

Palos Verdes Peninsula High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Dr. 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 south west 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.

Contact

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

Phone: 310-377-4888
Email: kuykendallb@pvpusd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Alex Cherniss
Email Address	chernissa@pvpusd.net
Website	www.pvpusd.net

School Contact Information (School Year 2019—20)	
School Name	Palos Verdes Peninsula High
Street	27118 Silver Spur Rd.
City, State, Zip	Rolling Hills Estates, Ca, 90274-2300
Phone Number	310-377-4888
Principal	Dr. Brent Kuykendall, Principal
Email Address	kuykendallb@pvpusd.net
Website	www.pvphs.com
County-District-School (CDS) Code	19648651995588

Last updated: 12/19/2019

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

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. Palos Verdes Peninsula High School (PVPHS) is a 4-year comprehensive public high school, nationally recognized for academic excellence. PVPHS is fully accredited by the Western Association of Schools and Colleges (WASC) and has regularly received six-year accreditations. The school follows a traditional semester schedule, with seven 53 minute periods in the school day. For the class of 2019, 99.83% of the students graduated, 88% completed more than the minimum requirements, and 83% met the A-G requirements thus qualifying for admission to University of California campuses. PVPHS is routinely recognized as an exemplary high school at local, state, and national levels. In 2011, 2012, 2015, 2016 and 2019 a PVPHS student received the U.S. Presidential Scholars Program Award, the highest honor for graduating high school seniors in the nation. Other recent acknowledgements include:

- Niche Best Public High Schools rated #7 in California and #87 in the nation
- US News & World Report placed it as #235 STEM school
- California Department of Education Gold Ribbon School
- California School Boards Association's Golden Bell Award
- California Department of Education's Civic Engagement Award.

Peninsula High can attribute much of its success to its fine teaching and administrative staff as well as its 2,339 students. Together, they make up the Panther Family.

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

Peninsula High School believes that all students can succeed regardless of their race, background or ability and that school staff shall embody this philosophy by implementing in all district programs and activities. PVPHS has created five goals entitled the Schoolwide Learner Outcomes (SLOs) to further accomplish our 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

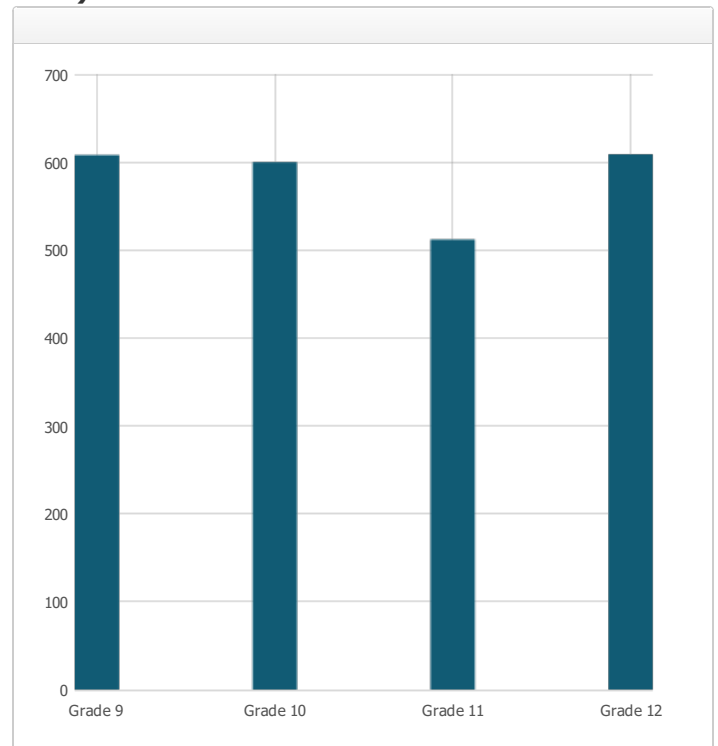
With the SLO's in mind PVPHS has created two student achievement goals that will be implemented and monitored by its various interest groups.

1. Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

2. Provide a comprehensive and inclusive instructional program to provide measurable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation.

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

Grade Level	Number of Students
Grade 9	608
Grade 10	600
Grade 11	512
Grade 12	609
Total Enrollment	2329

*Last updated: 12/19/2019***Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	2.60 %
American Indian or Alaska Native	0.20 %
Asian	36.20 %
Filipino	3.70 %
Hispanic or Latino	11.30 %
Native Hawaiian or Pacific Islander	0.20 %
White	38.20 %
Two or More Races	7.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.60 %
English Learners	4.20 %
Students with Disabilities	5.70 %
Foster Youth	%
Homeless	0.10 %

A. Conditions of Learning

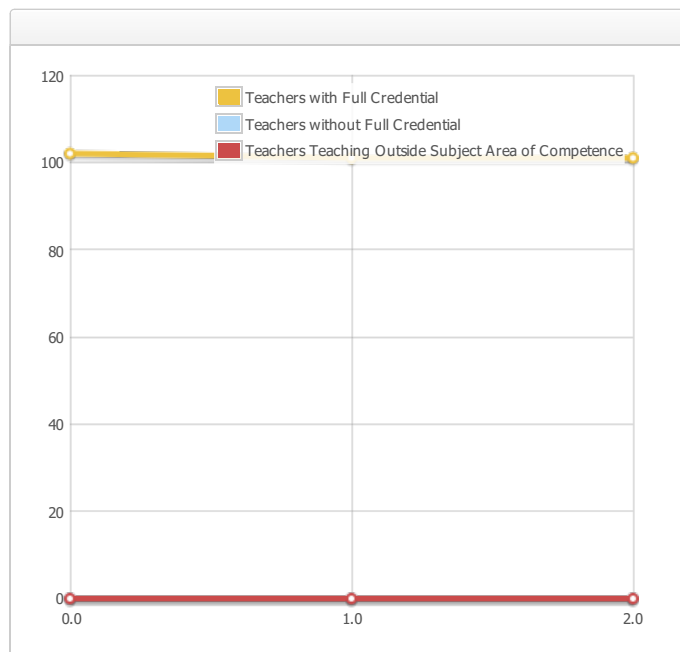
State Priority: Basic

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

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

Teacher Credentials

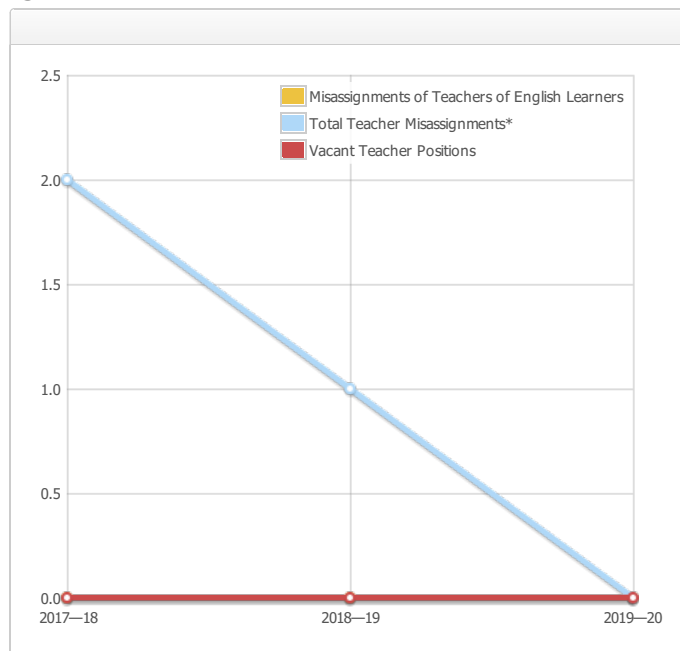
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	102	101	101	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	1	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/18/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English/Language Arts 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</p> <p>AP Eng Lng Classics in World Literature, Scotts Foresman, 1991 A Pocket Guide to Correct Grammar, Harcourt Brace, 1986</p> <p>AP Eng Lit Classics in World Literature, Scott Foresman, 1991 A Pocket Guide to Correct Grammar, Harcourt Brace, 1986</p> <p>Journalism 1 Journalism Today!, NT C/Contemporary Publishing Co., 2000 AP Stylebook and Briefing on Media Law , Associated Press, 2013 The Newspaper Designer's Handbook, McGraw -Hill, 1997</p> <p>Mythology Mythology, Mentor, 1969</p>	Yes	0.00 %
Mathematics	<p>Mathematics 9-12</p> <p>Algebra 1, 1 MCR, Algebra A/B, Algebra 1 Honors</p>	Yes	0.00 %

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

Algebra 2, 2H, 2 MCR

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

Advanced Calculus

Multivariable Calculus, Thompson Learning Inc., 2003

Calculus

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

AP Calculus AB/BC

Calculus AP Edition, Pearson-Prentice Hall, 2007

AP Computer Science Principles

New Perspectives Computer Concepts 2016 Enhanced, Comprehensive, Parsons
 19th Edition (Skills 2017) – ISBN #978-1-305-65628-4
 3P-EBK: New Perspective Computer Concepts 2017 Comprehensive, Parsons/Oja 19th
 Edition (Skills, 2017), - ISBN #978-1-305-88776-3

Computer Science (A/AB AP)

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

Geometry, H, MCR

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

Essentials of Algebra

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

Functions, Trig, Stats

College Alg. w /T rigometry, McGraw Hill, 2001
 Elementary Statistics: A Brief Version, McGraw Hill, 2003

Linear Algebra Stanford Online

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

PreCalc, PreCalc H, PreCalc W/Limits

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

Stat. Analysis

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

Statistics Analysis, AP

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

Science

Science 9-12

Yes

0.00 %

Applied Physical Sci, AP Biology

Science Spectrum Physical Science, Holt, Reinhart & Winston, 2007
 AP Biology Investigative Labs: An Inquiry-Based Approach Student Manual, CollegeBoard,
 2012

Biology 1, 2

Biology, McDougal-Littell, 2007 – ISBN 9780618725106
 Biology, McDougal-Littell, 2007 workbook – ISBN 978-0-618-72560-1

Biology 1H

Modern Biology, Holt, Reinhart & Winston, 2007

AP Chemistry

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

Chemistry 1

World of Chemistry, McDougal-Littell, 2007 – 9780618562763

Chemistry 1H

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

Civil Engineering & Architectural Design

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

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

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

Earth Science
Earth Science, Prentice Hall, 2006

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

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

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

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

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

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

Life Science, Marine Biology, Marine Bio H, Marine Science
Biology, Glencoe, 2007
Introduction to Marine Biology, Thompson/Brooks/Cole, 2006

Physics
Physics, Holt, 2002

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

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

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

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

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

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

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

History-Social
Science

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

Yes

0.00 %

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

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

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

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

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

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

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

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

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

Psychology
Psychology: Principles in Practice, Holt, 2007

AP Psychology
Psychology, 8th Edition, Worth, 2006

Sociology
Sociology, 3rd Edition, Prentice Hall, 2003

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

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

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

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

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

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

Foreign Language

World Language – Secondary
Chinese 1

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

Chinese 2

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

Yes

0.00 %

Chinese 3, 3H

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

Chinese 4

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

Chinese 5

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

Master Works Chinese Companion: Expressive Literacy through Reading and Composition, Compiled by Qin-Hong Anderson, Cheng & Tsui Company, 2004

How to Read A Chinese Poem: A Bilingual Anthology of Tang Poetry, Translated and annotated by Edward Chang, BookSurge Publishing, 2007

Chinese Legends & Folk Tales

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

Classical

Greek 1

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

French 1

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

Japanese 1

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

Japanese 2

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

Japanese 3, 3H

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

Japanese 4 (College 1)

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

Korean 1

Dynamic Korean 1, 1st Edition Textbook; Foundation for Korean Language & Culture; ISBN 978-8-955-18759-5

Dynamic Korean 1 Workbook, Foundation for Korean Language & Culture; ISBN 978-8-955-18762-5

Korean 2

Dynamic Korean 2 Textbook; Foundation for Korean Language & Culture; ISBN 978-0-578-04865-9

Dynamic Korean 2 Workbook, Foundation for Korean Language & Culture; ISBN 978-0-578-04864-2

Active Korean 2, 1st Edition; Pub: Moonjin; 2007; ISBN 978-8-953-91233-5

Korean 3, 3H

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

Dynamic Korean 3 Workbook, Foundation for Korean Language & Culture; ISBN 978-0-578-

	07076-6 Active Korean 3, 1st Edition, Pub: Moonjin, 2012; ISBN 978-8-953-91234-2 SAT Subject Test Korean; ISBN 978-89-5518-657-4		
	Korean 4, 4H Integrated Korean Intermediate 1, 2nd Edition, U of H Press; ISBN 978-0-8248-3650-4 Integrated Korean Workbook: Intermediate 1; ISBN 978-0-8248-3651-1		
	Latin 1 Latin for Americans (Book 1), Glencoe, 2003		
	Latin 2 First Year Latin, Prentice Hall, 1990		
	Latin 3, 3H Latin for Americans (Book 2), Glencoe, 2004		
	AP Latin Vergil's Aeneid, Bolchazy-Carducci, 1998 Vergil's Aeneid (books 10 & 12), Bolchazy-Carducci, 1998		
Health	Grades 8-12 Lifetime Health, Holt, Reinhart and Winston, 2004	Yes	0.00 %
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: 12/18/2019

School Facility Conditions and Planned Improvements

PVPUSD sites have not seen significant Modernization Projects in many years. School sites are in "Fair" condition and kept safe and functional by requests through Work Order System. Recent recommendations from a Facilities Advisory Committee have been presented to the Board of Education with a request for the Board to investigate methods to fund these priorities.

Last updated: 12/18/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Older systems need continuous maintenance to extend useful life. Repair or replacement included in Facilities Modernization Plan.
Interior: Interior Surfaces	Fair	Continued patch and repair through work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Continued in house and outside contractor service to exterminate rodents.
Electrical: Electrical	Fair	Electrical audit/review to be discussed for inclusion in Facilities Modernization Plan.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms upgrades are included in Facilities Modernization Plan.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Building S and H roof repairs and partial replacement performed Summer 2019.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt at lower parking lot needs repairs as budget becomes available. Minor repairs to drainage at lower field "Pit"; further review required.

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 12/18/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	81%	76%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	71%	76%	72%	72%	38.0%	39.0%

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

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

Last updated: 12/19/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	495	468	94.55%		76.28%
Male	251	234	93.23%		71.79%
Female	244	234	95.90%		80.77%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	200	197	99%		82.23%
Filipino	13	13	100.00%		92.31%
Hispanic or Latino	60	58	96.67%		58.62%
Native Hawaiian or Pacific Islander	--	--	--		
White	177	161	90.96%		74.53%
Two or More Races	32	28	87.50%		78.57%
Socioeconomically Disadvantaged	59	55	93.22%		61.82%
English Learners	36	34	94.44%		50.00%
Students with Disabilities	22	16	72.73%		43.75%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 12/19/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	495	471	95.15%		76.22%
Male	251	237	94.42%		80.59%
Female	244	234	95.90%		71.79%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	200	199	100%		87.44%
Filipino	13	13	100.00%		84.62%
Hispanic or Latino	60	58	96.67%		53.45%
Native Hawaiian or Pacific Islander	--	--	--		
White	177	161	90.96%		70.81%
Two or More Races	32	28	87.50%		75.00%
Socioeconomically Disadvantaged	59	55	93.22%		61.82%
English Learners	36	36	100.00%		75.00%
Students with Disabilities	22	15	68.18%		33.33%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 12/19/2019

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

Many of our Career Technical Education courses are available as additional offerings in the Visual and Performing Arts Department, which is among the most diverse to be found in most high schools. Offerings are UC/CSU approved and include: Ceramics, Drawing & Painting, Printmaking, Animation, Photography, and Sculpture and Video Production, Drama, Jazz Orchestra, PE Band/Marching Band, Dance, AP Art History, AP Studio Art 2-D and 3-D, Broadcasting, Web Design, Programming, AP Music Theory, Concert Band and Musical Theater, and more.

Students are able to advance to second and third year courses in Web Design, Programming, Animation, Photography, Video, Sculpture, Dance, Orchestra, Jazz, and Drama. Staff is dedicated to its mission of creating a comprehensive 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 foundations curriculum. There is also specialized areas of study where students can advance their level, emphasizing opportunities to explore for private and corporate supported partners, student leadership and competitions, dual enrollment or continuing education, and college/career readiness while as students tailor their programs of study among a community of students. Corporations in collaboration with schools include Aerospace, Boeing Corporation, Northrop Grumman, and Honda and more, which has helped students gain the knowledge they need to prepare for College and to excel in professional fields.

Last updated: 12/13/2019

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	537
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.77%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/16/2020***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	85.30%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	11.00%	17.00%	65.00%

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

Last updated: 1/14/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

PVPHS offers multiple methods through which parents and community members can be involved with the school environment. PVPHS parents are very active with supporting many groups on campus by volunteering, donating materials and monetary contributions throughout the year. Some of the groups and organizations that receive parental support include:

- Peninsula Education Foundation (PEF)
- School Site Council Leadership Team
- Booster Clubs: Athletic, Band, Drama, Choir
- Parent Cultural groups: Chinese, Japanese, and Korean
- 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:
- Breaking Down the Walls,
- Yellow Ribbon Week Assembly and a week worth of activities.
- (PTSA) Parent Teacher Student Association Red Ribbon Week
- Back to School Night
- Open House
- Campus Events
- 8th Grade Info Night
- Incoming 9th Grade Orientation
- Special Education Parent Information Night for incoming 9th graders
- Parent chaperoned wellness dogs on campus
- Parental Chaperones
- Parent Volunteers additionally are utilized for a variety of programs including; service learning, STEM and athletic activities including Fresh fest, Willenberg assembly, Stem competition and preparation events and support at all sporting events.

PVPSD has created a Parent University that is available to all 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: 12/20/2019

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

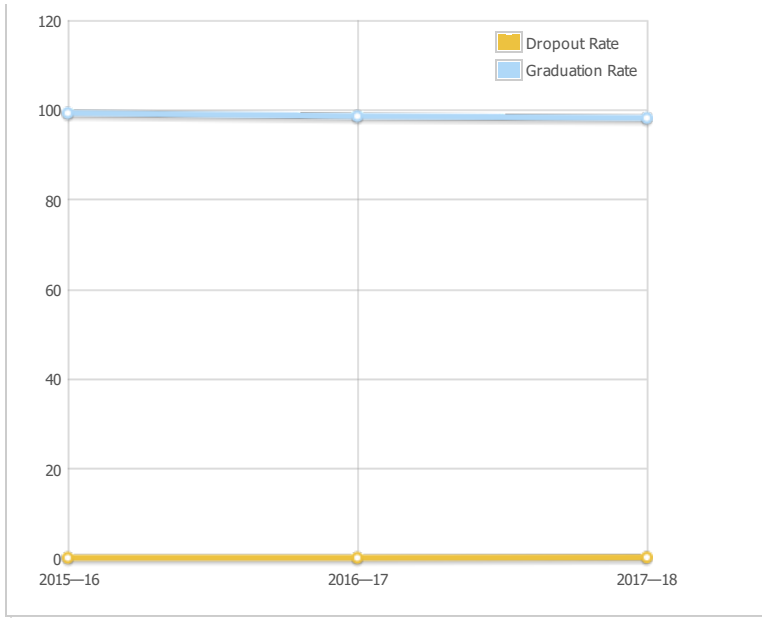
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.20%	0.30%	9.70%
Graduation Rate	99.30%	98.50%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.20%	0.30%	0.20%	0.30%	9.10%	9.60%
Graduation Rate	98.60%	98.20%	98.40%	98.10%	82.70%	83.00%

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



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

Last updated: 1/6/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.10%	1.30%	1.50%	1.00%	1.40%	1.30%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/19/2019

School Safety Plan (School Year 2019—20)

Peninsula High School's comprehensive safety plan is updated regularly and was last revised on February 27, 2019. The key elements of our plan include programs and strategies that provide school safety including but not limited to child abuse reporting, disaster response plan, procedures for notifying teachers about dangerous pupils, modus operandi for safe ingress and egress from school, procedures to ensure a safe and orderly environment, and establishing and implementing school discipline policy. Peninsula High school has set two component goals.

The first goal states that by 2020 Peninsula will provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating interventions and opportunities for students.
The second goal states that by June of 2020, Peninsula will have a safe, clean, and secure school campus and climate as measured by the CHKS survey and local school survey data with 90% or higher positive feedback.

Last updated: 12/20/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00	11	27	48
Mathematics	30.00	9	40	31
Science	30.00	10	37	33
Social Science	29.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	27	33	32
Mathematics	29.00	10	41	29
Science	29.00	13	36	31
Social Science	29.00	19	24	30

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	18	49	25
Mathematics	28.00	20	32	31
Science	30.00	11	38	31
Social Science	30.00	11	25	38

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/19/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	332.70

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

**Average Number of Pupils per Counselor

Last updated: 12/19/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	

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

Last updated: 12/20/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6915.40	\$224.63	\$6690.76	\$86264.00
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	-0.37%	0.03%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-0.43%	0.07%

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

Last updated: 1/6/2020

Types of Services Funded (Fiscal Year 2018—19)

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

Title I

Special Education IDEA Local Assistance

Special Education IDEA Preschool

Special Education IDEA Preschool Local Entitlement

Special Education IDEA Mental Health

Special Education IDEA Preschool Staff Development

Career and Technical Education

Title II

Title III

Specialized Secondary Programs

Restricted Lottery

Special Education (AB602)

SELPA Regionalized Program

Special Education Mental Health Services

Tobacco Use Prevention Education

Classified Employee PD Block Grant

Low Performing Student Block Grant

Music Donation Grant

CalMHSA Grant

PEF-STEM

PEF Site Grant

Special Children's League

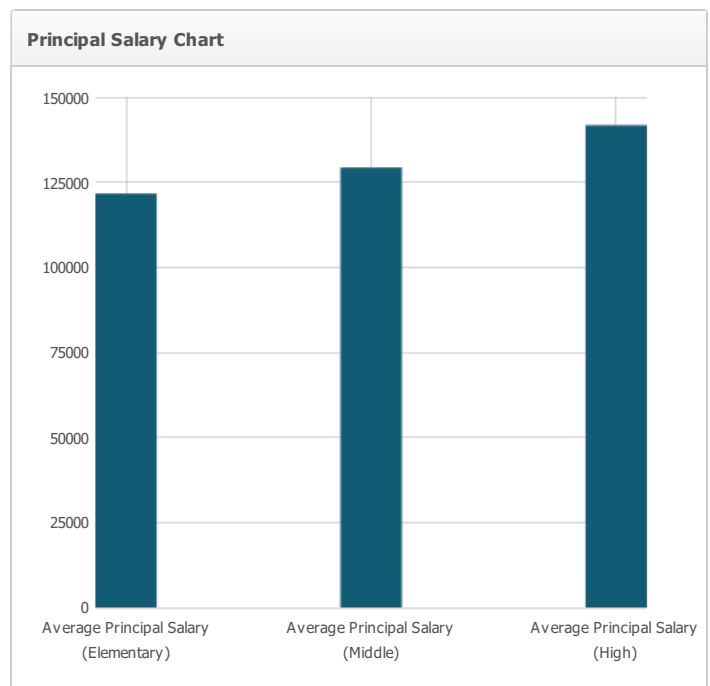
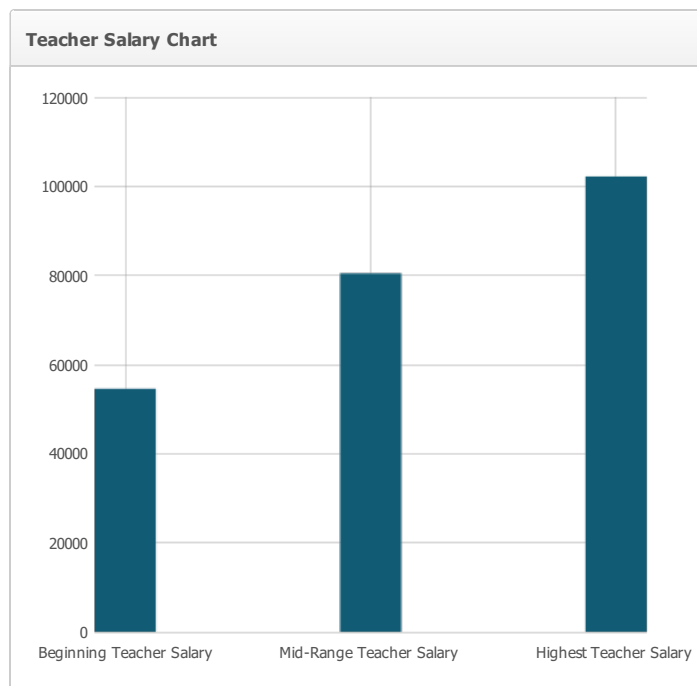
Los Angeles County Arts Commission

Last updated: 12/19/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

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

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



Last updated: 12/19/2019

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	12	N/A
Fine and Performing Arts	9	N/A
Foreign Language	8	N/A
Mathematics	8	N/A
Science	14	N/A
Social Science	29	N/A
All Courses	85	47.30%

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

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

Last updated: 12/19/2019

Professional Development

2017-18 = 5 Full Days, 10 Partial Days

2018-19 = 6 Full Days, 10 Partial Days

2019-20 = 10 full days, 10 partial days

2017-18 = 5 Full Days, 10 Partial Days

2018-19 = 6 Full Days, 10 Partial Days

2019-20 = 10 full days, 10 partial days

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	15	16	20

Last updated: 12/20/2019