective: Continue to provide students with a safe and secure environment on campus and at all school related events/activities.

Related Activities: Clear and consistent rules regarding student behavior are outlined at all grade level assemblies. Consistent enforcement of security procedures at all events including breathalyzing, bag checks and monitoring of student behavior. Discipline policies are effectively communicated and enforced to ensure student safety and are distributed to staff in the faculty handbook. Continue to implement CRT professional development school wide for staff.

Conclusions the committee drew from the data and an identification of appropriate strategies and programs that provide/maintain a high level of school safety.

SSC feels that a majority of PVHS students feel safe and have strong relationships with others on campus

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

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

SSC sees an overall trend in the difference between freshmen and juniors who are experimenting with drugs, alcohol, and other drug use.

SSC is pleased that a majority of students know and understand the consequences of school rules and that students may be suspended if caught with alcohol, tobacco, or other drugs on campus.

SSC observes that most students feel like there is a respect for diversity on campus paired with high expectations at home, school, and in the community.

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

The 2017-18 Comprehensive School Safety Plan was adopted by School Site Council on February 5, 2018 and approved by District Governing Board on February 28, 2018.

Last updated: 12/18/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	17	13	35
Mathematics	28.0	14	20	28
Science	28.0	11	23	20
Social Science	28.0	12	18	17

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	11	15	36
Mathematics	27.0	14	20	28
Science	31.0	6	17	28
Social Science	27.0	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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	15	14	36
Mathematics	27.0	17	22	26
Science	31.0	11	16	28
Social Science	32.0	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.

Last updated: 12/10/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	340.0
Counselor (Social/Behavioral or Career Development)	4.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	0.0	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: 12/14/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6644.3	\$37.1	\$6607.2	\$80190.7
District	N/A	N/A	\$10550.7	\$79966.0
Percent Difference – School Site and District	N/A	N/A	-37.0%	0.0%
State	N/A	N/A	\$6574.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	-43.0%	1.0%

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

Last updated: 12/14/2018

Types of Services Funded (Fiscal Year 2017—18)

For the 2017-18 school year, Palos Verdes Peninsula Unified School District spent an average of \$10,922.28 to educate each student (based on 2017-18 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 2017-18 school year, the District received approximately \$753.20 per student in federal, state and local aid for the following categorical, special education and support programs:

Title I

Special Education IDEA Local Assistance

Special Education IDEA Preschool

Special Education IDEA Preschool Local Entitlement

Special Education IDEA Mental Health

Special Education IDEA Preschool Staff Development

Career and Technical Education

Title II

Title III

Restricted Lottery

Special Education (AB602)

Special Education Mental Health Services

Tobacco Use Prevention Education

Specialized Secondary Programs

Music Donation Grant

State Library Grant

AXA Foundation Grant

PEF-STEM

PEF Site Grant

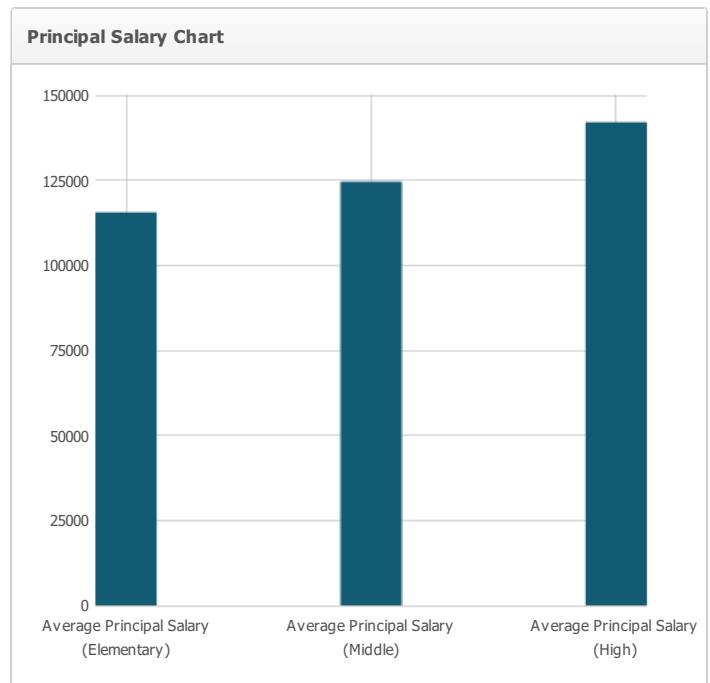
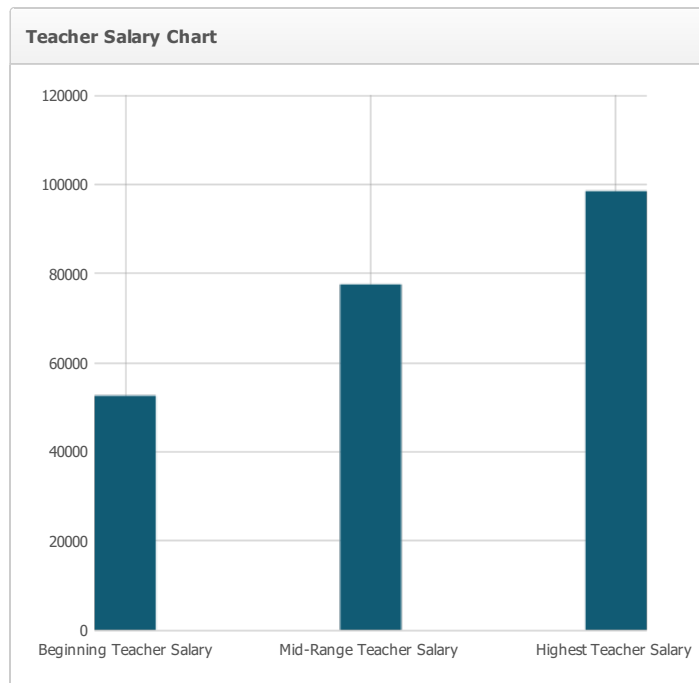
Special Children's League

Los Angeles County Arts Commission

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,571	\$49,512
Mid-Range Teacher Salary	\$77,531	\$77,880
Highest Teacher Salary	\$98,471	\$96,387
Average Principal Salary (Elementary)	\$115,528	\$123,139
Average Principal Salary (Middle)	\$124,573	\$129,919
Average Principal Salary (High)	\$142,026	\$140,111
Superintendent Salary	\$281,576	\$238,324
Percent of Budget for Teacher Salaries	38.0%	36.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	10	N/A
Fine and Performing Arts	5	N/A
Foreign Language	7	N/A
Mathematics	7	N/A
Science	10	N/A
Social Science	20	N/A
All Courses	62	48.3%

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

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

Last updated: 12/10/2018

Professional Development

PVHS offers professional development opportunities consistent with district policies that allow teachers to stay up-to-date on educational trends in their discipline.

Teachers are encouraged to collaborate, to develop standards-based lesson plans in both horizontal and vertical teaming, and to discuss differentiated ways to improve student performance.

Professional Development in alignment with educational research, the school administration and faculty consider it necessary to allow time for staff collaboration and communication. As a result, PVHS has scheduled regular staff development meetings during the 2018-2019 school year. PVHS has a one-hour late start every Wednesday, which allows staff and faculty time to discuss instructional, student, and campus needs. Meetings include a combination of staff meetings, department meetings, and interdisciplinary meetings.

2016-2018: Teachers continued to work in PLCs related to their content areas. PLCs met approximately once a month and created semester SMART Goals and kept meeting minutes. All staff participated in a StrengthsFinder 2.0 Strengths Based Leadership PD in January 2017. Books were purchased, and staff used school computers to take a 30-minute Strengths Inventory. After the Inventory, a unique Top 5 Talent Strengths was generated for each person. The focus was Strengths Based Leadership and using these unique talents as educators. Data was collected and shared out at department meetings. Staff examined commonalities as well as unique talents across campus.

2017-2018: Site PD is focused on Culturally Relevant Teaching this year. Jen Egan, Karen Kostrencich, Tammi Sheridan and Christina Varela attended a summer institute for CRT and developed a year-long PD calendar of activities and presentations. The need for CRT was discovered through a BTC survey given to the student body in Spring 2017.

2018-2019: Site PD is focused on Culturally Relevant Teaching this year. Jen Egan, Karen Kostrencich, Tammi Sheridan and Christina Varela attended a summer institute for CRT and developed a year-long PD calendar of activities and presentations. The need for CRT was discovered through a BTC survey given to the student body in Spring 2017. Staff is working on "One big thing" as an instructional focus this year. They have chosen cooperative learning strategies. During the course of the year teachers will implement cooperative learning strategies into their classroom and observe other teachers using these strategies.

Professional Development (PD) for teachers has been focused on the implementation of NGSS standards in science and the use of interim assessments to use data to inform instruction. 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 CAASPP training and practice for teachers and students regarding performance tasks in both English Language Arts, Science, and Mathematics. Additional departments are working to create common assessments and vertical articulation planning.

Specifically, at PVHS we operate a rotating 3-week PD calendar with the following meetings for staff:

1. All Staff Meetings
2. Department Meeting
3. Instructional Planning time

The meetings take place every Wednesday, rotating meetings every week. They are from 8:00am - 8:45am on a late start schedule for all students.

