Palos Verdes Distance Learning Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Palos Verdes Distance Learning Academy
Street	38 Crest Road West
City, State, Zip	Rolling Hills, CA 90274-5058
Phone Number	(310) 377-6691
Principal	Brett Egan
Email Address	eganb@pvpusd.net
School Website	https://pvdla.pvpusd.net/
County-District-School (CDS) Code	19 64865 0141002

2023-24 District Contact Information

District Name	Palos Verdes Peninsula Unified School District
Phone Number	310-378-9966 ext 404
Superintendent	Devin Serrano
Email Address	serranod@pvpusd.net
District Website	pvpusd.net

2023-24 School Description and Mission Statement

Palos Verdes Distance Learning Academy (PVDLA) is a district-wide defined alternative K-12 education program for the Palos Verdes Peninsula Unified School District, one of the leading districts in the United States. Located approximately 25 miles south of Los Angeles on the Palos Verdes Peninsula, the District educates students in grades transitional kindergarten through twelve on a traditional calendar system at ten elementary, three intermediate, three high schools, and one distance learning school.

The goal of PVDLA is to continue academic excellence and to be a desired placement for students who are a "good fit" for the distance learning educational environment.

Palos Verdes Distance Learning Academy is accredited by the Western Association of Schools and Colleges (WASC). PVDLA has a UC A-G approved course list as well.

Students enrolled in PVDLA are taught by PVPUSD teachers. Students in grades K-5 receive daily live synchronous instruction. PVDLA also has a cooperation agreement with PVPUSD K-12 schools to ensure students can participate in activities of PVPUSD schools that occur beyond the school day.

Students in grades 6-12 have a PVPUSD mentor teacher and work through APEX Curriculum in assigned courses. Students at the 6-12 level work independently and there is an accredited teacher assigned to each class that they can reach out to for individualized support as needed. In addition, there is online tutor support. All the lessons are embedded in the online curriculum.

In athletics, PVDLA has an approved "Multi-school" form with CIF that allows high school students in PVDLA to compete on athletic teams at Palos Verdes or Peninsula High School.

PVDLA is a model alternative learning academy and we look forward to working with your student and family to continue their academic career if this setting is an appropriate placement for your child.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	2
Grade 2	3
Grade 3	3
Grade 4	0
Grade 5	4
Grade 6	1
Grade 7	11
Grade 8	3
Grade 9	7
Grade 10	9
Grade 11	3
Grade 12	7
Total Enrollment	53

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	62.3
Male	37.7
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	26.4
Black or African American	0.0
Filipino	1.9
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.2
White	26.4
English Learners	3.8
Foster Youth	0.0
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	20.8
Students with Disabilities	7.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			410.6	89.55	228366.1	83.12
Intern Credential Holders Properly Assigned			0.9	0.22	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			13.4	2.94	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			11.5	2.52	12115.8	4.41
Unknown			21.8	4.76	18854.3	6.86
Total Teaching Positions			458.50	100.00	274759.1	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.0	8.47	411.3	91.15	234405.2	84.00
Intern Credential Holders Properly Assigned	0.0	0.00	0.4	0.09	4853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	16.53	9.3	2.08	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.00	9.9	2.20	11953.1	4.28
Unknown	0.0	0.00	20.1	4.47	15831.9	5.67
Total Teaching Positions	5.9	100.00	451.2	100.00	279044.8	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		0.9
Misassignments		0.0
Vacant Positions		0.0
Total Teachers Without Credentials and Misassignments		0.9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0
Local Assignment Options		0.0
Total Out-of-Field Teachers		0.0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		66.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2023-September

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK World of Wonders, McGraw Hill, 2017 Letters and Numbers for Me, Learning Without Tears, 2017 I Know My Numbers, Learning Without Tears, 2017	Yes	0.0%

	Grades K-5 California Wonders, McGraw Hill, 2017 Grade 6 - 12 APEX Learning, Grade/Subject Based ELA Course + eText, 2021		
Mathematics	Kindergarten Math in Focus Volume A Grade K, Houghton Mifflin Harcourt, 2020 Math in Focus Volume B Grade K, Houghton Mifflin Harcourt, 2020 Grade 1 Math in Focus Volume A Grade 1, Houghton Mifflin Harcourt, 2020 Math in Focus Volume B Grade 1, Houghton Mifflin Harcourt, 2020 Grade 2 Math in Focus Volume A Grade 2, Houghton Mifflin Harcourt, 2020 Math in Focus Volume B Grade 2, Houghton Mifflin Harcourt, 2020 Grade 3 Math in Focus Volume A Grade 3, Houghton Mifflin Harcourt, 2020 Math in Focus Volume B Grade 3, Houghton Mifflin Harcourt, 2020 Grade 4 Math in Focus Volume A Grade 4, Houghton Mifflin Harcourt, 2020 Math in Focus Volume B Grade 4, Houghton Mifflin Harcourt, 2020 Grade 5 Math in Focus Volume A Grade 5, Houghton Mifflin Harcourt, 2020 Math in Focus Volume B Grade 5, Houghton Mifflin Harcourt, 2020 Grade 6 - 12 APEX Learning, Grade/Subject Based Math Course + eText, 2021	Yes	0.0%
Science	Grade K STEMscopes CA-NGSS 3D, Grade K STEMscopedia, Accelerate Learning, Inc., 2020 Grades 1 STEMscopes CA-NGSS 3D, Grade 1 STEMscopedia, Accelerate Learning, Inc., 2020 Grades 2 STEMscopes CA-NGSS 3D, Grade 2 STEMscopedia, Accelerate Learning, Inc., 2020 Grades 3	Yes	0.0%

	STEMscopes CA-NGSS 3D, Grade 3 STEMscopedia, Accelerate Learning, Inc., 2020 Grades 4 STEMscopes CA-NGSS 3D, Grade 4 STEMscopedia, Accelerate Learning, Inc., 2020 Grades 5 STEMscopes CA-NGSS 3D, Grade 5 STEMscopedia, Accelerate Learning, Inc., 2020 Grade 6 - 12 APEX Learning, Grade/Subject Based Science Course + eText, 2021		
History-Social Science	Grade K Social Studies Alive! Me and My World, Teacher's Curriculum Institute, 2016 Grade 1 Social Studies Alive! My School and Family, Teacher's Curriculum Institute, 2016 Grade 2 Social Studies Alive! My Community, Teacher's Curriculum Institute, 2016 Grade 3 Social Studies Alive! California's Communities, Teacher's Curriculum Institute, 2016 Grade 4 Social Studies Alive! California's Promise, Teacher's Curriculum Institute, 2016 Grade 5 Social Studies Alive! America's Past, Teacher's Curriculum Institute, 2016 Grade 6 - 12 APEX Learning, Grade/Subject Based Social Studies Course + eText, 2021	Yes	0.0%
Foreign Language	Grade 6 - 12 APEX Learning, Grade/Subject Based Foreign Language Course + eText, 2021	Yes	0.0%
Health	Grades K-5 Health and Fitness, Harcourt School Publishers, 2006	Yes	0.0%
Visual and Performing Arts	Grade 6 - 12 APEX Learning, Grade/Subject Based VAPA Course + eText, 2021	Yes	0.0%

School Facility Conditions and Planned Improvements

PVLDA shares the Rancho del Mar High School facilities. PVDLA provides remote learning opportunities for families looking for alternative education options; as such, only the teachers are regularly at the campus with students reporting in-person on an as needed basis. The information below is for the Rancho del Mar campus.

PVPUSD sites have not seen significant Modernization Projects in many years. School sites are in "Fair" condition and are kept safe and functional by requests made through the District's Work Order System. Recommendations from a 2019-20 Facilities Advisory Committee led the Board of Education to place a general obligations bond measure on the March 2020 ballot; however, this bond (Measure PV) did not pass. The District, along with the Operations Advisory Committee, continues to identify priorities and make the necessary repairs and upgrades as noted in actions taken below.

Year and month of the most recent FIT report	October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Regular maintenance of the systems and work order requests keep the systems operational. Sewer lines are jetted to clear blockages on a preventative maintenance schedule.
Interior: Interior Surfaces		X		Routine maintenance and repairs are ongoing as needed. Repair needs are managed using the work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Daily cleaning in classrooms, restrooms, and office spaces. Integrated Pest Management program Is In place to mitigate pest infestation.
Electrical	X			Electrical system is in good repair and maintained through a preventative maintenance program. Sub panels and feeders are around 10 years old.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Original galvanized water lines are supporting restrooms and fountains. Regular sewer maintenance and plumbing repairs keeps the plumbing system operational.
Safety: Fire Safety, Hazardous Materials	X			Annual fire alarm testing completed, fire system is in good repair. Annual service of the fire extinguishers completed.
Structural: Structural Damage, Roofs		X		Routine maintenance is performed to extend useful life of roofs. Roof leaks are addressed through the work order system.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Asphalt, doors, windows, and gates are repaired through submittal of work orders as needed.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	76	71	80	81	47	46
Mathematics (grades 3-8 and 11)	94	50	72	74	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	7	29.17	70.83	--
Female	15	6	40.00	60.00	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	6	25.00	75.00	--
Female	15	5	33.33	66.67	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	65.05	66.12	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	2	14.29	85.71	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

High School Students at PVDLA may enroll in classes offered by SCROC and LA Harbor College; these classes offer dual enrollment/credit opportunities and/or CTE pathways. High School Students at PVDLA may also enroll in CTE and VAPA programs through the comprehensive high schools as outlined below:

PVPHS
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.

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

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

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

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

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

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

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

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

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

Project Lead the Way (PTLW) offers this type of program through a flexible sequence of courses which builds students engineering/technology skills and knowledge. PVHS has linked math/science classes with PLTW courses which are recognized

2022-23 Career Technical Education Programs

by UC and CSU and meet the "g" admission requirement. PLTW program comes from the UC faculty who have reported that they are impressed with PLTW and believe that these courses offer a great opportunity for students. Corporations here in our South Bay, including Aerospace, Boeing Corporation, Northrop Grumman, and Honda have enthusiastically advised our school to join with Project Lead the Way (PLTW), a national nonprofit organization, to help our students gain the knowledge they need to prepare for College and to excel in engineering and other high-tech fields.

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

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.44
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	44.44	44.44	44.44	44.44	44.44

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We have opportunities to volunteer ranging from being on School Site Council to assisting our students and school in a variety of areas. Potential volunteers contact the principal to determine what is in the best interest of the volunteer and the school.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate			--	0.2	0.4	1.3	9.4	7.8	8.2
Graduation Rate			--	98.3	97.8	97.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	71	64	61	95.3
Female	42	39	37	94.9
Male	29	25	24	96.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	19	15	14	93.3
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	20	17	17	100.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	9	100.0
White	21	21	19	90.5
English Learners	4	2	2	100.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	12	12	12	100.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	6	5	5	100.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions		0.00	0.00	0.00	0.87	1.02	0.20	3.17	3.60
Expulsions		0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Virtual learning environment

When in need of in-person services, staff, administrators, and students/families report to our sister campus, Rancho del Mar. Rancho del Mar's School Accountability Report Card and School Safety Plan can be found at http://rdm.pvpusd.net/

The PVDLA 2022-23 Comprehensive School Safety Plan was adopted by School Site Council on February 8, 2023 and approved by District Governing Board on February 22, 2023. We will start our review of the 2023-24 CSSP in January 2024.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5.0	3		
1	10	2		
2	9	2		
3	6	2		
4	10	2		
5	8	2		
6	10	7		
Other	6	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	2	1	0	0
2	3	1	0	0
3	3	1	0	0
4	0	0	0	0
5	4	1	0	0
6	1	6	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	8		
Mathematics	2	12		
Science	3	7		
Social Science	3	8		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	9	0	0
Mathematics	3	12	0	0
Science	5	7	0	0
Social Science	3	16	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	106

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,423.26	$10,423.26	$0.00	$80,794.56
District	N/A	N/A	$15,053.23	$93,375
Percent Difference - School Site and District	N/A	N/A	-200.0	-14.4
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	-200.0	-7.8

Fiscal Year 2022-23 Types of Services Funded

For the 2022-23 school year, Palos Verdes Peninsula Unified School District spent an average of $15,097.95 to educate each student (based on 2022-23 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 2022-23 school year, the District received approximately $2,660.91 per student in federal, state and local aid for the following categorical, special education and support programs:
Expanded Learning Opportunities Program
Title I
ESSER I
ESSER II
ESSER III
Expanded Learning Opportunities Grant
Special Education IDEA Local Assistance
Special Education IDEA Preschool
Special Education IDEA Mental Health
Special Education IDEA Preschool Staff Development
Title II
Title III
Title IV
American Rescue Plan-Homeless Children and Youth
Universal Pre-K
Restricted Lottery
Special Education (AB602)
Special Education Mental Health Services
Special Ed Early Intervention Preschool
Tobacco Use Prevention Education
Arts, Music and Instructional Materials Discretionary Block Grant
Child Nutrition KIT Funds
In Person Instruction Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,026.00	$54,190.13
Mid-Range Teacher Salary	$82,859.00	$85,111.12
Highest Teacher Salary	$110,563.00	$104,998.96
Average Principal Salary (Elementary)	$130,604.00	$132,492.38
Average Principal Salary (Middle)	$139,869.00	$140,986.75
Average Principal Salary (High)	$168,090.00	$153,884.46
Superintendent Salary	$295,000.00	$255,502.97
Percent of Budget for Teacher Salaries	34.95%	32.09%
Percent of Budget for Administrative Salaries	3.66%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

2023-24
More than 24 professional development opportunities over 48 school days have been/will be offered at the site & District levels.

District training topics include:
- Training for curriculum pilots: EL Newcomer supplemental materials and AP U.S. History
- New textbook/curriculum adoption support: Writing K-12, TK adoptions, Elementary science, Elementary social studies, and World Languages
- Grade level standards and frameworks, planning and pacing in various subject areas: TK-12
- State testing training and support
- Formation of Artificial Intelligence Committee
- Articulation and review of district math pathways and protocols

Teachers are further supported through professional learning opportunities with their principals, grade-level teams, or department teams. In addition, the District's instructional coaches provide support for any teachers/teams in need.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	47	48	48