

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Dr. Brent Kuykendall
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Palos Verdes Peninsula High School
(As it should appear in the official records)

School Mailing Address 27118 Silver Spur Road
(If address is P.O. Box, also include street address.)

City Rolling Hills Estates State CA Zip Code+4 (9 digits total) 90274-2300

County Los Angeles County

Telephone (310) 377-4888 Fax (310) 265-1108

Web site/URL https://pvphs.pvpusd.net E-mail kuykendallb@pvpusd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Alex Cherniss E-mail chernissa@pvpusd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Palos Verdes Peninsula Unified School District Tel. (310) 378-9966

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Linda Reid
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 16 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	306	316	622
10	281	303	584
11	275	274	549
12 or higher	301	276	577
Total Students	1163	1169	2332

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.8 % American Indian or Alaska Native
 - 39.4 % Asian
 - 2.4 % Black or African American
 - 12.5 % Hispanic or Latino
 - 0.8 % Native Hawaiian or Other Pacific Islander
 - 37.1 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	60
(3) Total of all transferred students [sum of rows (1) and (2)]	80
(4) Total number of students in the school as of October 1, 2020	2364
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Armenian, Assyrian, Chinese Cantonese, Chinese Mandarin, Chinese Taiwanese, Croatian, Farsi, French, German, Gujarati, Hebrew, Hindi, Hmong, Hungarian, Indonesian, Italian, Japanese, Korean, Marathi, Philipino Tagalog, Polish, Portuguese, Punjabi, Rumanian, Russian, Spanish, Tamil, Telugu, Thai, Turkish, Urdu, Vietnamese

English Language Learners (ELL) in the school: 4 %
88 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 198

8. Students receiving special education services with an IEP or 504: 16 %
376 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>31</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>5</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>191</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>65</u> Specific Learning Disability |
| <u>78</u> Emotional Disturbance | <u>34</u> Speech or Language Impairment |
| <u>6</u> Hearing Impairment | <u>3</u> Traumatic Brain Injury |
| <u>8</u> Intellectual Disability | <u>4</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	91
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	21
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	42

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	98%	96%	96%	97%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	572
Enrolled in a 4-year college or university	82%
Enrolled in a community college	17%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2000

15. In a couple of sentences, provide the school’s mission or vision statement.

To inspire and educate all students as they pursue their full potential within a vibrant, compassionate, and diverse learning community. Vision Statement: To develop an engaging environment that fosters multiple paths to success and promotes a healthy social, emotional, and academic balance.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030360&revid=YG5QAmslshykuiepQbtIYEVI AQ==&ptid=amIgtZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PVPUSD allows all families with high school aged students to self-select which comprehensive high school they would like to attend.

PART III – SCHOOL OVERVIEW

Palos Verdes Peninsula High School (PVPHS) is located in a suburban coastal community in Los Angeles County; many families move to this area specifically for our district's excellent schools. At PVPHS we take great pride in providing a high-quality education, encouraging every student to achieve their own success and becoming lifelong learners along the way. A strong academic and social emotional focus is maintained at all levels with rigorous teaching and an engaged and supportive community. Through a robust array of academic, leadership, arts, and athletic programs, we provide a vibrant and welcoming learning environment for our diverse student population.

PVPHS students can participate in multiple classes and clubs to discover and develop their passions. We offer 27 Honors-level and 32 Advanced Placement (AP) courses in every subject area. During the 2020-2021 school year, 1,119 students took a total of 2,368 exams; students earned scores of 3 or higher on 73% of those exams, qualifying them for college credit. Notably, nearly half (48%) of PVPHS students took at least one AP exam during the 2020-21 school year. Students and counselors work together to help students select classes every year to best support their academic goals. PVPHS has a full athletic program including six fall season sports, seven winter season sports, nine spring season sports, and three year-round sports. Extracurricular activities include 100+ clubs, multiple honors societies, and academic teams and programs such as Speech and Debate, First Robotics (TSA), and Literary Magazine. Students interested in the visual and performing arts have access to multiple co-curricular and extracurricular programs in instrumental music, graphic design, ceramics, drama, and dance, among others. Many students at PVPHS participate in a variety of activities, moving freely among their academic, extracurricular, and athletic pursuits.

To assist all students in achieving their full academic and emotional potential, PVPHS has an amalgam of student support systems in place. Seven school counselors, each with a caseload of approximately 350 students, provide academic guidance and help each student find their passions and create a plan to reach their goals for after high school. Counselors meet at least once every school year with every student on their caseload for scheduling classes, have at least one grade level classroom presentation and one parent night, and are available for academic support on an as-needed basis throughout the year. All students also have access to our College and Career Center (CCC) to attend informational sessions from college representatives and trade schools, obtain assistance with college applications, and investigate scholarship opportunities. To increase mental health and emotional wellness support systems we created the Student Center, which provides a space on campus for students to decompress and houses two on-site, full time, mental health clinicians who offer a variety of therapy, mediation, and consultation services to students, parents, and even staff.

A strong Leadership program at PVPHS challenges and encourages students, contributing to our school's unique character. Made up of five different programs with approximately 350 students participating, the Leadership program promotes a positive school climate and develops lifelong leadership skills through a diverse range of campus and community involvement. This program was awarded the California School Board Association's Golden Bell Award for having a measurable impact on promoting a supportive school culture that honors the individual differences and social emotional needs of all students. This culture is further developed by our award-winning PTSA, which includes a Diversity, Equity, and Inclusion team that empowers students, parents, teachers, and staff to build a diverse and inclusive school community through activities and programs that minimize bias, prejudice, and misunderstanding.

Through COVID-19, teachers and staff quickly adapted to delivering instruction via online learning platforms, finding effective and innovative ways of instructing and connecting with their students. Teachers conducted class synchronously using the Microsoft Teams platform and continue to use this platform to post assignments and lessons for students. In March 2021, PVPHS welcomed back about half of our student population to in-person classes for the remainder of that school year. Once again, PVPHS teachers and staff went above and beyond for students by live-streaming their classes so that students at home could keep pace with their in-person classmates. COVID-19 brought about positive changes in that our teachers augmented their existing curriculum delivery methods to provide additional support for all students and parents. Teachers continue to develop and utilize online resources within their curricula, which allows for greater

student engagement both during class time and at home.

Prior to COVID-19 closures, the PVPHS staff had begun working in Long-Term Planning (LTP) groups, which have continued into this year. All staff members may choose from among a diverse range of staff-created groups, ranging in topics from course- and department-based best teaching practices to student and staff mental health support. This year, LTP groups have been instrumental in providing support and encouraging creativity among staff, fostering a willingness to enact changes in how we encourage and model academic success, cultural awareness, emotional intelligence, physical health, and social skills for our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

At PVPHS, the staff takes pride in creating an educational environment with high educational and student-centered standards. This can be exemplified through the Schoolwide Learner Outcomes generated by the staff and is, not coincidentally, represented through the acronym PRIDE (Passion, Resiliency, Innovation, Dedication and Empowerment). LTP group work allows teachers and staff to explore an area of focus for which they have a passion; this could mean delving into social emotional wellness research and strategies, exploring new curricula (i.e. adoption of new teaching practices alongside the adoption of new curricula, developing common assessments to analyze student data), or evaluating current pedagogical practices with data analysis and/or the examination of culturally thought-provoking literature. Staff demonstrated resiliency and innovation as we transitioned quickly and effectively to online instruction during the COVID-19 closure. As soon as the shutdown was announced on March 13, 2020, PVPHS teachers adapted to our new virtual school reality and even thrived, finding new ways to make students feel valued and encouraging them to persevere amid the challenge of new learning methods; these anchoring principles have continued to inform instructional methods with the return to in-person schooling. The use of Teams has become an integral part of teachers' current practices, as has recording lessons to create a "flipped" classroom. The counseling department has found more ways to meet with and reach out to families with the use of technology. Through their dedication in the face of adversity and obstacles, COVID-19-related or otherwise, PVPHS teachers in all subject areas have garnered new skills to ensure our rigorous curricula and programs engage all students. Every day, our staff works to empower our students by emphasizing college and career readiness while promoting a culture that encourages a healthy social, emotional, and academic balance. Imbued with this sense of PRIDE, students and staff view learning as a lifelong process.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The English department has developed a rigorous, relevant, and cogent curriculum that includes real world applications. Based on the California State Standards and college requirements, coursework is accessible to all students through various and appropriate levels of complexity within grade levels. All students are consistently involved in challenging work in their English classes; this work reflects not only mastery of current standards but also college- and career-readiness. The recent addition of more contemporary and culturally diverse ancillary texts has assisted in keeping PVPHS students engaged and eager to extend classroom learning into new and perhaps more personally relevant realms. Students participate in library lessons to promote student understanding of MLA and APA formatting. Research papers and synthesis essays allow students the opportunity to enact these skills.

English teachers use varied versions of texts to ensure all students master content; instruction is differentiated and enhanced for students in English collaboration classes as well as students in Honors and AP-level courses. Some English classes have adapted instruction to include an in-class collaborative teacher, where student needs are addressed on a case-by-case basis, and progress is monitored by both the collaborative teacher and English teacher. Multimedia and technology such as Microsoft 365 and noredink.com are used by both teachers and students to encourage interest in the curriculum and deepen critical thinking skills; these tools allow teachers to give expedient feedback on student performance, thereby allowing for curricular adjustment as needed.

English teachers consistently encourage student engagement through active participation in class discourse. Academic projects are regularly assigned that permit students to work both individually and collaboratively to demonstrate comprehension of a given topic. Additionally, creative projects are assigned to encourage student autonomy and engagement, with a lens towards critical thinking and creativity in literary exploration.

English teachers use a variety of summative assessments, including essays, comprehension tests, literary analysis, and research presentations, which are often differentiated based on formative assessments such as comprehension questions, anticipation guides, and vocabulary study. This ensures all students' learning needs are met. Rubrics are used to convey expectations and to inform students of the areas in which they need improvement. AP classes have access to progress-monitoring resources such as AP Classroom, giving students and teachers feedback on their needs and strengths throughout the year. Furthermore, when introducing new content, teachers collaborate and analyze various strategies and modifications that engage students and help students progress toward mastery of said content. Current work being done in this realm includes grade-level assessments created through Illuminate, the results of which will be analyzed to assess student learning. With the shift from online to in person schooling this year, English teachers tiered quiz and test strategies, permitting modifications to ease the transition, including open note quizzes, retakes on tests, and essay editing opportunities. Clear study guides and review sessions have increased student preparedness by reteaching the process of preparing for assessments that differ from those taken during school closure.

1c. Mathematics curriculum content, instruction, and assessment:

The teachers in the mathematics department at PVPHS use investigative tasks within their curricula to encourage connections between mathematics and the real world. For example, Algebra 1 students calculate the cost over time of paying off their college tuitions, while Algebra 2 and Pre-Calculus students measure data and use their mathematical skills to write mathematical models. A diverse range of course offerings are available in the mathematics department at PVPHS so that students can pursue mathematics at a level appropriate for their current and/or future goals; instructional strategies are differentiated to fit the academic needs of students in any given course, whether Meets College Requirements (MCR) or AP-level. In the fall of 2016, a new textbook was adopted for Algebra 1, Algebra 2 and Geometry classes. The author and publisher of these textbooks is the same as the author/publisher of the Pre-Calculus and Calculus class textbooks. The new textbooks include a larger number of real-world examples and problems.

A variety of coaching techniques are consistently employed by the mathematics department to facilitate student learning. Strategies such as random student questioning, non-verbal indicators such as thumbs up/thumbs down, partner-sharing, and small group work during class time are regularly used. Guided practice and board work is completed in class and independent practice is assigned as homework. Topic-relevant projects, such as tessellation projects in Geometry and damped trigonometric functions in Pre-Calculus, help prepare students to apply their content knowledge in performance tasks at least once per quarter. These performance tasks allow students to explore and analyze content throughout the course, connecting concepts across chapters or courses. The mathematics department also utilizes Illuminate to create common assessments for all core math subjects to analyze data on student success in all classes and improve practices.

At the commencement of the school year, students are given a pre-assessment offered by UCLA to determine readiness for each class. This helps the teacher understand the student strengths and weaknesses in terms of foundational skill sets and uncovers areas that need to be reinforced for success. Frequent formative assessments help guide instruction and readiness for summative assessments. Outside of school, students use Edmodo or resources provided by their teacher on Teams to assist in preparation for all assessments. Summative assessments are then created by the teacher or made using an online program through Big Ideas that provides immediate feedback for students. Additionally, students are required to verbally justify their answers to their peers. Through the explorations provided by the Big Ideas text and facilitated by teachers, students make conjectures and predictions regarding mathematical content, thereby displaying higher level thinking and problem-solving skills.

This year, the district has also funded five sections for a math coach to work with new teachers, help to streamline use of Illuminate for common assessments, and develop unifying practices in each subject area. The collaborative work of the two coaches has been integral in determining programming to use for common assessments now and moving forward that guide teaching practices for optimal student learning and college- and career- readiness.

1d. Science curriculum content, instruction, and assessment:

With both the evolution of science AP tests that include more real-world concepts and the alignment of science courses with the real-world focus of the NGSS standards, the PVPHS Science department ensures all students have access to a rigorous and relevant science curriculum.

A multitude of instructional methods are employed by the Science department to facilitate learning and engagement. In addition to promoting students' mastery of current standards, the department focuses on providing students with knowledge that enhances both college- and career-readiness. Diverse abilities are addressed consistently through stratified instructional methods as well as a range of course offerings. Student work samples are utilized as a basis for modification of instructional strategies to better address the learning needs of the entire spectrum of students. All students are supported in exploration of scientific concepts through a broad range of course offerings, tailored to the interests of each student with direct instruction and hands-on activities.

The Science department uses videos, simulations, computer-based games, internet-based activities, and online lab resources and other technology, such as Vernier interfaces, HHMI Resources, Crash Course videos, Kahoot, and the incorporation of Teams to provide students with multimedia delivery of curriculum. Teachers assign engaging labs and promote student-based collaboration and learning. Science teachers effectively facilitate learning for all students by using project-based learning, student designed labs, Socratic questioning, case study evaluations, STEM-based labs, real world science lab examples and guided and independent practice.

Examination of student work reveals that students in the Science department demonstrate higher order thinking skills and problem-solving skills in numerous ways. Process Oriented Guided Inquiry Learning activities are frequently employed, in which students are assigned a variety of roles to promote listening, speaking, and leadership skills. Students participate regularly in group projects, group labs, simulations, and dissections.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The Social Science department ensures student mastery of standards through rigorous coursework and a range of pedagogical techniques. Students may enroll in a range of courses depending on interest and/or ability level; the Social Science department has increased course offerings that encourage students to pursue relevant and engaging topics. In tandem with the English department, the Social Science department continues to support cross-curricular learning. Instruction incorporates lessons that appeal to the diverse student population at PVPHS by promoting learning that is in line with the students' interests and backgrounds. Ample choice is provided for students to research topics using quality sources and critically evaluate issues related to those topics.

In addition to learning content specific to each class, students in social science classes develop skills in cause and effect, compare and contrast, contextualization, and synthesis. These skills move students beyond rote memorization of names, dates, and places, and make historical content more engaging. Simulations, class debates, and group discussions also create an interactive classroom environment that helps bring history to life. Today's student is growing up in a global community, and to understand current events, it is important for students to have perspective on historical events. Thus, many classes in the Social Science department make the discussion and analysis of current events an integral part of the curriculum. This, along with summative and formative assessments, guides instruction based on student proficiency, allowing teachers to re-teach areas of weakness and continue to enhance areas of strength. AP classes use progress-monitoring resources such as AP Classroom, giving students and teachers formative feedback throughout the year, supporting student success on the summative AP exam in May.

1f. For secondary schools:

The PVPHS SMERT (Science, Mathematics, Engineering, Research and Technology) department exemplifies a few ways in which CTE and College and Career Readiness programs are incorporated into our curriculum. This program is accessible to all students regardless of their previous learning experiences and is supported by the implementation of state standards. SMERT classes complete real-life projects using

industry-specific equipment and/or computer programs. Career exploration is part of instruction in all SMERT classes, such as project building, presentation, resumes, interviewing skills, and exploring career requirements. SMERT is involved in many activities outside of the standard school day through implementation of practical application in programs such as CyberPatriot, StellarXplorers, and TSA to name a few. Furthermore, an internship program with Boeing is offered to give students an opportunity to apply what they learn in the classroom to the real world. In the Science Research class, students are often paired with a mentor at a university or other research institution, allowing them special access and training in a laboratory. The course encourages students to seek mentorships with nearby establishments and trains them on how to communicate effectively with mentors. Additionally, efforts to recruit typically underserved populations in the SMERT fields have been undertaken, resulting in an increase in student enrollment in the program.

The SMERT department at PVPHS uses technology such as digital instruction, presentations, web-based learning, and Canvas to ensure all students are working towards mastery of content standards. By offering students choices in standards-based projects as well as providing learning scales that help students determine what level of proficiency they can demonstrate in their work, SMERT teachers ensure learning is differentiated in their classrooms.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

The Physical Education (PE) department works to ensure students have appropriate resources and motivation for lifelong health goals. Teachers discuss the importance of taking part in physical and mental health-related activities throughout life and not just during structured class time. All students have access to a coherent PE curriculum, with a broad range of courses to choose from depending on interest and ability level. Through instruction ranging from weight training to yoga, the PE department provides relevant learning experiences to PVPHS students. Additionally, a focus on student wellness has been promulgated through added course offerings so that all students can discover a way to alleviate stress through physical exertion of varying types.

Furthermore, real world skills are promoted in the PVPHS Visual and Performing Arts (VAPA) department in a multitude of ways and for students of all levels and abilities. VAPA courses consistently teach real-life skills, including time management, task organization, self-directed work, leadership opportunities, and problem-solving. VAPA lessons inherently appeal to all learning modalities by providing auditory, visual, and often tactile reinforcement. VAPA classrooms inspire students to incorporate art into other disciplines, providing a creative outlet that engenders lifelong wellness and enjoyment. Advanced Placement courses are offered to promote college-readiness skills.

Additionally, all World Language curricula are based on ensuring students can communicate and interact with individuals in different cultures and countries. All students have access to this rigorous curriculum, as course offerings range from the novice learners to advanced. Students receive instruction in multiple approaches that include all modes of communication such as speaking, reading, writing, and listening to meet the needs of different learners. The vast language offerings in this department ensure that students have ample choice in pursuing a course of study (Latin, Chinese, Spanish, Korean, Japanese, and French). Students are also encouraged to aim for the Seal of Biliteracy in their chosen language(s) of study.

Our campus library is staffed by one full-time librarian and one full-time library clerk and is equipped with a diverse range of novels and non-fiction titles, as well as an open-area meeting space for students to study and work collaboratively on projects; the librarian runs lunchtime programs to support student engagement and literacy and works with teachers from across all departments to present class lessons on research skills and available onsite and online resources. Our Student Media Center, staffed by two full-time technology assistants, and 28 Chromebook carts ensure that students have tools to access online curricula and resources to augment their studies.

PVPHS Leadership classes also allow our students to participate in research and evaluation, project planning and execution, and team management and critical thinking-based activities; they develop these key skills in tandem with mentoring fellow students and partaking in meaningful real-world volunteer opportunities. In addition, Link Crew, Peer Leaders Uniting Students (PLUS), and Service Learning Leadership are UC-approved “G” elective courses, extending their curricula to include vital theoretical lessons in the areas of interpersonal communications, diversity and inclusion, marketing, advertising, and pedagogy.

With respect to all aforementioned programs, the master schedule is built to ensure that as many students as possible have access to each course. All grade levels can participate at some level depending on ability and class size.

3. Academic Supports

3a. Students performing below grade level:

In addition to traditional methods of providing support for students performing below grade level, we also provide MCR classes in multiple subject areas, math support classes, Guided Study, credit recovery, free summer school for remediation, common assessments, iReady Illuminate, and data driven instruction to support students performing below grade level. At PVPHS, we want to be able to provide all students the ability to be college-eligible and understand that some of our students require additional assistance to reach that level. As a result, we created MCR classes that still meet college level requirements, but core content is introduced at a slower pace, allowing teachers to differentiate instruction and provide individualized support as needed. We also provide many of our English Language learners and students in Special Education differentiated supports to assist in bolstering their skills so they may perform at grade level. These students are placed in support classes that focus on the subject area that they find most challenging. These support classes are also available to all students.

Understanding that there might have been learning loss over the past two years because of COVID-19 school closures, PVPHS teachers have conducted office hours and participated in a district-wide program named PV ELITE to support our students. Teachers have used both methods to provide tutorial time for any of their students who would like to attend. Many of the counselors have referred students to these supports through SST, 504, and/or SART/SARB meetings.

PVPHS also has Panther Time built into the daily schedule. This 15-minute time period gives students the opportunity to confer with teachers to obtain extra support or feedback on their coursework. Since schools have reopened, Panther Time has continued to be helpful, as students can use that time to make up tests and quizzes, especially as it has been necessary for many students to quarantine at different times.

3b. Students performing above grade level:

PVPHS strives to address the needs of all students, including those who perform above grade level. Each course is designed to challenge students of various academic levels. We also offer honors/AP courses to those looking to accelerate the pace and depth of their studies. Additionally, PVPHS is creative in extending programs, assessments, interventions, and support to students who would like to be challenged at a higher level. The Mathematics department provides an apt example to illustrate these strategies; in addition to multiple honors/AP courses, PVPHS offers Advanced Calculus and Stanford Pre-Collegiate University-Level Online Math for students who have successfully completed AP Calculus BC. Students can also enroll in Pre-Calculus with Limits, which involves math study at a higher level than standard Pre-Calculus yet just below Pre-Calculus Honors. These students are then optimally prepared to succeed in AP Calculus AB. Placement exams are taken in fifth grade, so that students can start accelerating in intermediate school, and iReady assessments are provided throughout each year. This enables staff to make data-driven decisions when creating lesson plans, crafting exams, and placing students in appropriate classes for the following school year. Also, intermediate school students are permitted to enroll in mathematics and/or world language courses at PVPHS if they are excelling at a remarkably high rate.

Furthermore, PVPHS gives students/families a great deal of influence in scheduling decisions. If the exact prerequisites for an AP/honors class have not been met, guardians are permitted to fill out a Request for Placement Form to waive the child into the course; this ensures all students have access to an engaging and rigorous curriculum if they feel academically ready to meet the challenge of a college-preparatory course.

PVPHS also offers a multitude of enrichment classes generally taken outside of normal school hours. Examples include Academic Decathlon, Solar Boat, Robotics, TSA, and Model United Nations. Students in these programs can pursue their interests and goals within a project-based, student-centered environment.

3c. Special education:

PVPHS has a robust special education program including eight special education teachers, 1.5 speech therapists, one site behavior lead, two school psychologists, one adaptive PE teacher, one occupational therapist, and 21 paraprofessionals including those specifically trained and on the BASIS team. PVPHS is also fortunate to partner with our local SELPA to provide Deaf and Hard of Hearing services, Physical Therapy, Orientation and Mobility Specialists, and other providers/services based on student need. Additionally, we partner with local mental health agencies to provide mental health support outside of the school day for those students in need.

The site's self-contained SDC program, Skills for Independence, offers students access to not only curriculum that meets their individual IEP goals but also provides full access to electives and job training, working closely with the local regional occupational center (SoCalROC) for additional transition services.

All students who receive special education services have full access to the curriculum offered at PVPHS. Support is provided for these students in a variety of ways including collaboration classes taught by a general education teacher and a special education teacher in English 1-4 as well as Algebra 1 and Geometry MCR. The support in these courses allows students to participate fully in general education UC-approved courses to be eligible for a 4-year university directly upon high school graduation. PVPHS also offers English and math courses, taught collaboratively, that allow students to meet high school graduation requirements including all grade levels of Reading Writing Skills and Essentials of Algebra A and B. Each RSP special education teacher also teaches a study skills course that is offered to students as part of their IEP services to further support organization, reteaching, and individual IEP goals.

3d. English Language Learners, if a special program or intervention is offered:

In accordance with CDE guidelines, PVPHS has increased English Learner (EL) supports, offering more language support through Designated English Language Development (DEL) courses, and ensuring that all ELs, grades 9-12, have access to four years of college preparatory (A-G) English classes. PVPHS recognizes, in accordance with the CDE, that both designated and integrated English Language Development (ELD) are a vital part of a comprehensive program for every EL student to meet the linguistic and academic goals at their grade level. To this end, PVPHS has provided training opportunities for teachers in core content areas on integrated support and redesigned its EL course offerings to provide greater designated support for students until reclassification. PVPHS integrates the California English Language Development Standards in all core classes to support all ELs. Additionally, Pathways courses have been created to provide designated supports for English Learners during the school day. Recommended placement is based on initial and summative ELPAC scores, and EL students are monitored for progress in language fluency through formative and summative assessments throughout the school year. Parents or guardians may decline DELD through a waiver that must be obtained in person by the parent or legal guardian from the student's counselor and must be requested annually thereafter until the EL student is Reclassified Fluent English Proficient (RFEP). PVPHS has worked diligently with EL families to elucidate the importance of advancing towards RFEP when the student is ready. Between 2019-2020 and 2020-2021, there was a 41% increase in RFEP students. This reflects the hard work of the students as well as the staff in analyzing data to determine whether a student is ready for reclassification.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PVPHS's diverse population includes students and families with varying needs. Certain populations require additional or specified attention due to the circumstances, and PVPHS is ready, willing, and able to provide that support. For example, we often enroll students at various points in the year due to transfers of military families to our local Air Force Base. Our Link Crew program immediately connects these new pupils with student leaders, so that their transition can be as fluid as possible. Link Crew Leaders remain a resource and support system for the entire year.

PVPHS believes in "the whole child" concept, asserting the connection between overall well-being and academic success. Essentially, fostering mental health and providing positive support will undoubtedly help any student, especially those who may need additional guidance. PVPHS has seven dedicated counselors who assist students with any issue or concern, so that they always have a staff member to consult in times of need.

In addition, PVPHS has a Student Center with two full-time therapists, in connection with a program called Sage. The therapists provide crisis intervention, peer mediation, general counseling, and more. They are an excellent resource for students who could benefit from therapeutic services but may not have the best access to those resources outside of school.

PVPHS also displays creative problem-solving during challenging times. For example, counselors and Sage therapists switched to virtual conferences during the pandemic shutdown, as opposed to simply postponing the services. In addition, our Food Services Department set out to feed those in need during the shutdown. Without nourishment and basic needs being met, students struggle to flourish academically or otherwise. Thus, PVPHS has offered free daily breakfast and lunch to anyone 18 years or younger starting in the 2020-2021 school year and continuing into the 2022-2023 school year.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

During virtual learning, PVPHS maintained student engagement through online events including pep rallies, senior slide shows, game nights, new student orientations, grade-level social gatherings on Teams, and home deliveries to students struggling to feel connected. We celebrated our seniors when members of our staff delivered yard signs to every senior's home. Our College and Career Center partnered with the other high schools in the district to continue to offer similar opportunities as are offered on campus to those in a virtual environment. These events became known as the College Knowledge Series and included guidance from the Dean of Admissions at University of Southern California and an overview of the University of California system, among many others.

Upon returning to in-person learning, the development of tiered supports for student mental health has been a significant area of growth for PVPHS. Currently, PVPHS has seven full-time counselors, two full-time school psychologists, and two full-time therapists available to students. The addition and growth of the Student Center (which houses the two therapists) has greatly increased availability of mental health services on campus. The therapists offer one-on-one therapy, consultations, and crisis intervention for all students. Our therapists also provide whole classroom lessons on sensitive topics such as anxiety, stress, and suicide prevention.

The Counseling department continues to meet the needs of each student and family through individual, family and whole group meetings regarding scheduling, personal/academic/social counseling, and post-secondary guidance. They conduct outreach with incoming freshmen parents with whole group meetings that address the most common questions and important information about entering high school. These meetings occur prior to beginning the scheduling process with incoming freshmen in March each year. Counselors also conduct informational presentations with seniors through freshmen throughout each school year, each with very different objectives tailored to relevant grade level topics.

Peninsula's philosophy is to always focus on students first and find a pathway to success and fulfillment for every student. Socially, our students have many opportunities to reconnect with their peers now that we have returned to campus. We organize weekly lunchtime activities that will engage a wide variety of students, including class competitions, 3 vs. 3 basketball tournaments, club carnivals, as well as frequent freshmen and transfer student-gatherings with their Link Crew Leaders. The development of an annual Inclusion Week has also been essential in ensuring all PVPHS students are included, with the culmination of the week being a Unified Track Meet held in collaboration with the Special Olympics, and in doing so being recognized as a Unified Champion School.

2. Engaging Families and Community:

PVPHS has implemented several student-, parent-, and staff-led programs to engage both families and the community to support student success. These partnerships have helped to address student safety and mental health concerns, encourage parent involvement, and enhance instruction. These relationships have created many opportunities for our students that would never have been possible without these connections.

To support the ongoing challenges our students and their families face with mental health, we work with Sage, a local non-profit agency that provides free services to our school families. Through this organization PVPHS has two full time therapists that are available on campus every day. Their services include individual and group therapy, drop-in, and training for the faculty and staff. This relationship has been in place for the last five years and has supported hundreds of students and families.

PVPHS also employs a School Resource Officer to provide additional security to the campus while helping to address a variety of safety needs. This SRO is paid for through a combination of funds from both the school district and surrounding cities, providing our campus an additional layer of security while also reducing on-campus disciplinary incidents. In turn, this has lessened the demand on local police officers to

address minor offenses on campus.

Our PTSA and Athletic Booster Club (ABC) are among many of two of our most impactful parent support groups. Our PTSA, which won the 2020-2022 School of Excellence Award, includes a variety of sub-committees that host programs for students and parents, including College Readiness, Scholarship information, and Diversity, Equity, and Inclusion events. The PTSA also raises over \$100,000 a year to assist with purchasing instructional supplies and providing student, staff, and parent enrichment and informational programs; one notable program, Capitol Convoy, affords students the opportunity to travel to our state capitol in Sacramento to speak with state representatives and senators, advocating on behalf of causes that directly affect their educations. The ABC focuses their efforts on supporting our myriad of athletic programs. Through fundraising and donations from local organizations, they provide the school with a full-time athletic trainer and address facility and equipment needs for every sport on campus.

Lastly, various community partnerships support instruction at PVPHS. Our SMERT department benefits from financial support provided by Raytheon to purchase new equipment, and Boeing offers summer internships to our students. Both companies support hundreds of students each year and provide them with unique opportunities that lead to their future vocational success. Finally, we have an ongoing relationship with Harbor College, our local community college. Each year they offer courses that our students can take concurrently while they are still enrolled full-time at PVPHS.

3. Creating Professional Culture:

PVPHS creates a professional culture by implementing a variety of steps and programs to support the needs of the faculty and staff. Teachers and administration have worked side by side to create bell and testing schedules, professional development plans, and LTP groups to foster a collaborative working environment that supports lifelong learning. The strength of PVPHS's professional development program is that it is determined by the passions, interests, and strengths of our teaching and support staff rather than mandated by the administration.

COVID-19 created an array of challenges for educators, and PVPHS administration and staff worked jointly to support one another with timely and appropriate plans to address the needs of all stakeholders. Early on during the pandemic, administration and staff cooperated to create a testing and course schedule that allowed for flexibility and autonomy, while also ensuring transparency so students were not overwhelmed. Teachers and administration also collaborated to create a plan to train all staff on Microsoft Teams. Teacher leaders spearheaded the creation and implementation of large-group, small-group, and individual training sessions. Original online videos and Teams tutorials were created by PVPHS teachers to allow staff to access vital information whenever needed.

As the pandemic continued, our bell schedule became a critical topic for students, parents, and staff. Teachers worked closely with administration providing input via small group meetings and school wide surveys to create a schedule that best fit the needs of our school, ultimately deciding on one that gave both students and teachers longer breaks between classes and for lunch to permit ample screen-free time.

Due to COVID-19, regular faculty and department chair meetings were held via Teams to support clear and ongoing communication among all stakeholders. This also included weekly faculty updates that were sent out to the staff via email and covered all current and future issues; this communication strategy has been adopted as regular practice going forward. PVPHS's dedication to professional development is demonstrated by the fact that every Wednesday is a "late-start," in which students do not arrive on campus until 9am at the earliest so that faculty and staff can actively engage in weekly professional development.

The administration regularly meets with our Faculty Advisory Committee (FAC), consisting of a variety of faculty who provide feedback, insight, and recommendations to the administration. This committee continued to confer during COVID-19 via Teams, assisting in the creation of the distance learning bell schedule and the selection of Microsoft Teams as our LMS.

4. School Leadership:

PVPHS's administrative team includes our principal, three associate principals, an athletic director and a student activities director. This administrative team works closely with the department chairs, who represent their respective departments. The principal oversees all major projects and the direction of the school, while the three associate principals are assigned different responsibilities. One oversees counseling and guidance, another supervises special education and standardized testing, and the third associate principal is responsible for discipline, facilities, and technology.

Our overall leadership philosophy is to approach all decisions with a team mentality including all affected stakeholders. Decisions that impact the entire school are made using a methodical and transparent process based on student achievement data and feedback. To illustrate, PVPHS runs a robust School Site Council composed of elected representatives from all stakeholder groups including students, classified and certificated staff, administration, parents, community members, and school board members who regularly analyze student achievement data to develop goals for the school.

For example, while PVPHS students are consistently high achieving, as evidenced by standardized test scores (CAASPP and AP) as well as college acceptance rates and other accolades, stakeholders still continually analyze that data to look for areas of improvement and/or areas where we can further support students. While our English Learner (EL) population does score comparatively high to the rest of the nation on these measures, through analysis of student data, the School Site Council identified the need to support this population further in the English Language proficiency. To address this, in Spring 2020, the EL department redesigned the supports provided to EL students to increase designated and integrated supports throughout the day including the creation of a specific support class for students outside of the sheltered English classes. The success of this change is promising and currently being monitored by ongoing collection of student data through ELPAC scores, iReady test scores, grade reports, and reclassifications.

The roles of our administrators have shifted over the years, but they have changed even more with COVID-19. Prior to the pandemic, PVPHS administration had already identified a heightened need to focus on mental health, but since then the problem-solving requirements of this issue have become increasingly more vital. The administration team regularly discusses appropriate and effective methods to address the mental health challenges that both our students and our staff face. This newer aspect of our administrators' roles has been critical when making decisions on everything from our homework philosophy to self-care to creating opportunities to share best practices that help create positive student-centered classroom environments.

5. Culturally Responsive Teaching and Learning:

Over the last few years, PVPHS has made concerted efforts to increase cultural sensitivity and awareness among students and staff through guest speakers such as UCLA professor Dr. Tyrone Howard, staff book clubs to discuss works such as Robin DiAngelo's *White Fragility*, and school-wide activities such as *Breaking Down the Walls*. The English Department also added a new book to their core curriculum, *Just Mercy* by Bryan Stevenson, in response to growing interest in the topic of racial inequity both in society and on our campus. With the full support of administration and staff, our students feel empowered to increase awareness and enact change around social movements and cultural awareness, with student groups such as the Gender and Sexuality Alliance presenting about ways that staff can better support gender non-conforming students at a faculty meeting in 2021 and an ad hoc group of students organizing a peaceful schoolwide rally in support of March for Our Lives after the school shooting in Parkland, Florida.

Additionally, our PTSA has formed a Diversity, Equity and Inclusion Committee (DEI) and has hosted presentations by field experts and Panther families on a variety of topics from learning about different cultures, to better understanding microaggressions and the impact they can have on those around them. For the last two years, our PTSA has run a Disability Subcommittee as part of their DEI work and is working closely with the Special Education department as well as the College and Career Center to provide opportunities to students with disabilities including information sessions regarding transition services and accommodation access at the college level; they have also invited guest speakers such as nationally-recognized ADA trailblazer Judy Heumann to educate students and staff on disability rights and effective inclusion strategies. Our Associated Student Body (ASB) has recently added a leadership role in which two of our appointed student leaders are responsible for helping make school events inclusive for all students.

PVPHS is also a Unified Champion school supported by the Special Olympics.

Additionally, PVPHS is lucky to have several culturally based parent organizations that recently worked closely with the PTSA in translating communications, school facilities maps, and improving safety measures for our English Learner families; these efforts were part of the reason our PTSA earned the coveted School of Excellence award for 2020-2022.

Lastly, PVPHS created an Ethnic Studies course for the 2021-22 school year to provide an opportunity for our students to learn more about the diversity in our world, well in advance of the California state mandate that all schools implement such a course by 2025. The curriculum and design of the class was formulated by a committee of teachers that have a passion for this subject. The classroom experience includes a variety of guest speakers and robust discussions that are centered around complex cultural issues.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

In 2016, our full WASC self-study revealed that PVPHS had a strong staff that successfully prepares students for college and career readiness, but teachers were practicing in relative isolation with little time for meaningful collaboration. To effectively address this concern, PVPHS implemented Long Term Planning (LTP) meetings during which the campus is closed to all non-staff members to facilitate school-wide collaboration. With its focus on staff autonomy and data-driven decision making, the LTP process has been instrumental in ensuring all our students achieve their full potential.

As educational research has shown that honoring teacher and staff choice increases professional development engagement and efficacy, PVPHS created the LTP structure to differ from the typical professional learning community (PLC) structure used at many other schools. LTP meetings offer a place for site and district initiatives to be developed, but more importantly allow teachers and staff time to collaborate on items they identify as significant and for which they have an interest. LTP meetings also provide time and emphasize the need for analysis of student work and achievement data. Examples of our 21 broad ranging LTP groups and their work include a Mental Health Group that recently presented at a faculty meeting on methods to effectively incorporate specific strategies of social emotional support within the classroom; this cohort of certified and classified staff utilized California Healthy Kids Survey data to identify areas of need and guide the strategies shared. A group of experienced English teachers has formed an AP Literature LTP group to examine and review student work on Free Response Questions (FRQs) to both guide curricular choices and ensure best practices in helping students achieve their academic potential. Another LTP group has been collaborating with and sponsored by the local Rotary Club to create a cross-curricular multiyear project called the Peace Project that will culminate next year in a Peace Conference hosted at the school.

By honoring our staff's passions, professionalism, expertise, and autonomy, the LTP process exemplifies how PVPHS actively promotes and practices our identified Schoolwide Learning Outcomes (SLOs), of Passion, Resiliency, Innovation, Dedication, and Empowerment. Dedicated staff are empowered to work towards their passions, innovating and reflecting on their practice under the guidance of a supportive administration. As we aim to inspire our students towards lifelong learning, we demonstrate and value that ethos in our faculty and staff through LTPs; doing so has been integral to our school's success pre-, during, and post-COVID-19 closures.