

Palos Verdes Peninsula 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.



Mr Brent Kuykendall, Principal

Principal, Palos Verdes Peninsula High

About Our School

Palos Verdes Peninsula High School (PVPHS) is located at the top of the Palos Verdes Peninsula, an area 21 miles southwest of metropolitan Los Angeles. The PVPHS campus is culturally diverse with almost 50 different world languages spoken among the student population. However, our students share a common appreciation for the importance of education as they prepare to become successful adults.

Over the years, regional and national publications, college and university admissions officers, and judges at competitions in all of our curricular areas have acknowledged PVPHS's reputation for academic excellence. In addition to achieving academic excellence, we encourage students to learn and to balance their classroom accomplishments with fun and friendships, while at the same time participating in extracurricular activities, athletics, arts, leadership, and community service.

The PVPHS administration, faculty, and staff create an environment that promotes curiosity, learning, well-being, and personal growth as they bring professionalism and compassion to the campus, so that students are able to identify their talents and abilities. As principal, I am proud of PVPHS students, the adults who work with them, as well as the community, which provides continuous support to all of us.

Sincerely,

Mr. Brent Kuykendall, Principal

Contact

*Palos Verdes Peninsula High
27118 Silver Spur Rd.
Rolling Hills Estates, CA 90274-2300*

*Phone: 310-377-4888
E-mail: kuykendallb@pvpusd.net*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Don Austin
E-mail Address	austind@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2017-18)	
School Name	Palos Verdes Peninsula High
Street	27118 Silver Spur Rd.
City, State, Zip	Rolling Hills Estates, Ca, 90274-2300
Phone Number	310-377-4888
Principal	Mr Brent Kuykendall, Principal
E-mail Address	kuykendalb@pvpusd.net
Web Site	http://pvphs.pvpusd.net/
County-District-School (CDS) Code	19648651995588

Last updated: 1/4/2018

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

Palos Verdes Peninsula High School is a New American and Blue Ribbon high school located south of Los Angeles on the Palos Verdes Peninsula, near the Southern California coastline. Peninsula High can attribute much of its success to its fine teaching and administrative staff as well as its 2346 students. Together, they make up the Panther Family. As a school community our vision is to develop an engaging environment that fosters multiple paths to success and promotes a healthy social, emotional, and academic balance. The Peninsula High community has created five goals entitled the School Wide Learner Outcomes (SLOs) to help accomplish their vision. Panthers will have...

Passion - By embracing life and learning with enthusiasm
 Resiliency - By pursuing success with integrity, responsibility, and adaptability
 Innovation - By utilizing critical thinking, collaboration, and creativity
 Dedication - By working towards personal goals through commitment and effort
 Empowerment - By developing the confidence to respectfully express individuality

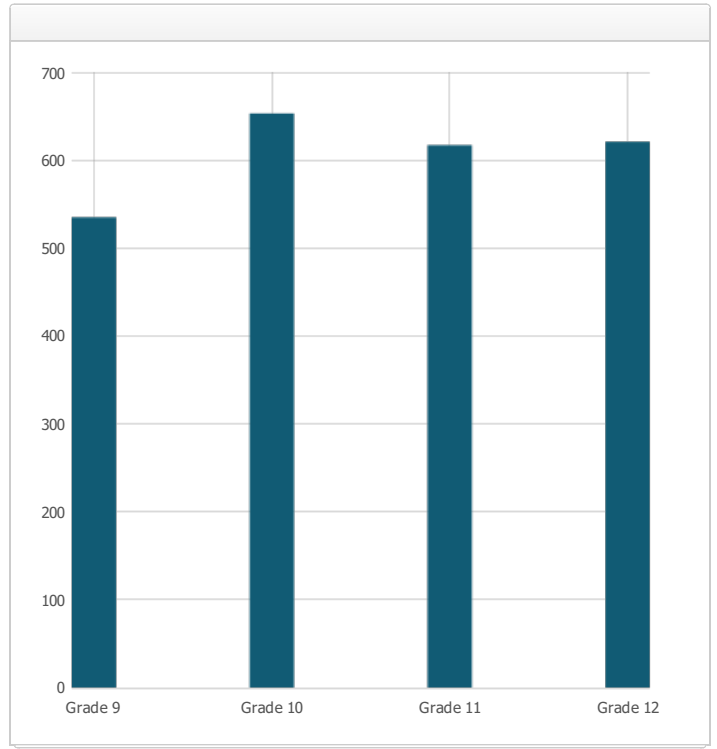
Peninsula High School believes that all students can succeed regardless of their race, background or ability and that school staff shall embody this philosophy in all district programs and activities and diverse learning community.

Our Mission Statement is to inspire and educate all students as they pursue their full potential withing a vibrant, compassionate, and diverse learning community.

Last updated: 1/4/2018

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

Grade Level	Number of Students
Grade 9	535
Grade 10	653
Grade 11	617
Grade 12	621
Total Enrollment	2426



Last updated: 1/3/2018

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

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	0.2 %
Asian	36.7 %
Filipino	4.0 %
Hispanic or Latino	10.8 %
Native Hawaiian or Pacific Islander	0.1 %
White	40.1 %
Two or More Races	4.9 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	4.7 %
English Learners	5.2 %
Students with Disabilities	6.6 %
Foster Youth	0.0 %

Last updated: 1/3/2018

A. Conditions of Learning

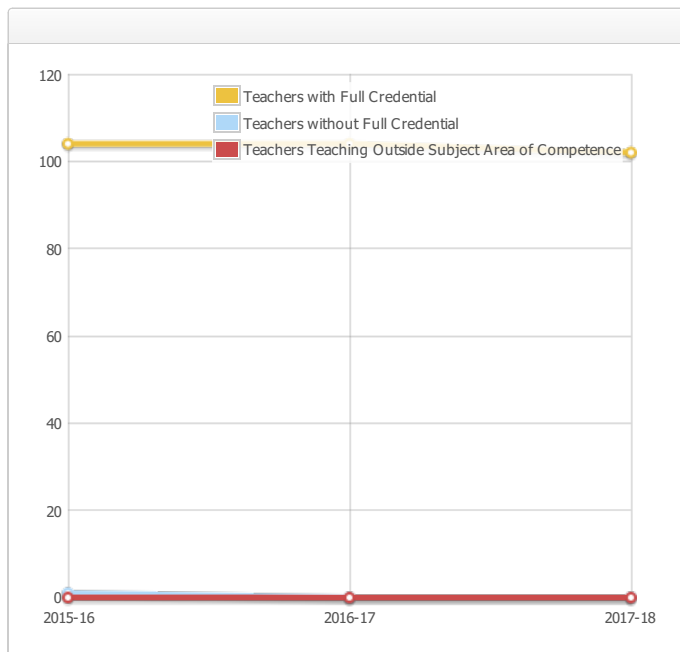
State Priority: Basic

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

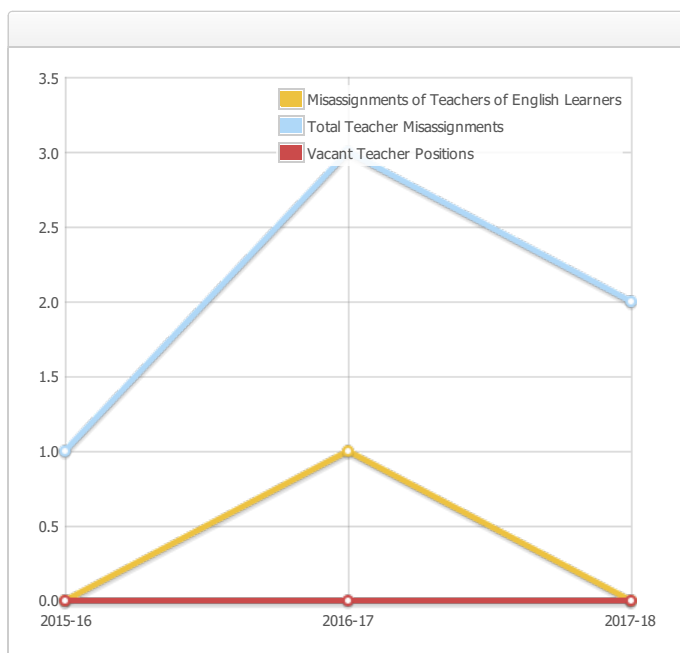
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	104	104	102	504
Without Full Credential	1	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	1	0
Total Teacher Misassignments*	1	3	2
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 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>Grades 9-12</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 & Language, 3rd Course, Holt, 2003 Holt Handbook, 3rd Course, Holt, 2003 Interactive Reading Workbook, 3rd Course, Holt, 2003</p> <p>Reading/Writing SK 2 Holt Literature & Language, 4th Course, Holt, 2003 Holt Handbook, 4th Course, Holt, 2003 Interactive Reading Workbook, 4th Course, Holt, 2003</p> <p>Reading/Writing SK 3 Holt Literature & Language, 5th Course, Holt, 2003 Holt Handbook, 5th Course, Holt, 2003 Interactive Reading Workbook, 5th Course, Holt, 2003</p> <p>Reading/Writing SK 4 Holt Literature & Language, 6th Course, Holt, 2003 Holt Handbook, 6th Course, Holt, 2003 Interactive Reading Workbook, 6th Course, Holt, 2003</p> <p>AP Eng Lng Holt Literature and Language Arts, Fifth Course, 2003 Holt Handbook, Fifth Course, 2003 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>Grades 9-12</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 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</p>	Yes	0.0 %

Science	Grades 9-12	Yes	0.0 %
History-Social Science	Grades 9-12	Yes	0.0 %
<p>Applied Physical Sci Science Spectrum Physical Science, Holt, Reinhart & Winston, 2007</p> <p>AP Biology AP Biology Investigative Labs: An Inquiry-Based Approach Student Manual, CollegeBoard, 2012</p> <p>Biology 1, 2 Biology, McDougal-Littell, 2007 – ISBN 9780618725106</p> <p>Biology, McDougal-Littell, 2007 workbook – ISBN 978-0-618-72560-1</p> <p>Biology 1H Modern Biology, Holt, Reinhart & Winston, 2007</p> <p>AP Chemistry Chemistry (10th Edition), McDougal-Littell, 2017 - 9781305957732</p> <p>Chemistry 1 World of Chemistry, McDougal-Littell, 2007 - 9780618562763</p> <p>Chemistry 1H Introductory Chemistry (6th Edition), McDougal-Littell, 2008 - 9780618803279</p> <p>Civil Engineering & Architectural Design Architectural Portable Handbook: First Step Rules of Thub for Building Design, Guthrie, P. 2003 McGraw Hill</p> <p>Dev. Phys Sports Med Essentials of Human Anatomy & Physiology Benjamin Cummings, 7th Edition, 2003</p> <p>Digital Electronics PLTW Digital Electronics, McGraw Hill, 7th Edition, 2008</p> <p>Earth Science Earth Science, Prentice Hall, 2006</p> <p>Engineering Design & Development (EDD) Engineering Your Future: A Comprehensive Approach-4th Edition</p> <p>Engineering Your Future: A Project Based Intro to Engineering</p> <p>Engineering Your Future: A Student's Guide</p> <p>Environmental Sci AP Environmental Science: Earth as a Living Planet (6th Edition), Wiley, 2007</p> <p>Foundations of Scientific Thought/Method Science Rules: A Historic Introduction to Scientific Methods, The Johns Hopkins University Press, 2004</p> <p>Geology, Geo H An Introduction to Physical Geography, Prentice Hall, 2006</p> <p>AP Human Geography An Introduction to Human Geography, 9th Ed, Prentice Hall, 2007</p> <p>Intro to Eng Design Project Lead The Way: Introduction to engineering Design, 2006</p> <p>Life Science Biology, Glencoe, 2007</p> <p>Marine Biology</p> <p>Marine Bio H</p> <p>Marine Science Introduction to Marine Biology, Thompson/Brooks/Cole, 2006</p> <p>Physics Physics, Holt, 2002</p> <p>AP Physics 1 Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole Publishing, 2006</p> <p>AP Physics 2 Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole Publishing, 2006</p> <p>AP Physics C Mechanics Physics for Scientists & Engineers, Thomson, 2007</p> <p>AP Physics C E & M Physics for Scientists & Engineers, Thomson, 2007</p> <p>Physiology & Anatomy Essentials of Human Anatomy & Physiology Benjamin Cummings, 7th Edition, 2005</p> <p>Physiology & Anatomy H Essentials of Human Anatomy & Physiology Benjamin Cummings, 8th Edition, 2006</p> <p>Principles of Engineering Project Lead The Way: Principles of Engineering 2006</p>	<p>Adv. Philosophy/Religion From Socrates to Sartre: The Philosophic Quest, Bantam Books, Lavine, 1989</p> <p>American Government Magruder's American Government, Prentice Hall, 2006</p> <p>AP American Government - AP Comparative Gov American Government, 10th Edition, McDougal-Littell, 2006</p> <p>Politics Introduction to Comparative Politics, 4th Edition, Houghton-Mifflin, 2007</p> <p>Comparative Religions The World's Religions: Our Great Wisdom Traditions, Harper, San Francisco, 1991</p> <p>Economics CA Economics: Principles in Action, Prentice Hall, 2007</p> <p>AP Macroeconomics Economics: A Contemporary Introduction (7th Edition), Thomson learning, 2006</p> <p>AP Microeconomics Economics: A Contemporary Introduction (7th Edition), Thomson learning, 2006</p> <p>Economics for Living Economics Today and Tomorrow, Glencoe/McGraw-Hill, 2006</p> <p>Ethics Selected books, essays, newspapers, medical journals and articles</p> <p>AP European History A History of Western Society, 8th Edition, Since 1300 , McDougal Littell, 2006</p> <p>AP Human Geography Introduction to Human Geography, 9th Edition, Pearson Prentice Hall, 2008</p> <p>Psychology Psychology: Principles in Practice, Holt, 2007</p> <p>AP Psychology Psychology, 8th Edition, Worth, 2006</p> <p>Sociology Sociology, 3rd Edition, Prentice Hall, 2003</p> <p>US Gov & Politics AP American Government, 10th Ed., McDougal Littell 2006</p> <p>US History, H The American Reconstruction to the 21st Century, CA Edition McDougal Littell, 2006</p> <p>Americans: Workbook, McDougal Littell, 2006</p> <p>AP US History The American Pageant, 13th Edition, McDougal Littell, 2006</p> <p>Preparing for the AP US History Exam, McDougal Littell, 2006</p>		

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	<p>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</p> <p>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</p> <p>Greek 1 Ancient Greek Alive! 99th Edition, Paula Saffire & 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 & Culture Exam w/bk, Pearson, 2012 Japanese 1 Adventures in Japanese, Level 1, Cheng & Tsui, 2003 Japanese 2 Adventures in Japanese, Level 2, Cheng & Tsui, 2003 Japanese 3,3 Adventures in Japanese, Level 3, Cheng & Tsui, 2003</p> <p>Japanese 4 (College1) Adventures in Japanese, Level 4, Cheng & Tsui, 2003 Korean 1 Dynamic Korean 1 Textbook; Dynamic Korean 1 Workbook, Foundation for Korean Lng & Culture Korean 2 Dynamic Korean 2 Textbook; Dynamic Korean 2 Workbook, Foundation for Korean Lng & 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 & 12), Bolchazy-Carducci, 1998</p> <p>Spanish 1 (grades 6-12) En Espanol, Level 1, McDougal, Littell & Company, 2004 Espanol Workbook 1, McDougal Littell, 2004 Spanish 2, 2 MCR En Espanol, Level 2, McDougal, Littell & Company, 2004 Espanol Workbook 2, McDougal Littell, 2004 Aventuras Literarias, Houghton Mifflin, 1999 Spanish 3, 3 MCR, 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 Span 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</p>	Yes	0.0 %
Health	<p>Grades 8-12 Lifetime Health, Holt, Reinhart and Winston, 2004</p>	Yes	0.0 %
Visual and Performing Arts	<p>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</p>	Yes	0.0 %

Science Lab
Eqpmt (Grades 9-
12)

N/A

N/A

0.0 %

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

Last updated: 1/5/2018

School Facility Conditions and Planned Improvements

As an institution of higher learning Peninsula is dedicated to creating and maintaining safe, clean, and updated facilities. During the 2016-17 school year Peninsula added a second outdoor classroom, re-sodded the stadium field, covered the stadium press box, resurfaced both Gymnasium floors, two dance rooms, the tennis courts and the upstairs walkways. Peninsula, also converted a storage room into an art gallery, upgraded its baseball stadium, and remodeled its Performing Arts Center. In order to provide state of the art technological services Peninsula added mounted projectors to every room, purchased two MacBook portable labs and upgraded the wifi signal. During the 2017-18 school year Peninsula has added four hydration stations and is looking to add portable computer carts, upgrade its common area and bathrooms.

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	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Any technology upgrades should include electrical evaluation.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Three bottle filling stations installed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	S & H building roofs replaced under contract.
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)	82%	86%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	70%	75%	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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	597	558	93.47%	85.84%
Male	284	270	95.07%	78.89%
Female	313	288	92.01%	92.36%
Black or African American	17	16	94.12%	62.50%
American Indian or Alaska Native	--	--	--	
Asian	236	225	95.34%	91.56%
Filipino	27	27	100.00%	85.19%
Hispanic or Latino	52	50	96.15%	72.00%
Native Hawaiian or Pacific Islander				
White	232	208	89.66%	84.62%
Two or More Races	31	30	96.77%	86.67%
Socioeconomically Disadvantaged	33	29	87.88%	65.52%
English Learners	31	28	90.32%	57.14%
Students with Disabilities	39	32	82.05%	43.75%
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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	597	556	93.13%	75.00%
Male	284	270	95.07%	73.33%
Female	313	286	91.37%	76.57%
Black or African American	17	16	94.12%	43.75%
American Indian or Alaska Native	--	--	--	
Asian	236	225	95.34%	91.11%
Filipino	27	27	100.00%	62.96%
Hispanic or Latino	52	50	96.15%	56.00%
Native Hawaiian or Pacific Islander				
White	232	207	89.22%	67.15%
Two or More Races	31	29	93.55%	72.41%
Socioeconomically Disadvantaged	33	29	87.88%	34.48%
English Learners	31	28	90.32%	64.29%
Students with Disabilities	39	32	82.05%	18.75%
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)	85.0%	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)

A variety of Career Technical Education (CTE) programs are offered at PVPHS in order to meet the needs of all students. Courses include the following:

Advanced Dance

Advanced

Orchestra Art History

Aerospace

Engineering Broadcast Journalism 1-4

Ceramics 1-4 Chamber Choir

Chamber/Jazz

Chorale

Choreo Dance

Civil Engineering and Architecture

Computer Science

Concert Band

Contemporary Music

Improvisation

Creative Art

Creative Cooking

Chef/Culinary Arts

Digital Animation 1-3

Digital Electronics

Digital Photography 1-3

Drama 1-4

Drawing and Painting 1-2

Economics for Living

Engineering Design and Development Forensics

Global Cultures

Gourmet Cooking

Graphic Design

Interior Visual

Design Intermediate

Dance

Introduction to Engineering Design

Introduction to Fashion and Portrait Photography

Introduction to Film Analysis

Jazz Band 1 -2

Journalism 1-4

Interior Design

International Business

Literary Publications 1-4

Marching Band

Media Tech/Assistant

Music Appreciation

Music Appreciation: Guitar Musical Theater

Music Theory AP

Office Assistant

Orchestra

Peer Mediation and Teen Crisis Photography 1-2

Photo/Graphic Design

Post-secondary Transitions

Principles of Engineering

Printmaking 1

Public Speaking

Science Research 1-4

Sculpture 1-2

Show Choir

SoCal ROC

Studio Art AP: Drawing Portfolio

Studio Art AP: 2-D Design

Studio Art AP : 3-D Design

Portfolio Survival of Singles

Teacher Assistant

Video Production 1-4

Web Based Telecommunications

Web Page Production 1-4

Wind Ensemble

Women's Treble Choir

Work Experience Education

Internship Yearbook Production 1-4

*Last updated: 1/4/2018***Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	419
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	3.0%
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	96.9%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	84.6%

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	9.6%	19.7%	67.0%

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: 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)

PVPHS offers multiple methods through which parents and community members can be involved with the school environment. PVPHS has very active booster clubs and parent support groups that provide volunteers, donations, and materials.

PVPHS offers many opportunities for parents to get involved directly on campus. Panthers are fortunate enough to have many parents volunteer to help with the different groups on campus. There are also opportunities for all parents to interact with the campus through the many events offered throughout the year.

Methods of parental involvement include the following:

Parent Organizations:

- PTSA
- Peninsula Education Foundation (PEF)
- School Site Council Leadership Team
- Booster Clubs: Athletic, Band, Drama, Choir
- Parent Cultural groups: Chinese, Japanese, Korean

Campus Events:

- Parent Informational Nights at the College and Career Center
- Counseling Family Nights including parent conferences and informational meetings
- Principal's Forum
- Campus Beautification Projects
- Parent involvement in assemblies: Every 15 Minutes, Yellow Ribbon Week Assembly, Red Ribbon Week
- Back to School Night
- Open House
- 8th Grade Info Night
- Incoming 9th Grade Orientation
- Special Education Parent Information Night for incoming 9th graders
- Parents on Campus
- Parental Chaperones
- Parent Volunteers

Additionally, the PVPUUSD has created a Parent University that is available to PVPHS parents. This program offers a speaker series on topics such as digital citizenship, adolescent brain development, and guidance on how to raise happy, high-performing students.

State Priority: Pupil Engagement

Last updated: 1/4/2018

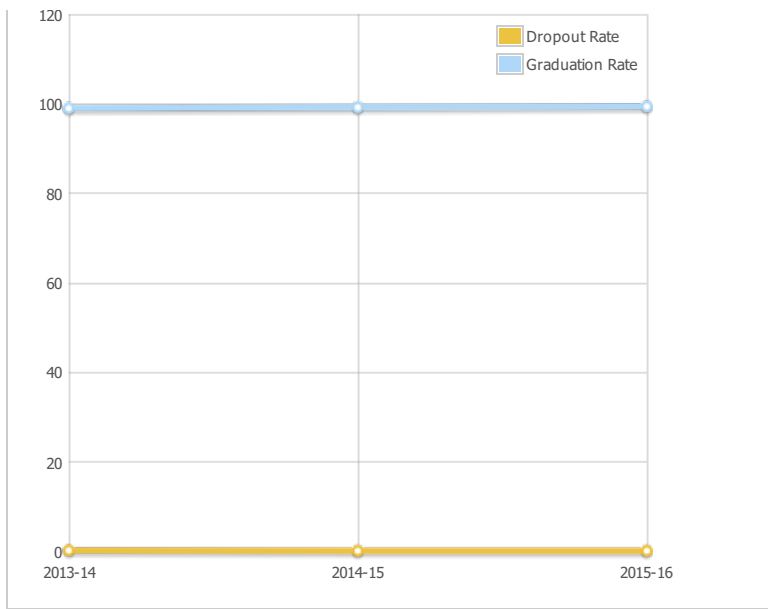
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	0.3%	0.2%	0.2%	0.5%	0.2%	0.3%	11.5%	10.7%	9.7%
Graduation Rate	99.0%	99.2%	99.4%	98.8%	98.7%	98.6%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/3/2018

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

Student Group	School	District	State
All Students	99.2%	99.3%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	95.7%	93.6%	93.8%
Hispanic or Latino	98.1%	99.0%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	98.9%	98.7%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	90.0%	82.4%	55.4%
Students with Disabilities	94.4%	89.5%	63.9%
Foster Youth	0.0%	0.0%	68.2%

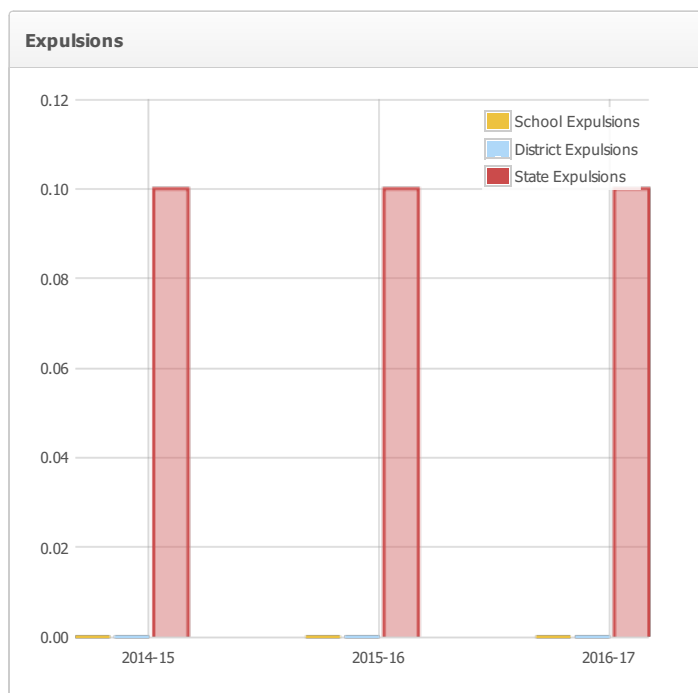
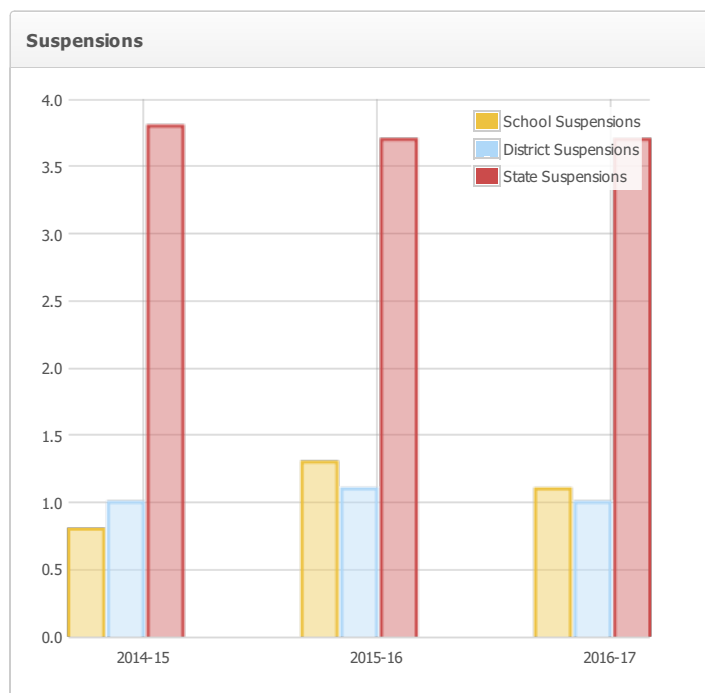
State Priority: School Climate

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	0.8%	1.3%	1.1%	1.0%	1.1%	1.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	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)

A review of our school indicates that the students, parents, and staff of Palos Verdes Peninsula High School are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Peninsula had adopted policies and procedures pertaining to: campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Campus Environment and Security Palos Verdes Peninsula High School takes an active role in creating and ensuring a safe school environment juxtaposed to an effective security team. There are signs posted at every entrance to the school, clearly stating district and state policies and expectations. Peninsula is a closed campus, therefore, visitors must sign in and out of the front office and, depending on the purpose of their visit, they will be issued a visitor pass. The school employs four security officers, a full time student support specialist, two full time psychologists, and two School Resource Officers. Trained security staff supervises the campus during the school day and during various events. Additionally, Peninsula administration attends extracurricular activities to further supervise students. Teachers are responsible for locking their room at the end of the day; a full time staff of custodians secures and locks the campus each evening and the day custodian unlocks the campus every morning. Peninsula works with the school district, law enforcement, the cities of Rolling Hills Estates, Rancho Palos Verdes, and Rolling Hills, the neighborhood, and the parents to ensure safe ingress and egress to and from school as the safety of students and staff is a foremost priority. People and programs have created a "caring and connected" school environment.

Investment in Behavioral Management and Intervention Palos Verdes Peninsula High School has created an interest group that consists of teachers, students, administration, and community members that aims to identify and correct behavioral trends. The school implements programs and practices to address bullying that are aligned to PVPUSD policy (Board Policy 5131.2) and meet overall California Ed Code compliance.

At Palos Verdes Peninsula High School, parents and community members are actively involved in every aspect of school activities. Parents and community

members dynamically participate on the school's oversight committee, the leadership team and various support groups. The PTSA has a committee led by the fourth vice president that oversees safety on campus.

Palos Verdes Peninsula High School has a safe and orderly physical environment conducive to learning. Over the past year the physical environment has had major renovations which include: re-sodded stadium field, a recovered stadium press box, resurfaced Gymnasium floors, two dance rooms, the tennis courts and the upstairs walkways. Peninsula, also converted a storage room into an art gallery, upgraded its baseball stadium, and remodeled its Performing Arts Center. In order to provide state of the art technological services Peninsula added mounted projectors to every room, purchased two MacBook portable labs and upgraded the wifi signal. All aspects of such renovations assist to promote a safe, nurturing and respectful atmosphere for student learning. In the past academic school year, there was minimal property damage on campus; all of such was pedantically documented, before being reported to the local authorities for further investigation.

As a result of the safe school environment, the amount of behavioral related referrals decreased to only 353 total referrals over 180 school days. Furthermore, Fifty Five suspensions were administered.

There were no incidences of hate crimes on campus.

During the period between August 29, 2016 and June 9, 2017, two students were referred to the Student Accountability Review Board, which helped the school's attendance rates increase to an overall percentage of 96.40%.

Plan adopted by School Site Council on January 31, 2017

Plan approved by District Governing Board on February 22, 2017

Last updated: 1/5/2018

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)

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	27.0	20	42	39	27.0	24	29	46	30.0	11	27	48
Mathematics	30.0	14	28	42	30.0	12	37	36	30.0	9	40	31
Science	32.0	9	23	44	29.0	16	26	42	30.0	10	37	33
Social Science	29.0	12	37	32	29.0	16	22	41	29.0	12	31	31

* 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	7.0	330.0
Counselor (Social/Behavioral or Career Development)	1.0	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	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	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: 1/4/2018

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	\$6363.9	\$0.2	\$6363.7	\$83006.9
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-45.8%	3.6%
State	N/A	N/A	\$6574.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	-3.3%	6.5%

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

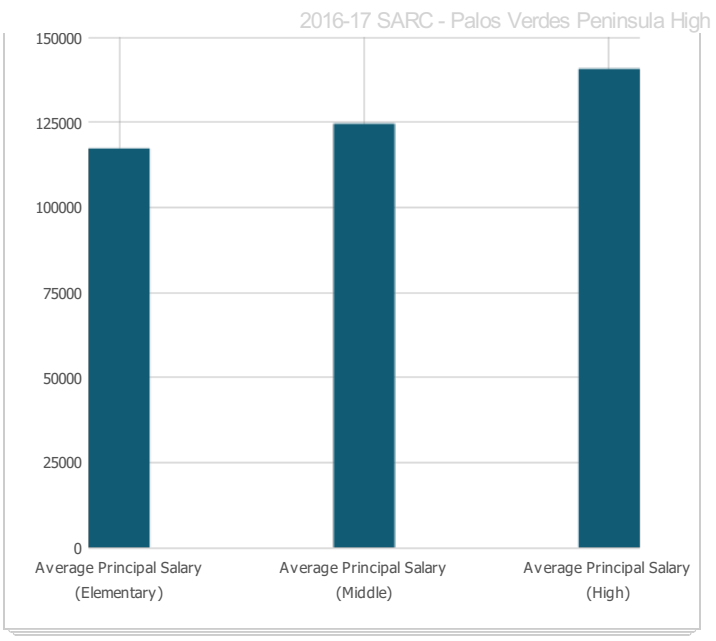
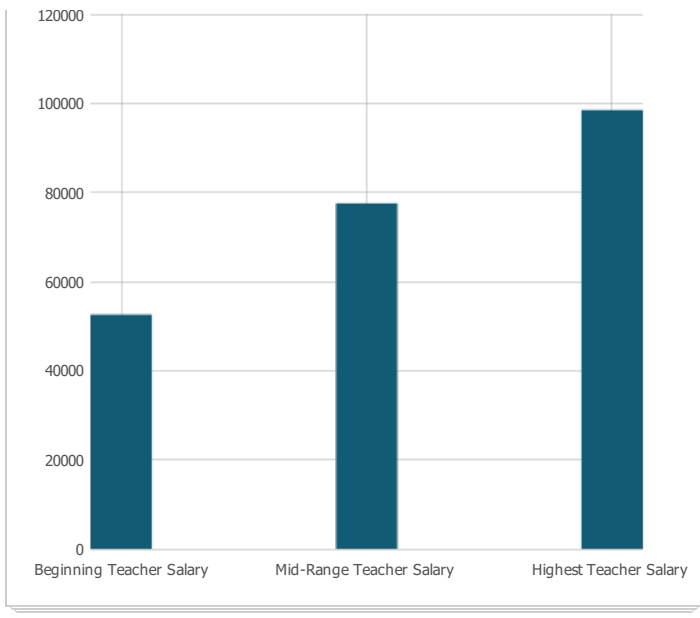
Teacher and Administrative Salaries (Fiscal Year 2015-16)

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	2	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	6	N/A
All Courses	27	45.3%

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

Professional Development: The Palos Verdes Peninsula Unified School District (PVPUSD) has developed an outstanding reputation for developing world-class students, who are innovative and visionary leaders and who demonstrate academic, artistic, and athletic excellence with the goal to develop powerful classroom instruction, effective intervention strategies, and rigorous and relevant curriculum. Therefore, professional development is a critical component in order to attain this goal. The following listed years relate the areas of focus during professional development for PVPHS:

2014-2015: During the 2014-2015 school year, professional development focused on the California Assessment of Student Performance and Progress (CAASPP). In January 2015, elementary teachers selected Houghton Mifflin Harcourt's Math in Focus: Singapore Math and Pearson's enVisionMATH for piloting between March 2 and April 17, 2015. Intermediate Palos Verdes Core Math teachers identified Houghton Mifflin Harcourt's Big Ideas MATH, the program to formally pilot between March 2 and April 17, 2015.

In Spring 2015, the PVPUSD administered the CAASPP, SBAC for English Language Arts/Literacy and Mathematics to students in grades 3-8 and 11.

After a thorough pilot process, which included professional development, weekly communications, publisher support, and regular meetings of the pilot committees, elementary teachers reached consensus that Math in Focus: Singapore Math presented the strongest program most aligned with the expectations of PVPUSD teachers, students, and community. The intermediate math teachers met on April 23, 2015, to finalize their recommendation of Big Ideas MATH as the PVCM 6-7-8 program recommendation for adoption.

On May 7, 2015, the Board of Education approved the adoption of Houghton Mifflin Harcourt, Math in Focus: Singapore Math program for use in all K-5 classrooms and Houghton Mifflin Harcourt Big Ideas MATH in all grade 6-7-8 Palos Verdes Core Math (PVCM) classes, beginning in the 2015-2016 school year.

Alignment of the mathematics curriculum with professional development has been a predominant focus during the 2014-2015 school year with the successful textbook adoption for grades K-8.

2015-2016: During the 2015-2016 school year, the intermediate school and high schools began the pilot process for Algebra 1, Geometry, and Algebra 2. A total of 21 classrooms were involved in the pilot and represented each intermediate and secondary site. The book adoption process evaluated both hard copy and digital textbooks, as well as ancillary supporting materials in the following subject areas: Algebra, Geometry, and Algebra 2. The manufacturers were selected from the California Department of Education's approved textbook list due to their alignment of the new, rigorous California State Standards. Secondary teachers of mathematics reviewed these programs and selected Houghton Mifflin Harcourt Big Ideas MATH and McGraw-Hill Glencoe Math as the two programs to pilot in Fall 2015. The same committee of teachers implemented the curriculum and instructional plans over the course of the first semester and evaluated the overall effectiveness of each program in order to make the final recommendation to the PVPUSD Board of Education in the Spring 2016. At the end of the first semester, the teachers met to discuss the two programs and decided to recommend Houghton Mifflin Harcourt Big Ideas MATH to the Board of Education. The Board approved the program and teachers began to plan for the implementation to begin during the 2016-2017 school year.

Guest speakers at monthly faculty meetings have included James Nondorf, Vice President for Enrollment and Student Advancement and Dean of College Admissions and Financial Aid, from the University of Chicago, who provided faculty and staff with an insider's perspective on the college admissions process, and UCLA, researcher Dr. Veronica Yan, shared insights into what scientists are discovering about memories and how students can become better learners in classrooms.

Faculty members have also been able to meet on campus with Andy Weir, the author of the best-selling book, The Martian and Mike Massimino, a NASA astronaut who has made guest appearances on The Big Bang Theory.

PVPHS certificated and classified staff participates in two full days of professional development sponsored by the District. At these trainings, staff participate and can also contribute by acting as presenters in professional development that work towards the eight professional development goals identified by the District that are aligned with District goals, initiatives, and District Road Map.

2016-2017: During the Summer of 2016, PVPUSD implemented the Summer Institute, which allowed teachers from PVPHS to choose from a wide variety of classes presented on topic of interested aimed to increase teacher knowledge and skill.

In alignment with educational research, the school administration and faculty consider it necessary to allow time for staff collaboration and communication. As a result, PVPHS has staff development meetings during the school year. PVPHS has one-hour late start meetings on Wednesdays, which allows staff and faculty time to discuss instructional, student, and campus needs. Meetings include a combination of staff meetings and department meetings. During department meetings, the faculty shares teaching strategies and instructional strategies. Teachers also develop and modify pacing guides as determined by assessment results. An additional focus of these meetings will be on wellness as PVPHS moves toward creating a Wellness Center. The Wellness Center will go before the School Board in Spring 2017 for approval. The focus on wellness includes speakers during faculty meetings and a focus on wellness in the classes presented during the Winter professional development day presented by the District.

In addition to continued professional development with implementing the new math curriculum, science teachers will be preparing for the implementation of the Next Generation Science Standards during the 2017-2018 school year by introducing instructional strategy shifts through trainings.

During the 2017-2018 school year, the goal will be to focus on professional development in order to improve instruction and academic programs. During the fall of 2017 Peninsula hosted LACO director Vincent Bravo who presented on California's Suspension and Expulsion process and heard presentations on the wellness aware grant that was awarded to educate the students, staff and parents about mental, emotional and physical health. This wellness grant led to a guest speaker in January of 2018 and will continue to develop throughout the remaining school year. Spring 2018 will also see Peninsula host Erik Franco who will speak

on Active Shooter training. Peninsula also holds monthly Professional Development meetings that complement two full day events that are bi-annually hosted by its district office. In the spring of 2018, Peninsula is set to offer disaster CERT training and hold an active shooter training for all staff members.

Last updated: 1/5/2018