

# Palos Verdes High

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Dr. Charles Park, Principal

Principal, Palos Verdes High

#### About Our School

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

With over 1780 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 32 AP courses and continues to grow and succeed and we had the most number of students take AP exams last year. Our school was ranked 12th Best High School in the Southwest by Newsweek. 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, Choir to Marching Band, Dance to Photography, PVHS has outstanding programs for both the budding and the accomplished 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!

Charles Park, Ed.D.  
Principal

**Contact**

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

*Phone: 310-378-8471  
E-mail: [parkc@pvpusd.net](mailto:parkc@pvpusd.net)*

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Palos Verdes Peninsula Unified
<b>Phone Number</b>	(310) 378-9966
<b>Superintendent</b>	Don Austin
<b>E-mail Address</b>	<a href="mailto:austind@pvpusd.net">austind@pvpusd.net</a>
<b>Web Site</b>	<a href="http://www.pvpusd.net">www.pvpusd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Palos Verdes High
<b>Street</b>	600 Cloyden Rd.
<b>City, State, Zip</b>	Palos Verdes Estates, Ca, 90274-1869
<b>Phone Number</b>	310-378-8471
<b>Principal</b>	Dr. Charles Park, Principal
<b>E-mail Address</b>	<a href="mailto:parkc@pvpusd.net">parkc@pvpusd.net</a>
<b>Web Site</b>	<a href="http://www.pvhigh.com">www.pvhigh.com</a>
<b>County-District-School (CDS) Code</b>	19648651996552

Last updated: 1/4/2018

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

### 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

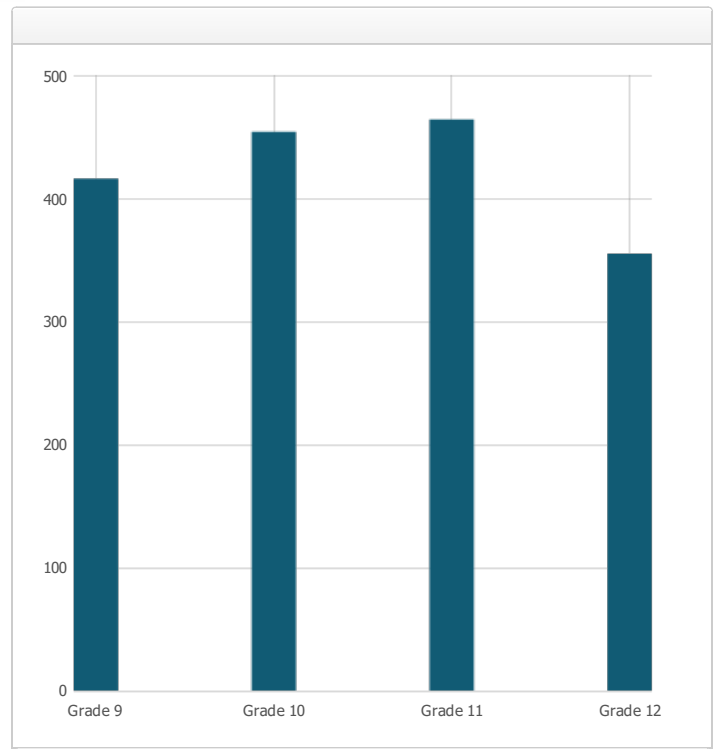
#### *Post-secondary preparedness*

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 endeavors



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

Grade Level	Number of Students
Grade 9	416
Grade 10	454
Grade 11	464
Grade 12	355
<b>Total Enrollment</b>	<b>1689</b>



Last updated: 1/3/2018

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

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.1 %
Asian	14.4 %
Filipino	2.0 %
Hispanic or Latino	12.3 %
Native Hawaiian or Pacific Islander	0.1 %
White	64.8 %
Two or More Races	4.1 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	2.1 %
English Learners	2.5 %
Students with Disabilities	7.8 %
Foster Youth	0.0 %

Last updated: 1/3/2018

## A. Conditions of Learning

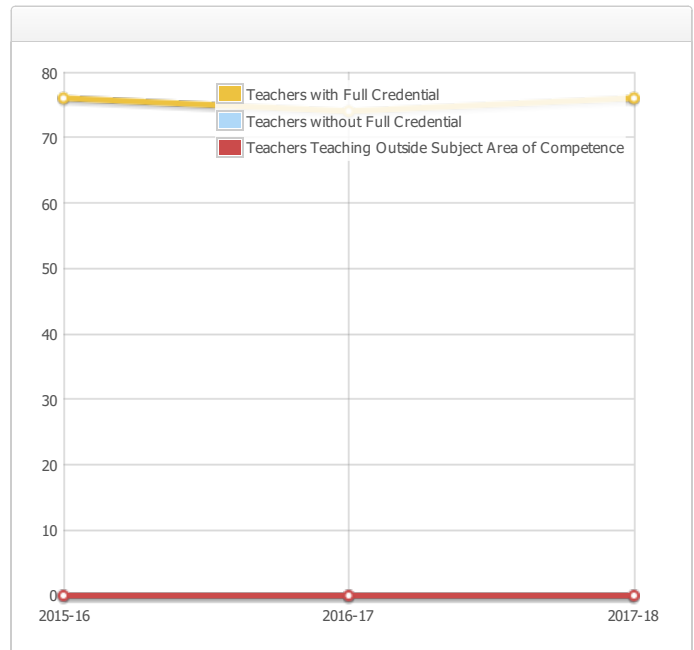
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

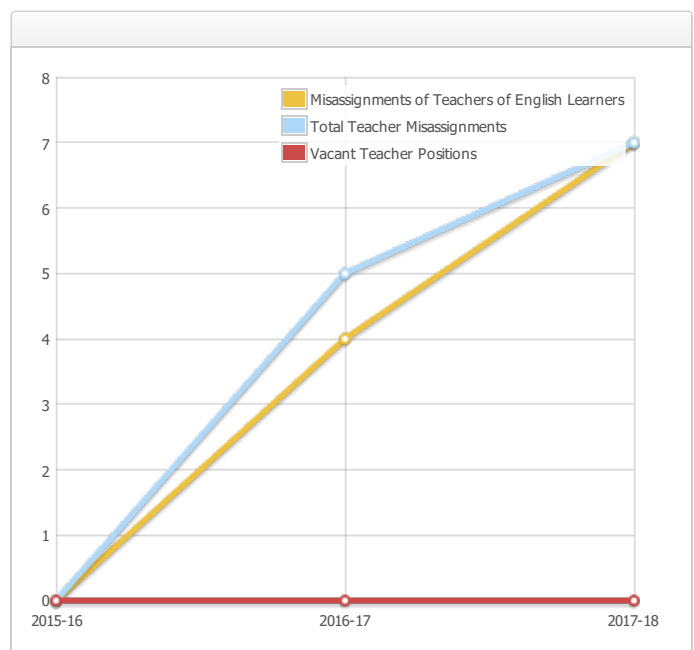
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	76	74	76	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	4	7
Total Teacher Misassignments*	0	5	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: 1/5/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Grades 9-12</b></p> <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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 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</p>	Yes	0.0 %
Mathematics	<p><b>Grades 9-12</b></p> <p>Algebra 1, 1 MCR, Algebra A/B, Algebra 1 Honors Big Ideas Math Algebra 1, HMH, 2015, ISBN #978-0-544-58568-3 Algebra 2, 2H, 2 MCR Big Ideas Math Algebra 2, HMH, 2015, ISBN #978-0-544-58604-8 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</p> <p>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</p> <p>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</p>	Yes	0.0 %

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	<b>Grades 9-12</b>	Yes	0.0 %
<p>Applied Physical Sci Science Spectrum Physical Science, Holt, Reinhart &amp; Winston, 2007          AP Biology 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 Biology, Glencoe, 2007          Marine Biology          Marine Bio H          Marine Science Introduction to Marine Biology, Thompson/Brooks/Cole, 2006          Physics Physics, Holt, 2002          AP Physics 1 Enhanced College Physics 7th Edition, Serway, Faughn &amp; Vuille, Brooks/Cole Publishing, 2006          AP Physics 2 Enhanced College Physics 7th Edition, Serway, Faughn &amp; Vuille, Brooks/Cole Publishing, 2006          AP Physics C Mechanics Physics for Scientists &amp; Engineers, Thomson, 2007          AP Physics C E &amp; M Physics for Scientists &amp; Engineers, Thomson, 2007          Physiology &amp; Anatomy Essentials of Human Anatomy &amp; Physiology Benjamin Cummings, 7th Edition, 2005          Physiology &amp; Anatomy H Essentials of Human Anatomy &amp; Physiology Benjamin Cummings, 8th Edition, 2006          Principles of Engineering Project Lead The Way: Principles of Engineering 2006</p>			
History-Social Science	<b>Grades 9-12</b>	Yes	0.0 %
<p>Adv. Philosophy/Religion From Socrates to Sartre: The Philosophic Quest, Bantam Books, Lavine, 1989          American Government Magruder's American Government, Prentice Hall, 2006          AP American Government - AP Comparative Gov American Government, 10th Edition, McDougal-Littell, 2006          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 Economics Today and Tomorrow, Glencoe/McGraw-Hill, 2006          Ethics 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 &amp; Politics AP American Government, 10th Ed., McDougal Littell 2006          US History, H The American Reconstruction to the 21st Century, CA Edition McDougal Littell,</p>			



	<p>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</p>		
Foreign Language	<p>Chinese 1 Integrated Chinese Level 1 Part A: Simplified Characters, 2nd Edition, Cheng &amp; Tsui, 2005  Simplified Workbook, 2nd Edition, Cheng &amp; Tsui, 2006  Chinese 2 Integrated Chinese Level 1, Part II, Cheng &amp; Tsui, 2006  Chinese 3, 3H Integrated Chinese, Simplified Character Edition, Level 2, Cheng &amp; 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 &amp; Tsui Company, 2004  How to Read A Chinese Poem: A Bilingual Anthology of Tang Poetry, Translated and annotated by Edward Chang, BookSurge Publishing, 2007</p> <p>Chinese Legends &amp; Folk Tales Tales and Traditions, Readings in Chinese Literature Series Vol. 1-2, Compiled by Yun Xiao et al, Cheng &amp; Tsui Publishers 2007</p> <p>Greek 1 Ancient Greek Alive! 99th Edition, Paula Saffire &amp; Catherine Freis, Univ NC Press  French 1 Discovering French, Niveau!, Level 1, McDougal, Littell, 2004  French Workbook 1, McDougal Littell, 2004  French 2 Discovering French, Niveau!, Level 2, McDougal, Littell, 2004  French Workbook 2, McDougal Littell, 2004  French 3/3H Discovering French, Niveau!, Level 3, McDougal, Littell, 2004  French Workbook 3, McDougal Littell, 2004  French 4 AP Allons au-dela, Pearson, 2012  AP French Preparing for Lang &amp; Culture Exam wwbk, Pearson, 2012  Japanese 1 Adventures in Japanese, Level 1, Cheng &amp; Tsui, 2003  Japanese 2 Adventures in Japanese, Level 2, Cheng &amp; Tsui, 2003  Japanese 3,3 Adventures in Japanese, Level 3, Cheng &amp; Tsui, 2003</p> <p>Japanese 4 (College1) Adventures in Japanese, Level 4, Cheng &amp; Tsui, 2003  Korean 1 Dynamic Korean 1 Textbook; Dynamic Korean 1 Workbook, Foundation for Korean Lng &amp; Culture  Korean 2 Dynamic Korean 2 Textbook; Dynamic Korean 2 Workbook, Foundation for Korean Lng &amp; Culture  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 &amp; 12), Bolchazy-Carducci, 1998</p> <p>Spanish 1 (grades 6-12) En Espanol, Level 1, McDougal, Littell &amp; Company, 2004  Espanol Workbook 1, McDougal Littell, 2004  Spanish 2, 2 MCR En Espanol, Level 2, McDougal, Littell &amp; Company, 2004  Espanol Workbook 2, McDougal Littell, 2004  Aventuras Literarias, Houghton Mifflin, 1999  Spanish 3, 3 MCR, 3H En Espanol, Level 3, McDougal, Littell &amp; 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 Span Lng TEMAS: AP Spanish Lang &amp; Culture, Vista Higher Learning, 14th Edition, 2014  AP Spanish Lang &amp; Culture Exam Pre (wwbk), 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 &amp; Heinle</p>	Yes	0.0 %
Health	<p><b>Grades 8-12</b></p> <p>Lifetime Health, Holt, Reinhart and Winston, 2004</p>	Yes	0.0 %

Visual and Performing Arts	Art History AP 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	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: 1/5/2018*

## School Facility Conditions and Planned Improvements

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

Targeted district and site funds have been allocated to meet technology baselines in all classrooms to include short throw and digital projectors. Bring Your Own Device was implemented and Chromebook carts were bought to prepare students for SBAC. A PC cart was purchased to help French and Spanish AP students take their AP exams on laptops as opposed to tape recordings.

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.

Baseball Press Box and Clubhouse Floor - Rubber flooring was installed in the baseball clubhouse over the bare concrete surface. A press box was constructed behind home plate to accommodate announcing and scoring during games.

Dance Floors - During the summer of 2017, the dance floors in the lower and upper dance room were replaced with maple sprung dance floors to meet industry standards and to reduce the risk of impact injuries.

EPSON overhead projectors - All English department classrooms are now equipped with EPSON overhead projectors, ELMOs, a classroom Chromebook, and access to Wi-Fi.

Gym Bleacher Replacement - The seating modules in the gym were replaced.

OAR New Carpet - The Oral Art Room (OAR) was renovated in spring 2017 due to water damage and excessive wear and tear to the carpet. District painters then repainted the room during the summer of 2017.

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.

Scoreboard Repair and Re-Lettering - The stadium scoreboard was repainted and new lettering was added to replace the faded and torn display that was 15 years old.

Softball Electricity Supply - Electric outlets were installed at the softball field to allow for pitching machines in the batting cages.

Turf Field Replacement - The synthetic turf on the stadium field was replaced and installed during the summer of 2017.

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.

Wellness Center – The Wellness Center was opened in Spring 2017 to provide a safe space for students on campus.

*Last updated: 1/4/2018*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Regular hydrojetting of sewer lines required.
Interior: Interior Surfaces	Fair	Continued repair by work order.

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Repair of damaged canopy and other similar locations necessary. Architect approved to draft plans for repair.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/3/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	63%	73%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	48%	66%	73%	72%	36%	37%

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

*Last updated: 1/3/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	461	313	67.90%	73.16%
Male	249	163	65.46%	65.64%
Female	212	150	70.75%	81.33%
Black or African American	13	12	92.31%	58.33%
American Indian or Alaska Native				
Asian	67	53	79.10%	84.91%
Filipino	--	--	--	
Hispanic or Latino	54	37	68.52%	48.65%
Native Hawaiian or Pacific Islander				
White	307	196	63.84%	75.51%
Two or More Races		--	72.73%	75.00%
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	45	24	53.33%	16.67%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 1/3/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	461	321	69.63%	66.04%
Male	249	164	65.86%	65.24%
Female	212	157	74.06%	66.88%
Black or African American	13	12	92.31%	50.00%
American Indian or Alaska Native				
Asian	67	53	79.10%	84.91%
Filipino	--	--	--	
Hispanic or Latino	54	37	68.52%	35.14%
Native Hawaiian or Pacific Islander				
White	307	204	66.45%	68.14%
Two or More Races		--	81.82%	55.56%
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	45	27	60.00%	14.81%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 1/3/2018*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	84.0%	82.0%	87.0%	87.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/3/2018*

## Career Technical Education Programs (School Year 2016-17)

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.

The United States is facing a critical shortage in the number of engineering students graduating from our universities. In 2002, there were about 78,000 aerospace engineers and 7,600 biomedical and biotechnical engineers working in the U.S. according to the U.S. Department of Labor. Yet the demand for engineers in the fields of design and manufacturing is continually growing and thousands of jobs are going unfilled.

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.

This (PLTW) is exactly the type of initiative that we hope participants will write about in the UC personal statement when we ask applicants about opportunities they have taken advantage of to prepare for study at the University. — Susan Wilbur Office of the President University of California

*Last updated: 1/5/2018*

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	267
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	8.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/8/2018*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	84.8%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	6.7%	13.2%	77.5%

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

Last updated: 1/3/2018

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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 Bi-Monthly Wrap-up, 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 and creating new programs and building facilities. In the past three years, the Booster Club has built an outdoor basketball court, tennis cabanas, upgraded the staff lounge, replaced the two dance floors and upgraded the stadium turf. They also sustain our AP College Board training for our staff and teacher professional development conferences. Approximately 44% of PVHS families are Booster Club members. 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. Over 60 % of PVHS families are PTSA members; parents as well as students. 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.

PVHS also has a College and Career Center available to all students and parents who need extra help researching college and career opportunities.

# State Priority: Pupil Engagement

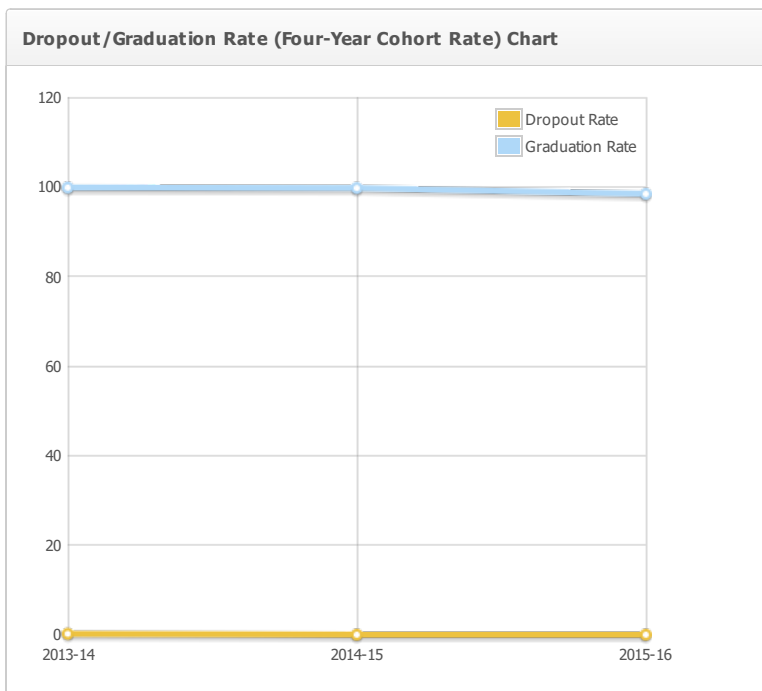
Last updated: 1/4/2018

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.2%	0.0%	0.0%	0.5%	0.2%	0.3%	11.5%	10.7%	9.7%
Graduation Rate	99.8%	99.7%	98.4%	98.8%	98.7%	98.6%	81.0%	82.3%	83.8%



Last updated: 1/3/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	99.6%	99.3%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	93.6%	93.8%
Hispanic or Latino	100.0%	99.0%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	98.8%	98.7%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	72.7%	82.4%	55.4%
Students with Disabilities	83.7%	89.5%	63.9%
Foster Youth	0.0%	0.0%	68.2%

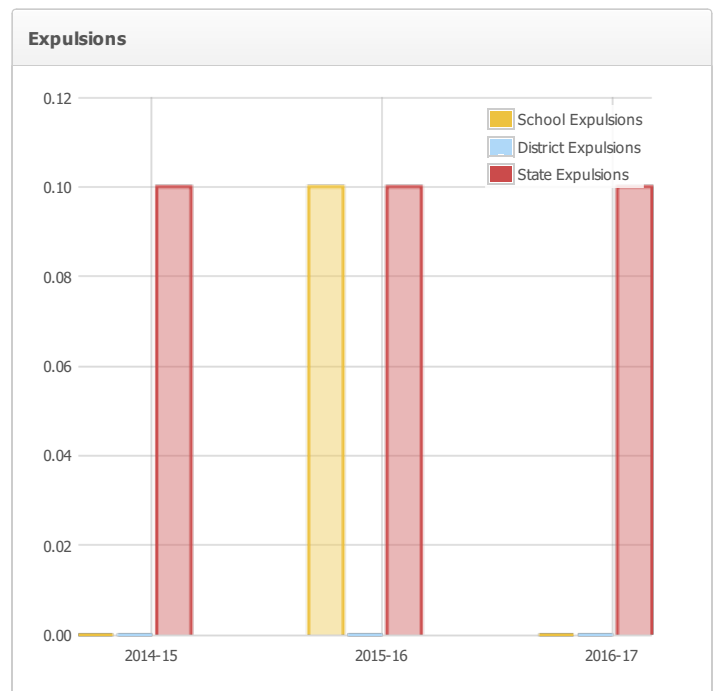
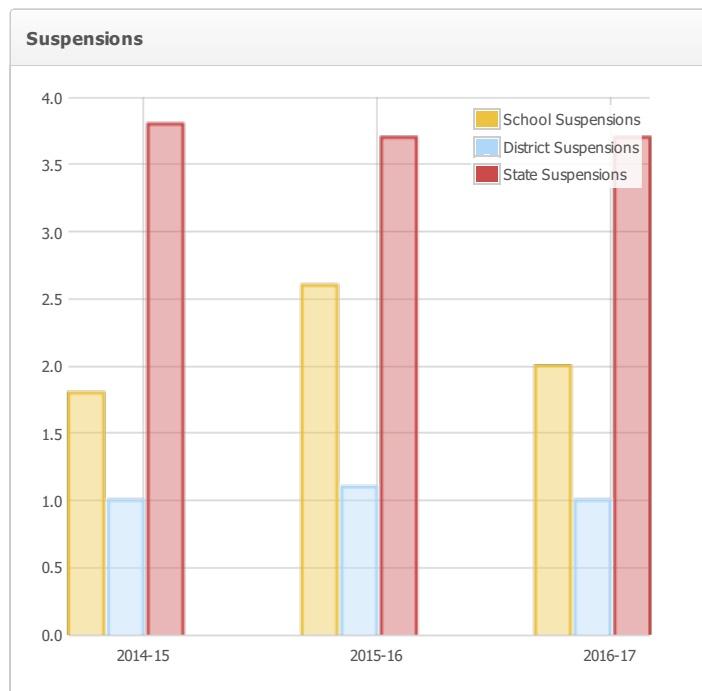
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8%	2.6%	2.0%	1.0%	1.1%	1.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/3/2018

## School Safety Plan (School Year 2017-18)

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:

- o SSC feels that PVHS is doing a great job to educate students and parents about potential dangers students face.
- o SSC is concerned about the high number of students using substances and their overall mental well-being and health.

SSC welcomes the idea of social host ordinance in the community.

Plan adopted by School Site Council February 6, 2017

Plan approved by District Governing Board on February 22, 2017



## **D. Other SARC Information**

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



**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	14	16	31	28.0	17	13	35	29.0	11	15	36
Mathematics	29.0	9	21	27	28.0	14	20	28	27.0	14	20	28
Science	29.0	10	21	23	28.0	11	23	20	31.0	6	17	28
Social Science	28.0	10	25	12	28.0	12	18	17	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.

Last updated: 1/3/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	356.0
Counselor (Social/Behavioral or Career Development)	3.0	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		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	27.0	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/5/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6507.6	\$0.0	\$6507.6	\$80636.5
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-43.7%	0.7%
State	N/A	N/A	\$6574.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	-1.0%	3.6%

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

Last updated: 1/8/2018

**Types of Services Funded (Fiscal Year 2016-17)**

For the 2016-17 school year, Palos Verdes Peninsula Unified School District spent an average of \$10,379.39 to educate each student (based on 2016-17 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction and certain other expenditures. This calculation is required by law annually and is compared to other districts statewide. In addition to general fund state funding, Palos Verdes Peninsula Unified receives federal, state and local funding for special programs. For the 2016-17 school year, the District received approximately \$728.18 per student in federal, state and local aid for the following categorical, special education and support programs:

Title I  
 Special Education IDEA Local Assistance  
 Special Education IDEA Preschool  
 Special Education IDEA Preschool Local Entitlement  
 Special Education IDEA Mental Health  
 Special Education IDEA Preschool Staff Development  
 Career and Technical Education  
 Title II  
 Title III  
 Restricted Lottery  
 Special Education  
 Special Education Mental Health Services  
 College and Career Readiness  
 Specialized Secondary Programs  
 Metropolitan Water District Grant  
 Music Donation Grant  
 Project Lead the Way  
 Special Children's League  
 Los Angeles County Arts Commission

*Last updated: 1/8/2018*

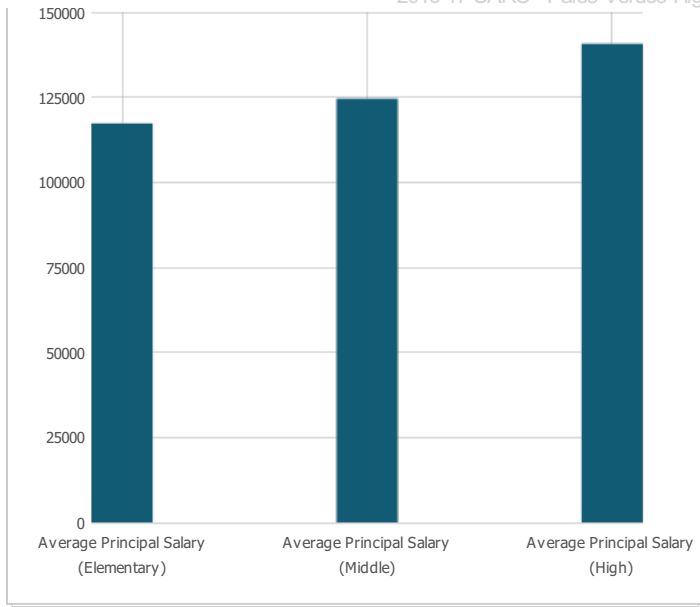
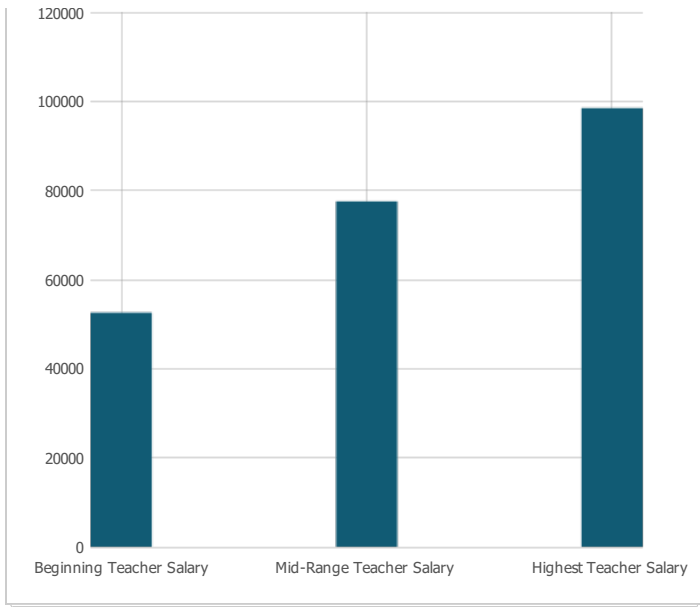
**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,571	\$48,522
Mid-Range Teacher Salary	\$77,531	\$75,065
Highest Teacher Salary	\$98,471	\$94,688
Average Principal Salary (Elementary)	\$117,278	\$119,876
Average Principal Salary (Middle)	\$124,573	\$126,749
Average Principal Salary (High)	\$140,701	\$135,830
Superintendent Salary	\$270,746	\$232,390
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

**Teacher Salary Chart**

**Principal Salary Chart**



Last updated: 1/3/2018

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	5	N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	7	N/A
All Courses	26	45.9%

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

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

*Last updated: 1/3/2018*

**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 2017-2018 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. During the 2016-2017 school year, the goal for the first semester was to prepare for the WASC self-study and to a plan for progress.

2015-2016: Site Professional Development was focused around Professional Learning Communities. PLCs met approximately once a month. Teachers were grouped into one of the following areas for the first semester: Technology, Project Based Learning and Small Interest Groups. Second semester, the PLCs were organized by content area with the intention of a more traditional PLC model. Teachers continued to meet in their PLCs once a month. During the second semester, PLC groups developed SMART Goals and maintained a folder of notes and data collection.

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.

Professional Development (PD) for teachers has been focused on the implementation of the teaching and learning strategies associated with the Common Core State Standards. All teachers, K-12 have been developing an understanding of close reading strategies, depth of knowledge, project-based learning, cognitive guided instruction, designing lessons/assessments, and implementing curriculum supporting the standards. Teachers have been provided opportunities to observe lessons taught by colleagues and district TOSAs. Curriculum mapping and teacher articulation has been a significant part of the Professional Development. There has been an effort to provide SBAC training and practice for teachers and students regarding performance tasks in both English Language Arts and Mathematics. Specifically, at PVHS we operate a rotating 5-week PD calendar with the following meetings for staff:

1. All Staff Meetings
2. PLC Meetings
3. Instructional Planning time
4. WASC Meetings
5. Department Meetings.

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.

