



PLEASANT VALLEY HIGH SCHOOL THIRD-YEAR PROGRESS REPORT

**1475 East Avenue
Chico, California 95926**

Chico Unified School District

2011-12

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Section I: Introduction and Basic Student/Community Profile Data

School Description

Pleasant Valley High School is a grade 9-12 school located in Chico, California, a university town 175 miles northeast of San Francisco. It first opened in 1964, and has grown into a 42 acre campus. Chico's main industry has historically been agriculture. With Enloe Medical Center as well as Butte Community College and California State University, Chico all being located in Chico, health care and education are two major employers within the area. Retail trade, arts, entertainment, recreation, and food services are other popular employment opportunities within the area.

Chico has seen tremendous growth within the community in the past ten to twelve years. Its population in 2010 (<http://www.census.gov>) was 86,187 which was a 43.8% increase from its population in the year 2000. In 2010 Chico was home to 33,849 households with an average household income of \$41,835 per year, which was nearly a \$6000 increase from 2006. Its unemployment rate in 2010 was 7%, as compared to 9.9% in 2006.

Pleasant Valley's mission is "Student Success via a 9-12 sequence of Teaching, Learning, Assessment, and Support." Our vision is guided by the following questions, based on the Professional Learning Community model:

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do if they haven't learned?
4. What will we do if they have learned?
5. How will we provide opportunities for every student to connect to the PV community?

School personnel, students, and parents are committed to researching and implementing ways to improve the school program. We aim to prepare students to succeed in post-secondary education and career settings. PV offers a rigorous core academic program in addition to a wide variety of elective courses in areas such as visual and performing arts, physical education, career technical arts, and industrial technology. A cooperative arrangement between PV and the local colleges allows our students to enroll concurrently in college classes. We are also host to a comprehensive special education program including RSP, SDC, Day Treatment, and Severely Handicapped Programs.

In 2007, PV was recognized as a California Distinguished School. We are one of the few California schools to offer an International Baccalaureate program for students seeking a rigorous academic course of study. In addition, we offer Advanced Placement courses in a variety of subject areas. We also have an AVID program and Carl Perkins funded school-to-career pathways. We have a California Partnership Academy, ACE-LIFE, as well as Art Studio, a Specialized Secondary Program.

Parental Involvement

There are a variety of ways parents are encouraged to become involved with Pleasant Valley High School. They can become a member of the PTSA, join the Band Boosters or the Sports Boosters Club, be a member of School Site Council, or serve as a member of advisory committees such as the Steering Committee for construction of the new classroom building at PVHS set to begin in the summer of 2012. In an effort to provide multiple communication opportunities with parents, we host several parent nights throughout the year. In the fall, we offer Freshmen Parent Night just prior to the start of the school year and Back-to-School night in early September. In the spring, we host 8th Grade Parent Night to showcase PV's course-offerings to incoming 8th grade parents. Other programs within the school, such as International Baccalaureate, also host their own parent nights.

School Facilities

PVHS has facilities to meet a variety of student needs. We have several modern building such as the library, English, and science buildings. The Center for the Arts, a district building completed in 2010, is located on the PV campus and home to PV classrooms for music, choir, and drama as well as a state-of-the-art theater available for use by schools within the district as well as outside agencies. Also on the 42 acre campus are several athletic facilities including an all-weather track.

District Demographic Data

PVHS is part of the Chico Unified School District, which in 2011-12 has an enrollment of 13,646 students in its 23 schools: 11 elementary (K-6), 1 K-8, 3 middle (7-8), 2 senior high (9-12), 1 special services (K-12), 3 alternative (7-12), 1 alternative K-6, and 1 charter 9-12. Over the past four years, district enrollment has increased by a total of 178 students, as shown in Figure 1.

Figure 1
Chico Unified School District
Student Enrollment, 2008-09 to 2011-12

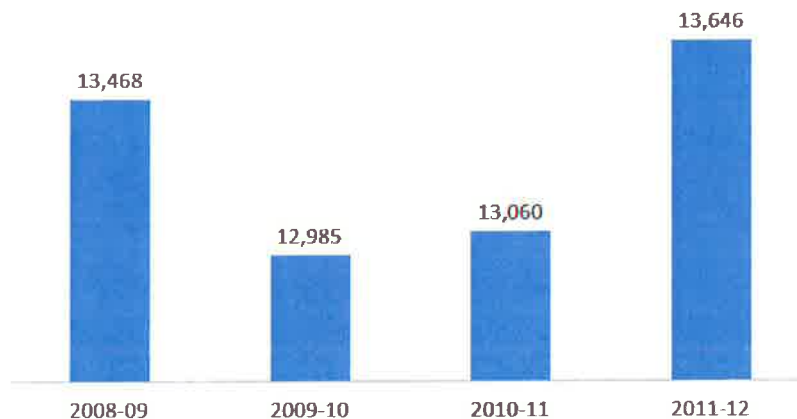


Figure 2 below shows the district student enrollment by percent ethnicity for 2010-11. The pie chart shows that the primary ethnicity of the district (Caucasian) was 65% and that approximately one-third of the student enrollment was composed of minority ethnicities.

Figure 2
Chico Unified School District Student Enrollment by Percent Ethnicity
2010-11 (N=13,060)

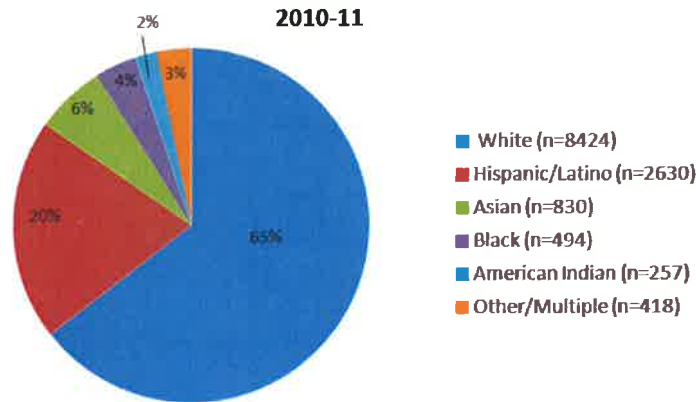


Figure 3 shows the district student enrollment by percent ethnicity for the last three years. During this time period, the percentages have remained fairly consistent within each ethnic group.

Figure 3
Chico Unified School District
Percentage of Student Enrollment by Ethnicity
2008-09 to 2010-11

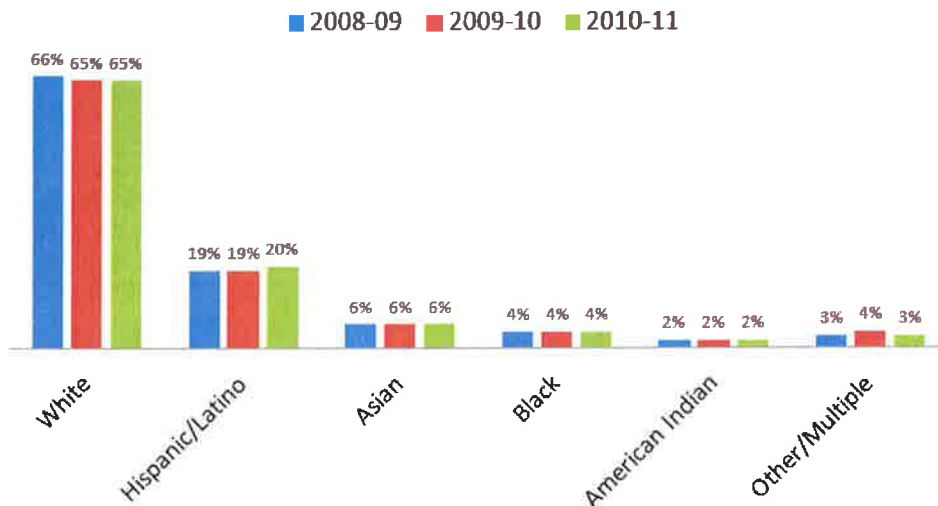


Figure 4 shows district enrollment by grade level for the past three years.

Figure 4
Chico Unified Student Enrollment by School Type and Grade Level, 2008-09 to 2010-11

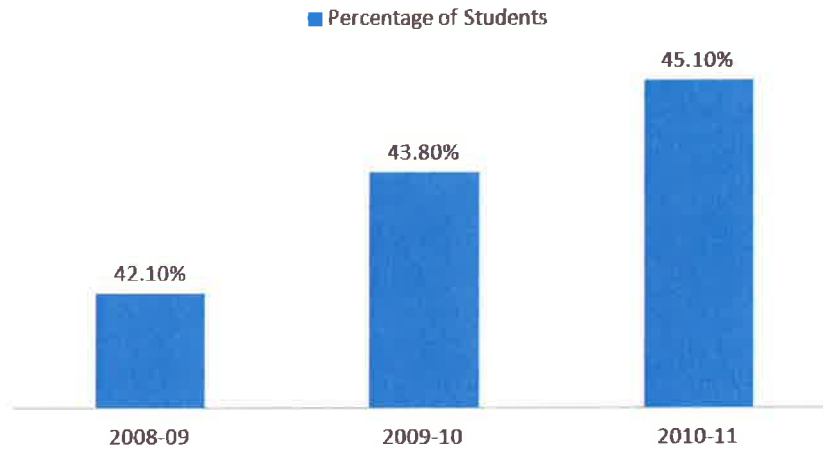
School Type	Grade Level	2008-09	2009-10	2010-11
Elementary	Kindergarten	1009	947	939
	Grade One	974	963	955
	Grade Two	1003	905	980
	Grade Three	997	986	910
	Grade Four	969	961	989
	Grade Five	979	948	969
	Grade Six	966	979	933
	Total	6,897	6,689	6,675
Middle	Grade Seven	1,059	1,011	1,016
	Grade Eight	1,079	1,027	975
	Total	2,138	2,038	1,991
High	Grade Nine	1,064	1,107	1,090
	Grade Ten	1,119	1,051	1,119
	Grade Eleven	1,107	1,074	1,059
	Grade Twelve	1,143	1,026	1,095
	Total	4,433	4,258	4,363
DISTRICT ALL		13,468	12,985	13,060

Note: These enrollment numbers do not reflect students who are listed as ungraded and enrolled in the district's Severely Handicapped program. Those numbers are as follows:

2008-09	2009-10	2010-11
0	0	31

From 2001-02 to 2006-07, the percentage of students in the district receiving free or reduced lunch services increased 7% (from 33% to 40%). Figure 5 shows how that percentage has continued to increase over the past three years.

Figure 5
Chico Unified School District Student Enrollment
Percentage of Students Receiving Free/Reduced Lunch
2008-09 to 2010-11



The Students of Pleasant Valley High School

The 2008-09 school year saw the most recent spike in enrollment in the past few years (Figure 6).

Figure 6
Pleasant Valley High School Student Enrollment
2008-09 to 2010-11

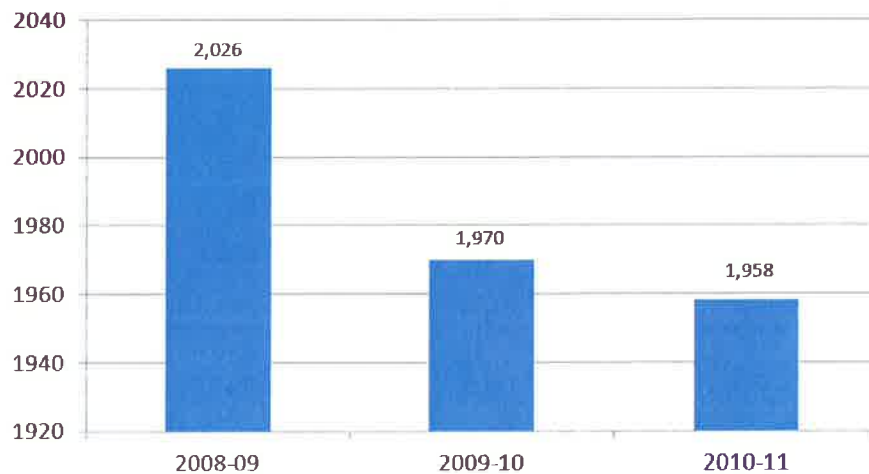


Figure 7 shows the PVHS student population by percent ethnicity during the 2010-11 school year. In 2007-08, approximately 20% of the population was represented by minorities. As seen in Figure 7, that percentage has increased to 27%.

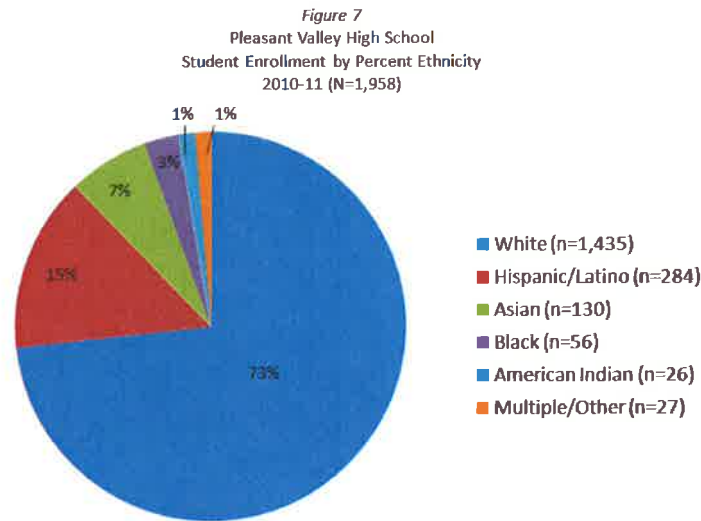


Figure 8 shows the percentage of student enrollment by ethnicity over time. The graph shows that the percentage of Hispanic/Latino and Asian populations at Pleasant Valley High School has slightly increased over the past few years.

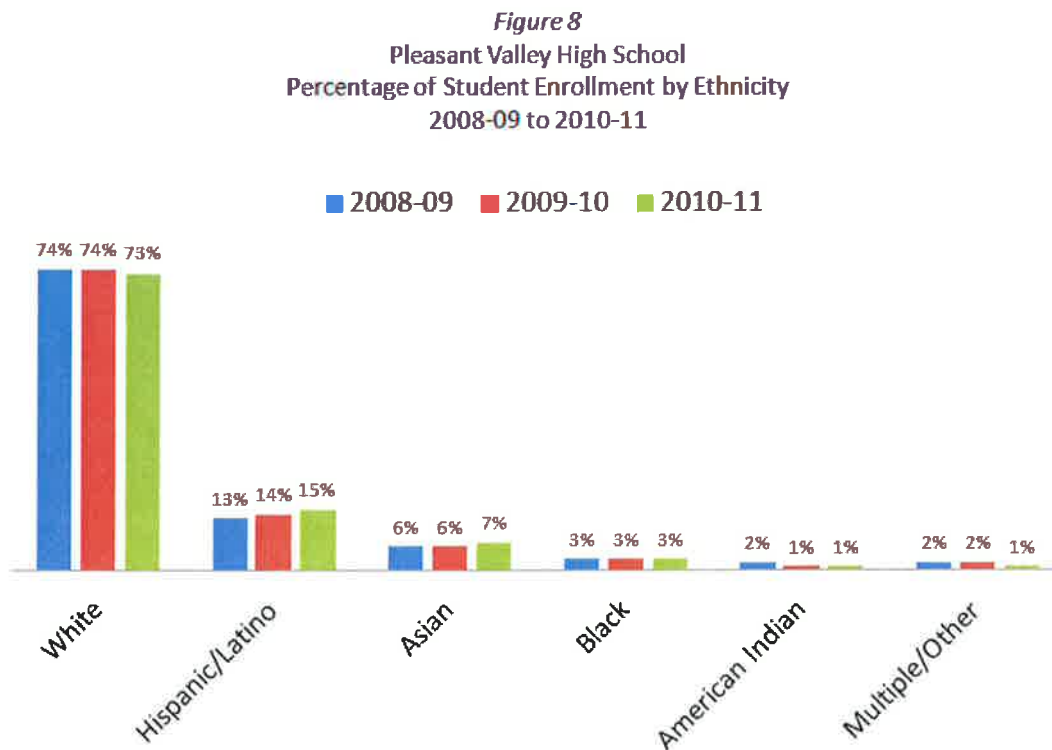


Figure 9 is a three-year grade level analysis. The number of students enrolled across grade levels was most consistent in 2010-11.

Figure 9
Pleasant Valley High School
Student Enrollment by Grade Level
2008-09 to 2010-11

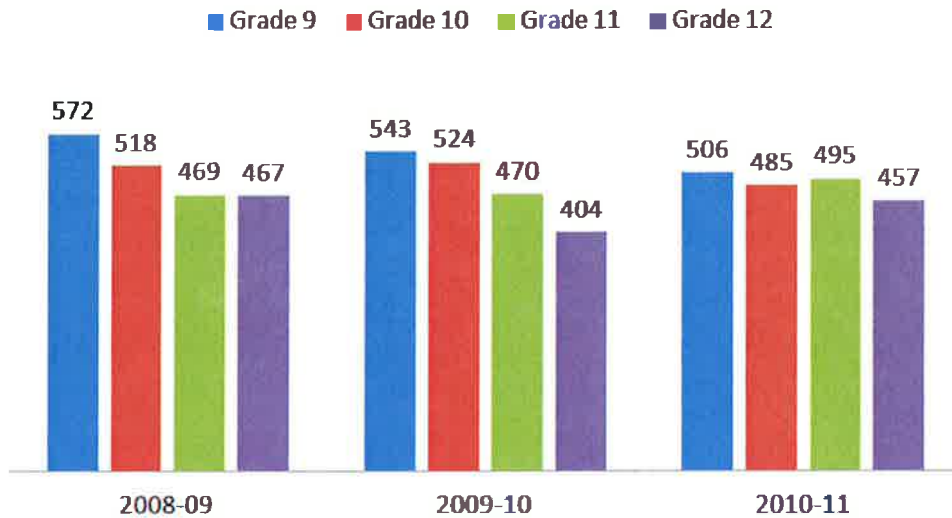


Figure 10 looks at groups of students as they have progressed through the grades over time. In this cohort analysis, the decline in enrollment of these classes coincides with a declining enrollment within the district and school over the same time period.

Figure 10
Pleasant Valley High School
Student Cohorts by Grade Level
Grades 9-12, 2005-06 to 2010-11

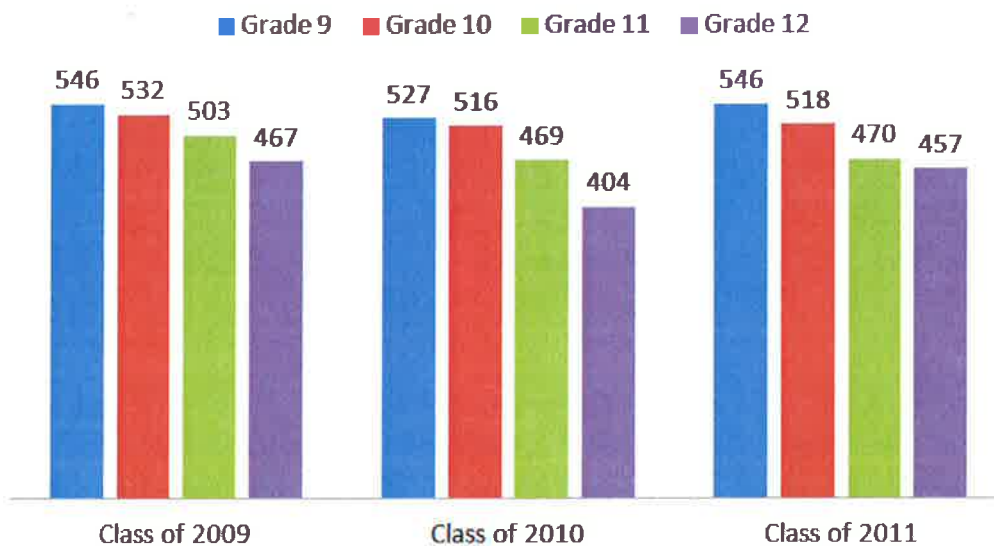


Figure 11 shows the number and percentage of males and females over time, within each grade level. The data are reorganized by cohorts and shown in Figure 12.

Figure 12
**Number and Percentage of PVHS Students Enrolled by Grade Level and Gender
 2008-09 to 2010-11**

Grade Level	Gender	2008-09		2009-10		2010-11	
		Number	Percent	Number	Percent	Number	Percent
Grade 9	Female	274	13.5%	262	13.5%	231	11.9%
	Male	298	14.7%	281	14.5%	275	14.2%
	TOTAL	572	28.2%	543	28.0%	506	26.1%
Grade 10	Female	251	12.4%	249	12.8%	236	12.1%
	Male	267	13.2%	275	14.2%	249	12.8%
	TOTAL	518	25.6%	524	27.0%	485	24.9%
Grade 11	Female	218	10.8%	226	11.6%	231	11.9%
	Male	251	12.4%	244	12.6%	264	13.6%
	TOTAL	469	23.2%	470	24.2%	495	25.5%
Grade 12	Female	224	11.1%	188	9.7%	222	11.4%
	Male	243	11.9%	216	11.1%	235	12.1%
	TOTAL	467	23.0%	404	20.8%	457	23.5%
SCHOOL TOTALS	Female	967	47.8%	938	47.6%	920	47.3%
	Male	1,059	52.2%	1,032	52.4%	1,023	52.7%
	All	2,026		1,941		1,943	

Note: The enrollment numbers in the table above do not reflect students who are listed as ungraded (Severely Handicapped program) or designated as grade 8. Those numbers are as follows:

	2008-09	2009-10	2010-11
Ungraded	0	0	14
Grade 8	0	29	1

The class attrition rate spiked in 2010 at 23.3% followed by a decline in 2011 (16.3%).

Figure 12

PVHS Student Cohorts by Grade Level and Gender, 2008-09 to 2010-11

Grade and Gender		Grade 9 2005-06	Grade 10 2006-07	Grade 11 2007-08	Grade 12 2008-09	Total Class Decrease
Class of 2009	Female	257	258	249	224	33
	Male	289	274	254	243	46
Total Overall Class Decrease						79
Grade and Gender		Grade 9 2006-07	Grade 10 2007-08	Grade 11 2008-09	Grade 12 2009-10	Total Class Decrease
Class of 2010	Female	245	234	218	188	57
	Male	282	282	251	216	66
Total Overall Class Decrease						123
Grade and Gender		Grade 9 2007-08	Grade 10 2008-09	Grade 11 2009-10	Grade 12 2010-11	Total Class Decrease
Class of 2011	Female	272	251	226	222	50
	Male	274	267	244	235	39
Total Overall Class Decrease						89

The table in Figure 13 shows the number and percentage of students enrolled by grade level, gender, and ethnicity, over time.

Grade	Year	Gender	Hispanic		White		Asian		Black		Total Number
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
GRADE 9	2008-09	Female	35	12.8%	192	70.1%	16	5.8%	13	4.7%	274
		Male	43	14.4%	214	71.8%	15	5.0%	11	3.7%	298
	2009-10	Female	36	13.7%	186	71.0%	16	6.1%	11	4.2%	262
		Male	41	14.6%	217	77.2%	11	3.9%	4	1.4%	281
	2010-11	Female	43	18.6%	161	69.7%	16	6.9%	8	3.5%	231
		Male	48	17.5%	199	72.4%	15	5.5%	4	1.5%	275
GRADE 10	2008-09	Female	34	13.5%	190	75.7%	18	7.2%	5	2.0%	251
		Male	36	13.5%	199	74.5%	16	6.0%	6	2.2%	267
	2009-10	Female	35	14.0%	176	70.1%	16	6.4%	11	4.4%	249
		Male	38	13.8%	201	73.0%	16	5.8%	9	3.3%	275
	2010-11	Female	38	16.1%	166	70.3%	15	6.4%	8	3.4%	236
		Male	35	14.1%	191	76.7%	12	4.8%	4	1.6%	249

Figure 13 (continued)

Grade	Year	Gender	Hispanic		White		Asian		Black		Total
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
GRADE 11	2008-09	Female	29	13.3%	165	75.7%	11	5.0%	7	3.2%	218
		Male	34	13.4%	182	72.5%	18	7.2%	9	3.6%	251
	2009-10	Female	27	11.9%	173	76.5%	18	8.0%	4	1.8%	226
		Male	31	12.7%	184	75.4%	17	7.0%	5	2.0%	244
	2010-11	Female	31	13.4%	161	69.7%	20	8.7%	11	4.8%	231
		Male	37	14.0%	193	73.1%	18	6.8%	8	3.0%	264
GRADE 12	2008-09	Female	33	14.7%	171	76.3%	11	4.9%	7	3.1%	224
		Male	23	9.5%	188	77.4%	17	7.0%	6	2.5%	243
	2009-10	Female	29	15.4%	142	75.5%	11	5.9%	3	1.6%	188
		Male	28	13.0%	161	74.5%	15	6.9%	7	3.2%	216
	2010-11	Female	25	11.3%	169	76.1%	18	8.1%	6	2.7%	222
		Male	25	10.6%	184	78.3%	16	6.8%	5	2.1%	235

Figure 14 shows the percentage of PVHS students receiving free or reduced meals from 2008-09 to 2010-11. The increase seen in Figure 14 coincides with a similar rise within the district during the same time. For PV, this percentage has nearly tripled from 12.9% in 2002-03 to 30.9% in 2010-11.

Figure 14
Pleasant Valley High School
Percentage of Students Receiving Free/Reduced Meals
2008-09 to 2010-11

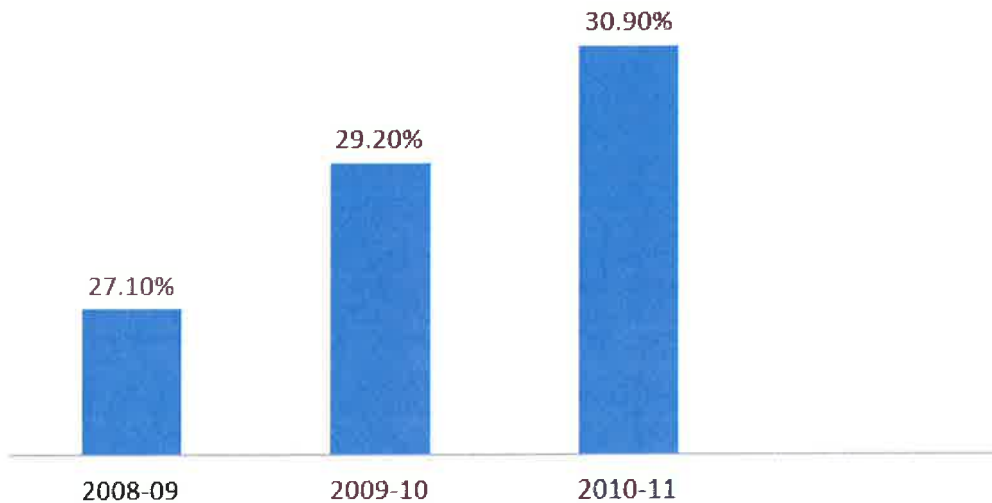


Figure 15 shows the numbers and percentages of English Learners by their home languages for the two major language groups by grade level for the past three years. Other languages in small percentages include Lao, Punjabi, Russian, Arabic, Vietnamese, Thai, Cantonese, and Korean.

Figure 15
Number and Percentage of Pleasant Valley High School Students Enrolled
By Grade Level and Home Language, 2008-09 to 2010-11

Grade Level	Language	2008-09		2009-10		2010-11	
		Number	Percent	Number	Percent	Number	Percent
GRADE 9	English	551	96.3%	525	96.7%	483	95.5%
	Spanish	12	2.1%	13	2.3%	14	2.7%
	Hmong	9	1.6%	2	0.4%	5	1.0%
	Other	0	0.0%	3	0.6%	4	0.8%
GRADE 10	English	497	95.9%	502	95.8%	467	96.3%
	Spanish	12	2.3%	13	2.5%	11	2.3%
	Hmong	6	1.2%	9	1.7%	1	0.2%
	Other	3	0.6%	0	0.0%	6	1.2%
GRADE 11	English	453	96.6%	454	96.6%	475	96.0%
	Spanish	8	1.7%	8	1.7%	11	2.2%
	Hmong	6	1.3%	6	1.3%	8	1.6%
	Other	2	0.4%	2	0.4%	1	0.2%
GRADE 12	English	456	97.6%	390	96.5%	442	96.7%
	Spanish	7	1.5%	7	1.7%	8	1.8%
	Hmong	4	0.9%	5	1.2%	6	1.3%
	Other	0	0.0%	2	0.5%	1	0.2%
SCHOOL TOTAL	English	1,956	96.5%	1,895	96.2%	1,881	96.1%
	Spanish	40	2.0%	45	2.3%	45	2.3%
	Hmong	25	1.2%	23	1.1%	20	1.0%
	Other	5	0.2%	7	0.4%	12	0.6%
	ALL	2,026		1,970		1,958	

Figure 16 shows the number and percentage of English Learner and re-designated Fluent English Proficient (FEP) students between 2008-09 and 2010-11. The percentage of EL's has remained between 3-4% over the last six years.

Figure 16
Pleasant Valley High School English Proficient and English Learners, 2008-09 to 2010-11

Language Totals	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
English Learner	70	3.5%	75	3.8%	77	3.9%
FEP	64	3.2%	50	2.5%	45	2.3%

Between 2008-09 and 2010-11, the number of students classified as immigrant and/or migrant have become insignificant (fewer than 10); thus, they have not been represented graphically in this report.

At Pleasant Valley High School there are well-established behavioral expectations. When students violate those policies and California Education Code, the administration may consider suspension for up to five days. For serious offenses and repeat offenders, expulsion may be considered. Figure 17 shows the number of suspensions compared to expulsions between 2008-09 and 2010-11. Both suspensions and expulsions have declined during this three year period.

Figure 17
Pleasant Valley High School
Number of Student Suspensions and Expulsions
2008-09 to 2010-11

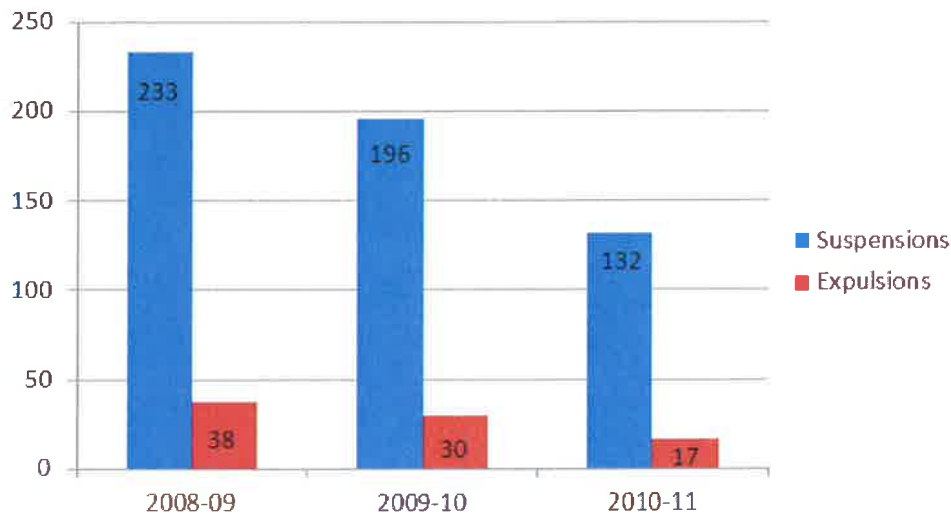


Figure 18 shows the number of students classified as needing special education services in each of the last three years, by grade level, gender, and ethnicity. In 2010-11, 10.6% of the total student population was identified as qualifying for special education services. The number of students qualifying for special services has decreased slightly over the past three years; the percentage of the population that they represent has remained fairly consistent, ranging from 10.6% to 11.0%.

(Figure 18 can be found on the next page)

Figure 18

Pleasant Valley High School Special Education Students by Grade Level and Ethnicity

Grade Level	Ethnicity	2008-09		2009-10		2010-11	
		Total	Percent	Total	Percent	Total	Percent
GRADE 9	Asian	2	1%	0	0%	0	%
	Black	6	3%	2	1%	2	%
	Hispanic	5	2%	11	5%	11	%
	American Indian	1	.5%	0	0%	1	%
	Pacific Islander	2	1%	0	0%	1	%
	Multiple/Other	0	0%	0	0%	3	%
	White	48	22%	43	20%	31	%
	Total	64	29%	46	26%	49	%
GRADE 10	Asian	5	2%	3	1%	0	%
	Black	1	.5%	5	2%	3	%
	Hispanic	11	5%	6	3%	9	%
	American Indian	1	.5%	0	0%	1	%
	Pacific Islander	0	0%	1	.5%	0	%
	Multiple/Other	0	0%	0	0%	0	%
	White	43	20%	44	20%	36	%
	Total	61	28%	59	27%	49	%
GRADE 11	Asian	3	1%	2	1%	2	%
	Black	4	2%	2	1%	6	%
	Hispanic	4	2%	11	5%	5	%
	American Indian	0	0%	0	0%	0	%
	Pacific Islander	0	0%	0	0%	1	%
	Multiple/Other	0	0%	0	0%	0	%
	White	35	16%	45	21%	38	%
	Total	46	21%	60	28%	52	%
GRADE 12	Asian	1	.5%	3	1%	4	%
	Black	4	2%	2	1%	1	%
	Hispanic	7	3%	5	2%	11	%
	American Indian	1	.5%	0	0%	0	%
	Pacific Islander	1	.5%	0	0%	0	%
	Multiple/Other	0	0%	0	0%	1	%
	White	32	15%	32	15%	40	%
	Total	46	21%	42	19%	57	%

Grade Level	Ethnicity	2008-09		2009-10		2010-11	
TOTAL	Asian	11	5%	8	4%	6	3%
	Black	15	7%	11	5%	12	6%
	Hispanic	27	12%	33	15%	36	17%
	American Indian	3	1%	0	0%	2	1%
	Pacific Islander	3	1%	1	.5%	2	1%
	Multiple/Other	0	0%	0	0%	4	2%
	White	158	73%	164	76%	145	70%
	All	217		217		207	

AVID

AVID (Achievement Via Individual Determination) is a national program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Pleasant Valley High School had 51 participants in the AVID program during the 2010-11 school year. Figure 19 shows the number of participants by gender. In Figure 20, the participants are shown by ethnicity.

Figure 19
 Pleasant Valley High School
 Number of Students Participating in AVID
 By Gender, 2008-09 to 2010-11



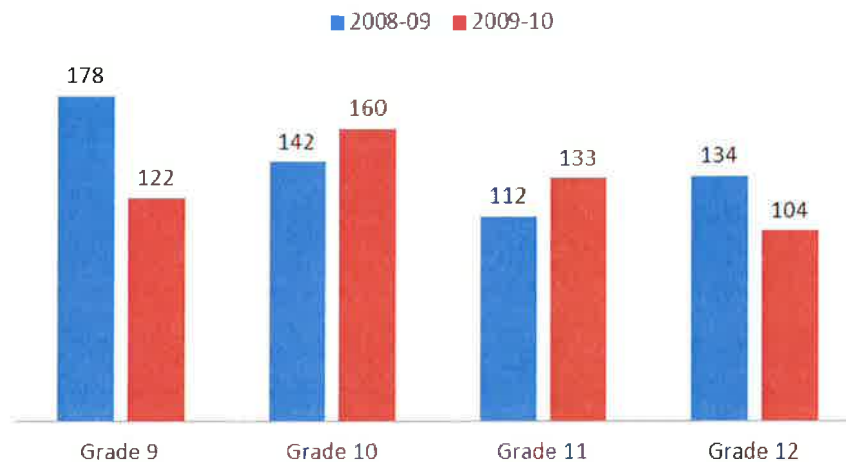
Figure 20
Pleasant Valley High School
Number of Students Participating in AVID
By Ethnicity, 2008-09 to 2010-11

Ethnicity	2008-09		2009-10		2010-11	
	Total	Percent	Total	Percent	Total	Percent
American Indian	2	6%	2	4%	1	2%
Asian Indian	0	0%	0	0%	2	4%
Other Asian	1	3%	2	4%	2	4%
Black	3	9%	6	11%	4	8%
Filipino	1	3%	1	2%	0	0%
Hispanic/Latino	15	43%	18	33%	20	39%
Vietnamese	0	0%	0	0%	1	2%
White	13	37%	25	46%	21	41%
Total	35		54		51	

Advanced Placement / International Baccalaureate / Honors

Pleasant Valley High school offers a variety of Advanced Placement, International Baccalaureate, and Honors course selections for students. Figure 21 shows the number of AP/IB/Honors students by grade level for 2008-09 and 2009-10.

Figure 21
 Pleasant Valley High School
 Number of AP/IB/Honors Students by Grade Level
 2008-09 to 2009-10



Numbers of AP/IB/Honors students by grade level, ethnicity, and gender for 2008-09 and 2009-10 are shown in Figure 22.

Figure 22
**PVHS AP/IB/Honors Participation by Grade Level, Ethnicity, and Gender
 2008-09 and 2009-10**

Grade Level and Ethnicity		2008-09		2009-10	
		Male	Female	Male	Female
Grade 9	American Indian	3	1	0	1
	Asian	4	7	4	6
	Black	1	0	1	2
	Filipino	0	1	1	3
	Hispanic	9	11	3	6
	Multiple/Other	1	2	0	0
	Pacific Islander	0	1	0	1
	White	62	75	37	57
	Total Grade 9	80	98	46	76
Grade 10	American Indian	1	1	3	0
	Asian	2	6	7	7
	Black	1	0	1	1
	Filipino	0	0	0	1
	Hispanic	3	0	8	12
	Pacific Islander	0	0	0	1
	White	56	72	58	61
	Total Grade 10	63	79	77	83

Grade 11	American Indian	0	0	1	1
	Asian	3	4	3	9
	Black	1	1	0	0
	Filipino	0	0	0	0
	Hispanic	1	0	5	8
	Multiple/Other	1	3	0	0
	Pacific Islander	0	1	0	0
	White	45	52	51	55
	Total Grade 11	51	61	60	73
Grade 12	American Indian	2	1	0	0
	Asian	6	3	7	5
	Black	0	1	1	0
	Filipino	0	0	2	0
	Hispanic	1	0	2	1
	Multiple/Other	0	0	1	0
	Pacific Islander	0	0	0	1
	White	66	54	41	43
	Total Grade 12	75	59	54	50

Ethnicity		2008-09		2009-10	
		Male	Female	Male	Female
Totals	American Indian	6 (2.3%)	3 (1.0%)	4 (1.7%)	2 (0.7%)
	Asian	15 (5.6%)	20 (6.7%)	21 (8.9%)	27 (9.6%)
	Black	3 (1.1%)	2 (0.7%)	3 (1.2%)	3 (1.1%)
	Filipino		1 (0.3%)	3 (1.2%)	4 (1.4%)
	Hispanic	14 (5.2%)	11 (3.7%)	18 (7.6%)	27 (9.6%)
	Multiple/Other	2 (0.7%)	5 (1.7%)	1 (0.4%)	
	Pacific Islander		2 (0.7%)		3 (1.0%)
	White	229 (85.1%)	253 (85.2%)	187 (79.0%)	216 (76.6%)
	Total All	269	297	237	282

In 2010-11, our student data system changed from SASI to Aeries. Also during that same year, we began to separate some of the AP and IB courses that formerly were combined into one course. [Example: AP/IB English 11 and AP/IB English 12 have been divided into four courses – AP English Language and Composition, AP English Literature and Composition, English IB HL 1 and English IB HL 2.] Figure 23 below shows course enrollment numbers for all AP/IB/Honors courses offered during the 2010-11 and 2011-12 school years with totals by department.

(Figure 23 can be found on the following page)

Figure 23

Pleasant Valley High School
AP/IB/Honors Course Enrollment Numbers
2010-11 and 2011-12

	2010-11	2011-12
Honors English 9	141	139
Honors English 10	121	143
AP English Language & Composition	*	83
AP English Literature & Composition	112	-
English IB HL 1	*	61
English IB HL 2	*	27
Total Honors English Enrollments	374	453
Honors Trig/Pre-Calculus	105	122
AP Calculus	62	84
AP Statistics	33	37
Total Honors Math Enrollments	200	243
AP Chemistry	-	-
AP Biology	23	16
Honors IB Chemistry	63	85
Honors Biology	120	56
Total Honors Science Enrollments	206	157
AP World History	*	106
AP U.S. History	106	94
IB Econ/Govt./History of Europe	59	38
Theory of Knowledge (IB)	30	27
Total Honors Social Science Enrollments	195	265
AP Studio Art: 2D	-	-
AP Studio Art: Drawing	4	-
IB Theater Arts	-	6
IB Visual Arts	-	-
Total Honors Visual and Performing Arts Enrollments	4	6

AP/IB Spanish 4/5	21	38
AP/IB French 4	-	6
AP/IB Japanese 4	-	3
Total Honors Foreign Language Enrollments	21	47
Total Honors Enrollments	1000	1201

*New courses created for 2011-12 are AP World History, AP English Language and Composition, English IB HL 1, and English IB HL 2.

Graduation and Dropouts

Figure 24 shows the reasons students left the school between 2008-09 and 2010-11. During this time, the number of students transferring from Pleasant Valley High School spiked in all grade levels in 2009-10. This was followed by a decline in all grade levels the following year.

Figure 24

Pleasant Valley High School
Reasons Students are No Longer at this School by Grade Level, 2008-09 to 2010-11

Grade Level	Reason	2008-09	2009-10	2010-11
GRADE 9	In District Transfer	*	*	4
	Out of District Transfer	60	84	38
	Alternative Education(FVHS,Oak)	*	*	7
	County Program(Hearthstone, etc)	*	*	2
	Private/Charter School Transfer	1	0	*
	CHSPE/GED	0	0	0
	Dropout	0	0	0
	AFC/Expulsion	4	30	33
	Total Grade 9	65	114	84
GRADE 10	In District Transfer	*	*	3
	Out of District Transfer	58	81	27
	Alternative Education(FVHS,Oak)	*	*	15
	County Program(Hearthstone, etc)	*	*	3
	Private/Charter School Transfer	0	2	*
	CHSPE/GED	0	0	0
	Dropout	1	1	0
	AFC/Expulsion	4	22	28
	Total Grade 10	63	106	76

Grade Level	Reason	2008-09	2009-10	2010-11
GRADE 11	In District Transfer	*	*	7
	Out of District Transfer	52	74	30
	Alternative Education(FVHS, Oakdale)	*	*	10
	County Program(Hearthstone, etc)	*	*	6
	Private/Charter School Transfer	2	0	*
	CHSPE/GED	1	0	0
	Dropout	0	2	0
	AFC/Expulsion	1	15	9
	Total Grade 11	56	91	62
GRADE 12	In District Transfer	*	*	1
	Out of District Transfer	52	61	22
	Alternative Education(FVHS, Oakdale)	*	*	14
	County Program(Hearthstone, etc)	*	*	7
	Private/Charter School Transfer	0	1	*
	CHSPE/GED	0	0	0
	Dropout	1	0	4
	AFC/Expulsion	2	2	10
	Total Grade 12	55	64	58
Total All	239	375	280	

*Some data unavailable in same format from year to year due to change in student data system.

Diploma Options

Pleasant Valley High School’s student dropout rate for all grades during the 2009-10 school year was 1.4% (Figure 25). The dropout rate is defined as the number of students who either do not graduate, leave to attend an adult education program, or drop out. The 2009-10 graduation rate is considered to be 92%, which has continued to rise since a dip in 2007-08 (Figure 26). The graduation rate is defined as the percentage of 12th grade students that complete all graduation requirements, including passing the CAHSEE, by the end of their 12th grade year.

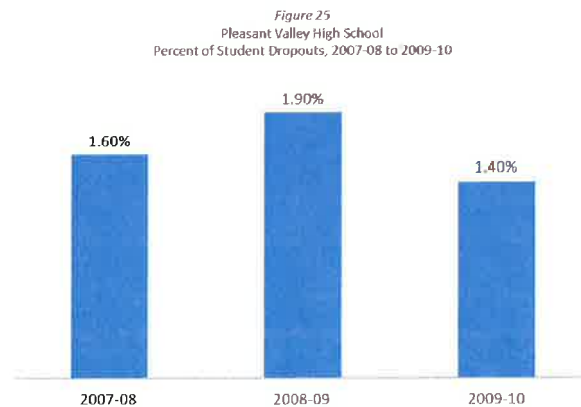
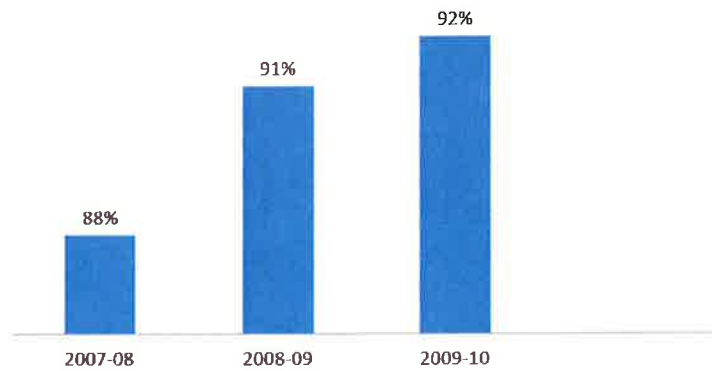


Figure 26
Pleasant Valley High School
Graduation Rate, 2007-08 to 2009-10



The Staff

The school employed 81 teachers in the 2010-11 school year. The number of teachers at Pleasant Valley High School has decreased in the last 4 years with the most significant drop occurring in 2010-11 (Figure 27). This decrease has occurred in conjunction with a decline in site and district enrollments, which has led to district-wide lay-offs and re-assignments.

Figure 27
Pleasant Valley High School Teachers
2005-06 to 2010-11

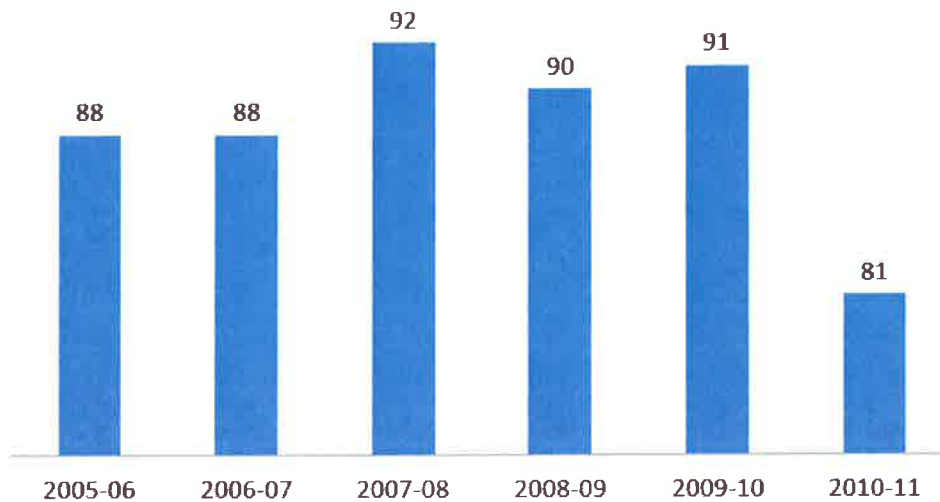


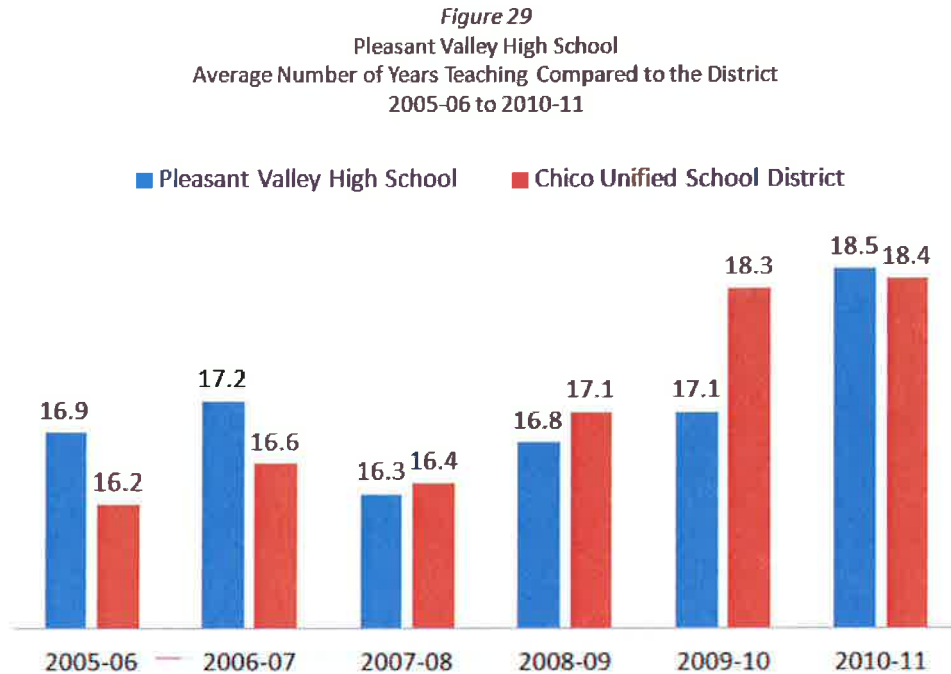
Figure 28 shows PVHS teachers by gender and ethnicity. Percentages have remained fairly consistent during this three year period.

Figure 28

Pleasant Valley High School Teachers by Ethnicity and Gender, 2008-09 to 2010-11

Ethnicity	Gender	2008-09		2009-10		2010-11	
		Number	Percent	Number	Percent	Number	Percent
Asian	Male	-	-	-	-	-	-
	Female	1	1.1%	1	1.1%	2	2.5%
Black	Male	2	2.2%	2	2.2%	1	1.2%
	Female	-	-	-	-	-	-
Pacific Islander	Female	1	1.1%	-	-	-	-
Hispanic	Male	2	2.2%	2	2.2%	3	3.7%
	Female	2	2.2%	2	2.2%	2	2.5%
White	Male	32	35.6%	36	39.6%	29	35.8%
	Female	49	54.4%	46	50.5%	42	51.9%
Multi-racial	Male	-	-	-	-	-	-
American Indian	Female	1	1.1%	1	1.1%	2	2.5%
Totals by Gender	Male	36	40.0%	40	44.0%	33	40.7%
	Female	54	60.0%	51	56.0%	48	59.2%
Totals by Ethnicity	Asian	1	1.1%	1	1.1%	2	2.5%
	Black	2	2.2%	2	2.2%	1	1.2%
	Pacific Islander	1	1.1%	1	1.1%	-	-
	Hispanic	4	4.4%	4	4.4%	5	6.2%
	White	81	90.0%	82	90.0%	71	87.7%
	Multi-racial	-	-	-	-	-	-
	American Indian	1	1.1%	1	1.1%	2	2.5%
TOTAL ALL		90		91		81	

Figure 29 shows the average number of years of teaching at PV compared to the district.



Counseling and Student Support Services

PVHS has the equivalent of 5.0 FTE school counselors, 1.0 FTE school psychologist, 0.4 FTE At-Risk counselor, speech therapist services (two days per week), school nurse (five days per week), and one full-time health assistant. In addition, we have a full-time Library Media teacher with two part-time staff members to assist with a Career Center and other library services. PVHS is also fortunate to have a School Resource Officer four days per week, funded by the Chico Police Department, as well as a counselor funded through Victor Services/Butte County. Probation Officers from Butte County also meet with students on a regular basis.

Student Learning Data

California Standardized Testing and Reporting (STAR)

In California, students are tested in various subjects through the STAR program annually in grades 2-11. In 2010-11, Pleasant Valley High School students took California Standards Tests (CST) in English Language Arts, Mathematics, Science, and History-Social Science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests represent student achievement of the state content standards. Student scores are reported as one of five performance levels: *Advanced* (exceeds state standards), *Proficient* (meets standards), *Basic* (approaching standards), *Below Basic* (below standards), and *Far Below Basic* (well below standards). Students scoring at the *Proficient* or *Advanced* level have met state standards in that content area.

CST – English Language Arts

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	64	61	68	70	72	59	57	61	68	69	47	49	50	54	55
Grade 10	55	54	58	54	69	49	47	50	54	63	37	41	44	45	48
Grade 11	51	53	58	59	61	43	46	48	53	57	37	37	40	43	45

CST – General Mathematics

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	26	24	14	26	23	19	23	15	24	24	13	18	17	17	18

CST – Algebra I

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	31	36	37	35	41	36	41	38	42	30	17	18	21	22	23
Grade 10	20	23	18	25	23	20	17	13	20	25	8	9	11	12	13
Grade 11	10	12	12	9	13	7	15	9	12	9	5	5	8	9	9

CST – Geometry

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	59	58	52	35	65	63	61	55	62	59	44	43	47	45	49
Grade 10	26	17	24	25	33	24	18	23	25	35	13	12	14	14	17
Grade 11	16	8	15	9	21	14	6	15	16	20	6	6	7	7	9

CST – Algebra II

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	74	77	62	62	92	79	75	59	74	82	65	66	65	69	69
Grade 10	53	38	37	23	52	45	32	31	27	42	35	36	37	40	43
Grade 11	15	20	10	19	29	15	13	7	18	22	12	11	12	14	16

CST – Summative High School Math

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	-	-	-	-	-	-	-	-	-	-	74	79	80	87	84
Grade 10	76	79	86	81	88	76	86	79	79	88	65	68	71	76	77
Grade 11	47	46	46	52	46	44	41	49	52	45	44	43	47	50	50

CST – Life Science (Grade 10)

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 10	54	67	67	68	75	46	53	57	60	66	35	40	44	46	50

CST – Biology

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	-	-	-	83	89	61	53	52	63	76	47	52	51	55	57
Grade 10	59	68	60	65	70	53	58	52	57	67	30	35	34	38	41
Grade 11	45	55	46	53	55	34	40	34	47	46	36	39	41	46	49

CST – Chemistry

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	-	-	-	-	-	-	-	-	-	14	40	44	44	48	46
Grade 10	-	-	-	-	94	53	54	73	61	65	39	41	44	46	46
Grade 11	60	62	67	63	70	40	45	53	52	60	26	25	27	29	29

CST – Earth Science

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	31	27	37	42	41	25	22	26	36	32	27	31	29	35	37
Grade 10	36	-	-	-	-	20	11	9	20	29	20	23	23	29	31
Grade 11	52	47	50	59	65	40	39	33	41	58	24	28	26	32	35

CST – Physics

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	-	-	-	-	-	-	-	-	-	-	20	30	35	40	42
Grade 10	-	-	-	-	-	*	*	-	-	*	30	36	40	43	47
Grade 11	-	*	-	*	*	39	77	73	95	83	42	47	50	53	56

* 10 or fewer students tested in this grade level/exam

CST – World History

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 9	-	-	-	-	-	43	39	39	50	-	29	36	41	45	48
Grade 10	46	51	54	62	63	39	44	48	54	57	29	33	38	42	45
Grade 11	-	-	-	-	-	15	11	9	21	6	10	9	11	15	17

CST – U.S. History

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade Level	School					District					State				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 11	52	55	67	72	72	37	46	52	58	64	35	38	44	45	48

CST – English Language Arts by Grade Level and Subgroup

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade 9	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	65	70	0	71	48	76	74	13
2010	66	73	0	72	57	76	73	26
2011	70	72	25	73	57	79	75	13

Grade 10	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	51	64	5	60	33	66	64	12
2010	52	55	0	56	37	60	58	9
2011	67	71	12	72	37	60	71	32

Grade 11	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	52	64	0	60	40	64	62	14
2010	56	62	13	60	34	66	65	11
2011	57	64	11	63	44	68	63	20

*Less than 10 students in subgroup

CST – Mathematics by Grade Level and Subgroup

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade 9	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	43	37	0	41	33	43	42	19
2010	36	24	11	42	39	42	43	22
2011	59	42	26	52	57	79	75	13

Grade 10	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	34	34	17	60	24	33	31	19
2010	31	24	10	28	26	28	28	23
2011	47	38	25	43	26	28	44	27

Grade 11	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	29	20	18	25	25	24	25	14
2010	33	23	*	29	18	31	30	7
2011	36	30	16	34	24	36	34	8

*Less than 10 students in subgroup

CST – Science by Grade Level and Subgroup

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade 9	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	44	32	*	38	36	39	40	30
2010	54	43	*	50	38	55	57	11
2011	69	59	23	66	51	71	0	67

Grade 10	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	62	67	18	65	43	70	68	19
2010	69	62	11	68	46	72	70	17
2011	76	69	24	75	48	72	76	33

Grade 11	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	70	45	10	60	45	63	58	50
2010	71	50	0	63	51	64	65	27
2011	74	59	38	68	52	72	70	27

*Less than 10 students in subgroup

CST – History/Social Science by Grade Level and Subgroup

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade 10	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	60	49	18	56	35	61	57	30
2010	70	53	16	64	51	74	72	26
2011	74	51	26	64	48	68	67	20

Grade 11	Male	Female	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2009	71	59	8	67	54	69	67	42
2010	76	69	21	75	54	77	76	25
2011	78	65	27	74	62	75	75	35

*Less than 10 students in subgroup

CST – Racial/Ethnic Groups – English Language Arts

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade 9	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	55	63	52	*	47	*	75	*
2010	57	*	73	*	52	*	72	*
2011	*	*	69	*	52	*	76	*

Grade 10	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	40	*	44	*	38	*	63	*
2010	44	*	53	*	32	*	59	*
2011	*	*	61	*	50	*	74	*

Grade 11	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	21	*	46	*	31	*	66	*
2010	0	*	57	*	45	*	63	*
2011	40	*	41	*	38	*	68	*

*less than 10 students in subgroup

CST – Racial/Ethnic Groups – Mathematics

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade 9	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	33	45	55	*	25	*	41	*
2010	13	*	50	*	34	*	42	*
2011	*	*	61	*	34	*	55	*

Grade 10	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	*	*	37	*	26	*	32	*
2010	25	*	44	*	14	*	29	*
2011	*	*	63	*	30	*	42	*

Grade 11	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	18	*	44	*	8	*	26	*
2010	*	*	46	*	19	*	33	*
2011	15	*	42	*	25	*	34	*

**less than 10 students in subgroup*

CST – Racial/Ethnic Groups – Science

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade 9	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	*	*	*	*	30	*	40	*
2010	*	*	*	*	28	*	53	*
2011	*	*	64	*	50	*	67	*

Grade 10	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	53	*	58	*	38	*	68	*
2010	50	*	61	*	47	*	71	*
2011	*	*	79	*	52	*	76	*

Grade 11	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	*	*	56	*	38	*	63	*
2010	*	*	64	*	40	*	64	*
2011	18	*	48	*	52	*	74	*

**less than 10 students in subgroup*

CST – Racial/Ethnic Groups – History/Social Science

Percentage of students achieving at the *Proficient* or *Advanced* level.

Grade 10	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	50	*	57	*	37	*	58	*
2010	44	*	58	*	42	*	68	*
2011	*	*	86	*	52	*	63	*

Grade 11	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2009	31	*	69	*	36	*	71	*
2010	50	*	68	*	61	*	75	*
2011	53	*	57	*	61	*	77	*

**less than 10 students in subgroup*

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards).

Grade 9	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	48.5	50.7	46.7	43.6	42.7	44.4	36.8	36.0	37.5
2010	51.3	49.0	53.7	49.0	50.6	47.5	38.7	37.7	39.7
2011	53.6	50.2	56.8	49.8	49.6	50.9	37.9	36.8	39.1

California High School Exit Exam (CAHSEE)

Tenth Grade Students by Population Subgroup

Percentage of students passing

2011		All Students	Male	Female	ELD	Low SES	Non Low SES	SWD
PVHS	ELA	93	91	94	69	87	94	71
	Math	93	95	92	71	87	97	60
District	ELA	89	86	92	47	80	93	56
	Math	91	91	90	55	83	96	56
State	ELA	82	79	86	44	75	92	39
	Math	83	82	83	56	76	91	40

2010		All Students	Male	Female	ELD	Low SES	Non Low SES	SWD
PVHS	ELA	92	90	93	65	84	96	66
	Math	92	93	91	65	88	95	62
District	ELA	88	86	89	52	78	94	66
	Math	88	90	86	52	79	93	61
State	ELA	81	77	84	42	72	91	37
	Math	81	80	81	52	73	90	39

2009		All Students	Male	Female	ELD	Low SES	Non Low SES	SWD
PVHS	ELA	89	84	95	42	76	84	48
	Math	91	91	92	74	84	85	56
District	ELA	87	83	91	34	75	93	49
	Math	89	88	89	58	79	94	57
State	ELA	79	76	83	40	70	90	37
	Math	80	79	80	53	72	89	38

Tenth Grade Students by Ethnicity Subgroup

Percentage of students passing

2011		All Students	African Amer.	Amer. Indian	Asian	Filipino	Pacific Islander	Hispanic	White	Other
PVHS	ELA	93	*	*	96	*	*	91	92	*
	Math	93	*	*	96	*	*	86	95	*
District	ELA	89	74	100	82	*	*	82	91	92
	Math	91	81	100	93	*	*	79	94	87
State	ELA	82	72	79	91	92	81	76	91	85
	Math	83	68	77	96	93	82	77	91	84

2010		All Students	African Amer.	Amer. Indian	Asian	Filipino	Pacific Islander	Hispanic	White	Other
PVHS	ELA	92	75	*	97	*	*	82	94	*
	Math	92	75	*	97	*	*	87	93	*
District	ELA	88	64	81	95	*	*	76	92	75
	Math	88	67	85	93	*	*	76	92	67
State	ELA	81	71	79	91	92	79	73	91	83
	Math	81	66	78	95	92	80	74	91	82

2009		All Students	African Amer.	Amer. Indian	Asian	Filipino	Pacific Islander	Hispanic	White	Other
PVHS	ELA	89	100	*	90	*	*	70	92	*
	Math	91	64	*	97	*	*	83	93	*
District	ELA	87	79	87	84	*	*	75	91	92
	Math	89	58	86	93	*	*	80	92	85
State	ELA	79	69	78	89	90	77	71	91	82
	Math	80	64	75	95	92	80	72	90	80

Academic Performance Index (API)

Schoolwide API

	API Base Data						API Growth Data				
	2006	2007	2008	2009	2010		2006-07	2007-08	2008-09	2009-10	2010-11
Base API Score	793	783	790	800	815	API Growth Score	783	790	798	815	7839
Growth Target	5	5	5	n/a	n/a	Actual Growth	-10	7	8	15	24
Statewide Rank	9	9	9	8	8	Eligible for Awards	No	No	No	No	No
Similar Schools Rank	10	9	9	8	8	Eligible for II/USP	No	No	No	No	No

Subgroups

Hispanic or Latino

	API Base Data						API Growth Data				
	2006	2007	2008	2009	2010		2006-07	2007-08	2008-09	2009-10	2010-11
Base API Score	714	689	706	701	751	API Growth Score	689	706	699	753	777
Growth Target	5	6	5	5	5	Actual Growth	-25	17	-7	52	26

White (Not Hispanic)

	API Base Data						API Growth Data				
	2006	2007	2008	2009	2010		2006-07	2007-08	2008-09	2009-10	2010-11
Base API Score	803	800	807	820	828	API Growth Score	800	807	818	828	853
Growth Target	n/a	n/a	n/a	n/a	n/a	Actual Growth	-3	7	13	7	25

Socioeconomically Disadvantaged

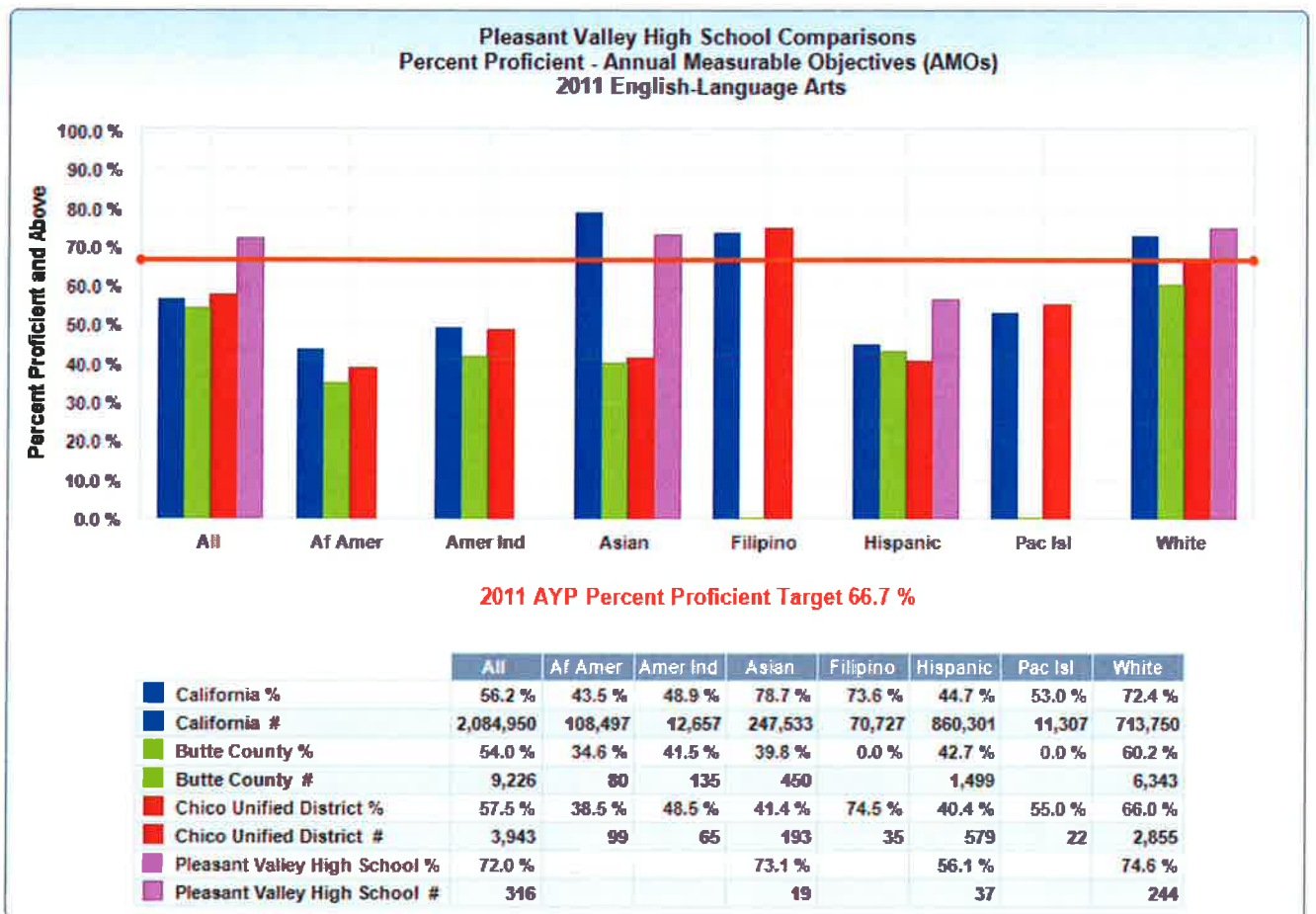
	API Base Data						API Growth Data				
	2006	2007	2008	2009	2010		2006-07	2007-08	2008-09	2009-10	2010-11
Base API Score	716	722	726	723	746	API Growth Score	722	726	723	746	776
Growth Target	5	5	5	5	5	Actual Growth	6	4	-3	23	30

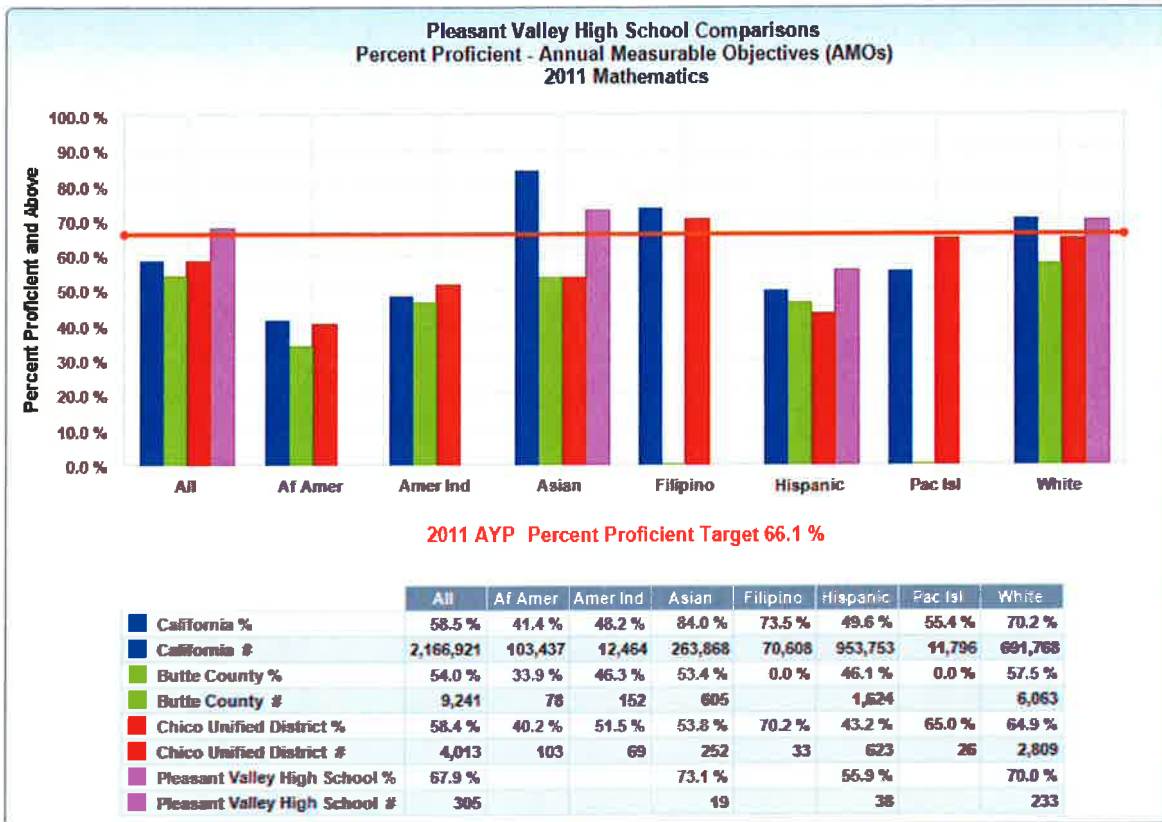
Students with Disabilities

	API Base Data						API Growth Data				
	2006	2007	2008	2009	2010		2006-07	2007-08	2008-09	2009-10	2010-11
Base API Score	527	551	538	570	567	API Growth Score	551	538	570	567	595
Growth Target	14	12	13	12	12	Actual Growth	24	-13	32	-3	28

Adequate Yearly Progress (AYP) – 2011 (Met 16/18 criteria)

Met AYP Criteria	English Language Arts (ELA)	Mathematics
Participation Rate	No	Yes
Percent Proficient	No	Yes
API ~ Additional Indicator for AYP	Yes	
Graduation Rate	Yes	





SAT I

	School				District				State			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Grade 12 Enrollment	428	452	467	404	1080	1135	1143	1026	441,198	465,901	473,671	475,596
% Grade 12 Testing	36.2	33.6	35.1	32.4	33.4	30.3	30.8	26.7	36.9	35.6	34.7	33.4
Avg. Critical Reading Score	521	518	524	530	519	532	535	539	493	494	495	501
Average Math Score	558	544	549	556	547	552	556	560	513	513	513	520
Average Writing Score	504	503	503	518	505	513	514	527	491	493	494	500

Average ACT Scores for All Graduates Who Took Test

	Composite		
	School	District	State
2009-10 (93 tested)	24.49	23.68	21.93
2008-09 (74 tested)	23.93	23.76	21.92
2007-08 (54 tested)	22.37	22.69	22.0
2006-07 (72 tested)	22.99	22.26	21.79

School-wide Findings

- We have seen a decrease in student enrollment over the past three years by 68 students.
- We have seen a slight increase in Hispanic/Latino and Asian populations at PV since 2008-09, while Caucasian, American Indian, and Other/Multiple Ethnicities subgroup percentages have slightly declined during the same time period.
- Our attrition rate spiked in 2010 at 123 students; then, it decreased to 89 in 2011.
- The percentage of students receiving free and/or reduced meals has increased by 3.8% since 2008-09.
- The percentage of ELD students has remained fairly consistent over the past three years with the majority of those students still being Hispanic/Latino. Our ELD aide offers support to students in the ELD classroom as well as attending general education classes to provide support in specific content areas where students struggle. The district has purchased the Rosetta Stone language software program, which we plan to implement at PV in 2012-13.
- We have seen a slight decrease in re-designation rates to FEP, from 3.2% in 2008-09 to 2.3% in 2010-11.
- Both suspension and expulsion rates have decreased in the last three years. Since 2008-09, suspension rates have decreased by 101 incidents per year, while expulsion rates have dropped by 21 per year.
- AP/IB/Honors enrollment increased from 1000 in 2010-11 to 1201 in 2011-12. This is due, in part, to increased participation in the IB program as well as additional AP courses being created and offered between 2008-09 and 2011-12. Possible future participation in the AP Potential™ program may help to identify more students who possess the skills to successfully enroll in AP courses.
- Since 2008, PV's graduation rate has risen by 4% (from 88% to 92%). At the same time, our drop-out rate has remained consistently low (1.4-1.9% range).
- We have seen the number of teachers at PV decrease from 92 teachers in 2007-08 to 81 in 2010-11. A decrease in district and site enrollments has contributed to this decline.
- The average number of teaching experience at PV was 18.5 years during 2010-11.

Proficiency Levels Overall

- ELA Grade 9 experienced a 7% increase from 2008 to 2009, followed by a 2% increase annually through 2011.
- ELA Grade 10 has saw an 11% increase from 2009 to 2011.
- ELA Grade 11 saw its largest gain (in recent years) from 2008 to 2009, which was 5%. Since then, it has seen a 3% increase from 2009 to 2011.
- General Math saw a 12% gain from 2009 to 2010, but then saw a 3% drop in 2011.
- In Algebra I, Geometry, and Algebra II, Grade 9 had the highest percentage of students achieving at the Proficient or Advanced level of these exams.
- In Summative High School Math, the percentage of Grade 10 students achieving Proficient or Advanced was almost double of that of Grade 11 students (88% compared to 46%).
- With the exception of Earth Science (Grades 9 & 11) and Biology Grade 11 students, all other grade level groups of students taking science in 2011 had at least 70% of students scoring proficient or advanced.
- In Social Science, both World History and US History demonstrated double digit increases in proficiency between 2008 and 2011.

Subgroup Proficiency Levels

ELA

- The ELD subgroup saw double digit gains in all grade levels between 2009 and 2011.
- The Grade 10 SWD subgroup jumped from 9% to 32% Proficient or Advanced between 2010 and 2011.
- Many subgroups experienced a decline in 2010 only to rebound and increase scores again in 2011. For example, the Grade 10 Hispanic/Latino subgroup went from 38% to 32% to 50%, while the Grade 10 White subgroup went from 63% to 59% to 74%.

Math

- The Grade 9 Non-Low SES subgroup nearly doubled its percentage of Proficient or Advanced students from 2009 to 2011, going from 43% to 42% to 79%. Similarly, the Grade 9 SWD subgroup went from 42% to 43% to 75% in the same time period.
- Almost all subgroups had more percent Proficient or Advanced in 2011 than in 2009, even when a loss had been experienced in 2010.
- In all Grade levels during all three years, with the exception of Grade 10 in 2010, males had a higher percentage of Proficient or Advanced than females.

Science

- The Grade 9 male subgroup went from 44% to 69% Proficient or Advanced between 2009 and 2011 (increase of 25%).
- The Grade 9 SWD subgroup went from 30% in 2009 to 67% in 2011, while the Grade 11 SWD went from 50% in 2009 to only 27% in 2011.
- All ethnic subgroups saw steady gains from 2009 to 2011 except for Grade 11 Asian-Americans, who went from 64% in 2009 to only 48% in 2011.

Social Science

- Several significant subgroups saw a decrease in percent Proficient or Advanced from 2010 to 2011 in both World History and US History.
- The Grade 10 Asian-American subgroup saw a large gain from 2010 to 2011, going from 58% to 86% Proficient or Advanced.
- In the same year (2010 to 2011), the Grade 11 Asian-American subgroup saw a decrease from 68% to 57%.

CAHSEE

- Almost all PVHS subgroups exceeded both district and state pass rates in ELA and math (exceptions: Non-Low SES and SWD ELA and math in 2009, Hispanic/Latino ELA in 2009).
- Female pass rates decreased from 2009 to 2010 in both ELA and math, but then increased again in 2011.
- The ELD subgroup experienced a fairly significant decrease from 2009 to 2010 in math, going from 74% to 65%.
- The SWD subgroup increased pass rates in both math and ELA from 2009 to 2011. In math, pass rates increased by 4% over this time period, while ELA increased by 23%.

API

- PV experienced a 10 point dip from 2006 to 2007, but has steadily increased its API every year since.
- Our largest gain occurred from 2010 to 2011, with a growth of 24 points (2011 API of 839).
- All significant subgroups had double digit gains from 2010 to 2011.
- The SWD and Hispanic/Latino subgroups have been inconsistent with gains over the last five years, experiencing both great gains and losses during that time.

PVHS Community Findings

Analysis of Home Group data resulted in the following findings:

School Strengths:

- The array of academic offerings – including CTE, AP/IB, and Visual and Performing Arts
- Teachers are qualified and supportive of student achievement
- Enrichment opportunities such as sports, clubs, and other programs (ex: band and drama productions)
- API/School performance is a reflection of high standards and expectations
- The school has a community or “family” feel (the Viking Family)

School Challenges:

- More frequent grade updates by teachers so that the information on the Parent Portal is more up-to-date
- Communication to parents initiated by teachers when students are struggling academically
- Information pushed out to parents by school rather than parents having to find it online
- Few recognition programs for students

One idea presented by the Home Group was to email the Viking Voice newsletter and the Daily Bulletin to parents who wish to subscribe to this email group. Although these documents are posted on the PV website, parents do not always remember or find the time to go to the website to read them. Pushing this information out to those who have asked for it would help them to stay more informed. This idea will be considered for implementation in 2012-13.

Increasing student achievement overall is still the main focus at Pleasant Valley High School. Weekly teacher collaboration continues to be an integral part of the ongoing analysis of students’ achievement of state standards, for both core subjects and electives alike. Teachers continue to develop and adapt a standards-based curriculum designed to best meet the needs of their students. Daily classroom formative assessments, as well as common unit assessments and district-wide benchmark exams in math and English provide timely feedback to both teachers and students about their progress toward meeting those standards. The use of tools such as Edusoft and Cruncher to disaggregate data from some of these assessments allows staff to pinpoint successes and challenges that our students encounter. Through weekly collaboration, teachers are able to discuss how to best modify curriculum and how it is delivered to students through daily lessons and homework assignments. They are also able to design interventions and enrichments to address the different needs of their students.

Pleasant Valley's Vision is the beacon that guides this collaborative work:

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do if they haven't learned?
4. What will we do if they have learned?
5. How will we provide opportunities for every student to connect to the PV community?

Section II: Significant Developments

Enrollment and Staffing

There has been a slight decrease in enrollment over the past three years. Since the 2008-09 school year, PV's enrollment has decreased by 68 students. During the same time period, the district experienced a decline as well. This led to lay-offs and staff members being re-assigned to different schools. During that time, we saw the elimination of one counseling position funded by 1802 allocation; this counselor focused on students in danger of non-graduation. Elimination of this position has moved this responsibility back to the guidance counselors.

PV has seen a significant change in its teaching faculty during that time, losing 10 teachers from 2009-10 to 2010-11. In addition, several of the 81 teachers employed at PV during the 2010-11 school year were new to PV as a result of openings created by retirements and reduction-in-staff notices. Both types of openings must be offered to teachers within the district who may possess the desire and seniority to move sites.

Additionally, in a few cases, it has been necessary to share teachers with one or more school sites within the district. Doing so has presented some challenges to both students and teachers. It limits the time teachers are on campus, which limits the time students can get extra help outside of class. This type of assignment also presents a challenge to teacher collaboration. For example, in some cases we have had a teacher assigned to PV for 1st period only, then having to report to the other school for the remainder of the day. Since collaboration at all secondary sites is before school, this makes it difficult for the teacher in this situation to collaborate with colleagues with whom he/she will spend most of his/her day.

Our administrative team has seen some changes since the last full self-study. Our Interim Principal (John Shepherd) was hired back as Principal in the fall of 2009. Also in the fall of 2009 Interim Assistant Principal Eric Nilsson, who had replaced John's vacant position the spring prior, was hired back for his position. However, in the spring of 2010, Eric was hired as the new Principal for the district charter high school, Inspire School of the Arts & Sciences. Another district employee, Rhonda Odlum, was brought on to serve as Interim Assistant Principal for the remainder of that school year. When that position opened, Deanna Holen was hired as Assistant Principal. Beginning with the 2010-11 school year, there have been no further site administrative changes at PV.

Smaller Learning Communities Grant

Since the last full self-study, we have experienced the sunset of the Smaller Learning Grant, which ended in the spring of 2010. It was a joint grant between PVHS and Chico High School. The goals of the grant were to personalize the learning environment and to improve student achievement, both of which aligned with the WASC critical areas of focus for each school over the five-year period from 2005 to 2010. Grant funds had been used for three PV staff positions (0.2 FTE) to coordinate assessment and literacy staff development. Funds were also used to

provide opportunities for staff to participate in professional development such as Keeping Learning on Track, which focuses on teachers and their development and use of formative assessment techniques.

Two additional staff positions (0.2 FTE each) at PV were funded for the development and implementation of student support services. The Learning Center is one, which has since served as a lunchtime resource room to support 9th and 10th graders who are struggling academically. This resource has mainly focused on math, but students may attend to get help in any subject they have. The teacher coordinating the Learning Center works with math teachers to assign students to three week sessions, where they can work with juniors and seniors who serve as mentors to assist them academically. The Viking 100 Mentor Program is the other. This program was designed to find community members, many of whom are retired citizens, to pair with students on a regular basis to support them academically as well as serve as positive role models. Many of these mentors have been able to work with the same student for all four years of high school.

All areas formerly funded by the grant have now been absorbed by the school, having found ways to sustain the work that had begun through the grant. With the exception of the Learning Center, the 0.2 FTE positions have been eliminated.

District-wide Student Progress Assessments and Collaboration

Beginning in 2010-11, the district piloted secondary benchmark exams in grades 7-12. The first exams, built by Intel-Assess to mirror the STAR assessments, were created with input from secondary teachers. Teachers were able to choose which standards they would have covered by the end of the first semester (based on course pacing guides), and then the exams were created for English, math, science, and social science. In the spring of 2011, a complete STAR mirror was created for each secondary course in the district.

Beginning in the fall of 2011, these exams were administered as Student Progress Assessments in grades 2-11 (and in some cases, 12th grade students participated as well). Only ELA and math have been tested, with the exam administration planned for three times within the school year. An exam administration in August would serve as a pre-test or baseline for future growth. A second administration was planned for November, and a third for the end of February/early March. The idea was that each of the subsequent administrations would show student growth toward achievement of the standards.

Four district-wide meetings were planned to allow staff time to analyze Student Progress Assessment (SPA) achievement data, create S.M.A.R.T. goals, share best practices, and monitor progress toward achievement of goals. Both SPA exams and district-wide meetings have been planned for 2012-13.

District Advisory Council (DAC)

The district has created a committee consisting of teachers, classified staff, and administrative representatives from all schools within the district. District leadership also participates in the

group meetings, whose purpose is to provide an avenue for communication between and among school sites and district leadership. This group, representative of K-12 teachers, elementary principals, secondary administrators, district administrators, and classified representatives has made it possible for those at various education levels to see the point of view of others. For example, when discussing the various possibilities for changes to the school calendar, elementary and secondary teachers had differing views on the subject. After that discussion, both groups better understood the need for compromise, which is what was eventually supported by the school board.

Book in Common

In 2011-12, district leadership and teachers from Chico and Pleasant Valley High Schools have been reading a book in common titled *Focus: Elevating the Essentials to Radically Improve Student Learning* by Mike Schmoker. This activity has created a “common language” within the group and has provided opportunities for academic discussions regarding effective teaching practices and their results.

New Course Offerings

Beginning with the 2011-12 school year, two additional honors courses were developed and offered to students - AP World History and AP English Language & Composition. Enrollment requests were such that four sections of AP World History and three sections of AP English Language & Composition were funded. An ROP Sports Medicine class will be implemented in 2012-13, and additional courses such as AP Government and an Honors Earth Science class are being considered for 2013-14.

New Construction

Construction was completed on the Center for the Arts, a district building also available for public use. It is home to a state-of-the-art theater, as well as two PVHS Performing Arts classrooms. This facility is currently home to our Theater Arts, Music, and Choir programs.

As of December 2011, several portable classrooms were cleared from the PV campus to make room for a future project, the construction of a new classroom building. It will be home to 22 regular education classrooms, 2 special education classrooms, 3 collaboration rooms, and 1 resource/book room. Construction will begin in the summer of 2012.

The impact to campus during the construction phase will be the obvious loss of classrooms and space on campus. For example, along with the loss of the portable buildings was the loss of additional staff parking spaces. This need for more parking has impacted the student lot; the first two rows have been converted to staff parking spaces. Also, teachers that were formerly in portable classrooms of their own are now sharing space with two or three other teachers, using rooms during prep periods and/or sharing with part-time teachers. The pay-off to this short-term inconvenience will be well worth it. One of the benefits of this construction project is that it will

allow for teachers within the same department to be more closely located to each other, which in turn could allow for more frequent collaboration.

Common Core State Standards and Professional Development

With the STAR assessment program set to end in 2013-14, many California schools are looking toward the implementation of the new California Common Core State Standards (CCSS). With their focus on college and career readiness, we have been searching for appropriate professional development opportunities in which to participate.

While attending a Smaller Learning Communities conference in June 2010, assessment and literacy coordinators from PV and Chico High (positions created during the SLC grant) attended a workshop session where they learned of a group called ABEO School Change. They specialize in instructional leadership, student engagement, college preparedness, and teacher collaboration. Of particular interest was a set of “targets” or rubrics to which teachers could compare their instructional design, their assignments, and student work. These targets were adapted from four of Fred M. Newmann and Gary G. Wehlage’s Standards of Authentic Instruction. The targets place emphasis on the following: Higher Order Thinking, Depth of Knowledge, Connectedness to the World Beyond the Classroom, and Substantive Conversation. Their work with teachers helps them to look at their own practices through the eyes of a researcher, reflecting on whether or not they are asking their students to use their minds and think critically.

In the fall of 2011, the assessment and literacy coordinators contacted ABEO to conduct a mini-institute with a small group of Chico High and PV teachers. After this mini-institute PVHS, along with Chico High School and Fairview Alternative High School, decided to contract with ABEO School Change to conduct a professional development series. This series will be for 40 teachers among the three schools. It will consist of three separate three-day visits in the spring of 2012. Teachers will spend one day in a workshop setting, while the other two days are spent with ABEO staff at the school sites working directly with teachers and administrators in classrooms conducting observations and providing feedback. A fourth visit is planned as a three-day summer institute in June.

Section III: Ongoing School Improvement

The School's Procedures For The Implementation And Monitoring Of The Schoolwide Action Plan

The Administrative Team and the Instructional Council are primarily responsible for implementation and monitoring of the schoolwide action plan. The Administrative Team consists of the Principal and three Assistant Principals; the Instructional Council consists of the twelve Department Chairs. Within the academic departments are the professional learning teams, or collaborative teams, that carry out our improvement efforts on a daily basis. Weekly collaboration embedded within the school day allows time for continued review and adjustment of essential standards, learning targets, common assessments, and results-oriented discussions. Regular utilization of this process keeps all staff members focused on the continuous cycle of improvement. Departments discuss and report on their progress toward implementation of the action plan steps. Action plan revisions are considered and discussed during administrative, Instructional Council, department, Strategic Intervention Team, and faculty meetings. An additional body that provides input and support of implementation of the plan is the School Site Council, a 12 member team comprised of parents, teachers, administrators, and students.

Integration Of Plans Into One Single Schoolwide Action Plan

The PVHS single schoolwide action plan reflects the analysis of Program and Student Data, the Single Plan for Student Achievement, and the WASC action plan from the previous full self-study. Its main focus continues to be improving student achievement. Each year, prior to the start of school, the plan is initially reviewed by the Administrative Team. Revisions are considered and made as necessary based on program and student data analysis, as well as the plan's support of the Local Educational Agency (LEA) plan. As mentioned in the paragraph above, the Instructional Council, the Strategic Intervention Team, and departments may provide input before the plan is finalized.

Annual Progress Reports

Annual progress is reported through Instructional Council, Administrative Team, and faculty meetings. The Mid-Term review report was prepared by gathering input from a variety of sources including Instructional Council meetings, collaborative team meetings, faculty meetings, interviews with staff, school survey results, various data sources, and Administrative Team meetings. The report was then submitted to the Instructional Council and Administrative Team for additional input and approval as well as being presented to the CUSD School Board.

Section IV: Schoolwide Action Plan Progress

Goal #1: Through a standards based rigorous and relevant curriculum, the proficiency levels of all students will rise by at least one performance band per year in all areas until proficiency is attained or sustained. (Addresses WASC Critical Area of Need #1.1)

Goal #2: Staff will utilize formative and summative assessment data to accurately gauge levels of student learning. (Addresses WASC Critical Area of Need #1.2)

Through weekly collaborative team meetings as well as during grant-funded summer work sessions, much progress has been made toward the development of learning targets and common assessments aligned with the essential standards of our courses. In 2010, district ELA essential standards were re-evaluated and closely aligned to the CST blueprints. Since that time, English collaborative teams have made varying progress toward the creation of learning targets and common assessments. One example is the common research paper required of all 9th grade English students. In math, all PV courses have developed learning targets, with the exception of Geometry which uses the unit objectives that already exist within their textbook. Many of those courses have common unit assessments as well, having been one of the groups that have taken advantage of the paid summer work sessions. Physical Education uses the California Physical Fitness Test as a common assessment multiple times per year, even beyond grade 9. Multiple administrations serve as a means for showing growth toward achieving performance standards throughout the year. As a result of this approach, the percentage of 9th grade students meeting fitness standards at PV has continued to increase over the past three years. Science has developed learning targets and common assessments in most courses. Life Science, as a result, has seen consistent CST gains annually for the past five years. Social Science has adopted the process of mapping backwards each year from the date of the STAR test to the beginning of the school year. They use the CST blueprints to make sure all power standards are covered prior to testing. This approach has resulted in consistent annual CST growth for both World History and U.S. History over the past five years. Foreign Language has developed learning targets in levels I, II, and III of Spanish with common assessments for each unit in those courses as well. Common assessment results are discussed and then interventions and supports are planned for those students who need remediation and re-testing.

Providing ongoing professional development opportunities continues to be a focus, with the goal of increasing teacher knowledge and use of research based instructional strategies designed to increase student learning. As mentioned in a previous section, one such example is contracting with ABEO School Change to provide teachers with such research-based instructional strategies and support. One goal of our work with ABEO is to develop the capacity of the participants to carry the work forward with their colleagues in future years. We have also provided READ 180 literacy training for those teachers currently using, or wanting to implement, the READ 180 program in their courses. This program is currently used in an intensive intervention course titled Power Reading. There is interest from staff members to expand its use to our SDC program. In 2011, PV sent a team of teachers and an administrator to the California Educational Research Association conference to increase staff knowledge of research-based practices such as the utilization of standards-based benchmark exams/common assessments and how implementing such practices and regularly reviewing data and making instructional adjustments can have remarkable impacts on student achievement gains.

As a result of the efforts above, CAHSEE pass rates have continued to climb in both ELA and math for the past three years. Dropout rates have remained below 2%, while graduation rates have continued to improve from 2008-09 to 2010-11. Schoolwide, CST scores for ELA went from 56.4% scoring proficient or advanced in 2008 to 67.1% in 2011. In math, the percentage of students who were

proficient or advanced increased from 34.2% in 2008 to 42.9% in 2011. History saw an increase as well, going from 52.6% in 2008 to 67.2% in 2011. Finally, end-of-course Science scores went from 56.6% scoring proficient or advanced to 67.4% in 2011. It would seem that there is evidence to support that implementing PLC's – developing learning targets, common assessments, and evaluating student progress in a timely manner – has contributed to increased student achievement.

Goal #3: Create and implement a school-wide, timely, and targeted system of interventions and enrichment opportunities. (Addresses Critical Area of Need #1.3)

Over the past few years, we have relied on our professional learning teams to utilize the continuous cycle of improvement model (plan, do, check, act – also represented in the guiding questions of the PV Vision) to identify students not meeting achievement standards and address those results as teams. We currently lack the structure, such as an intervention/enrichment period, to design targeted interventions and enrichments within the school day, other than during regular class periods. Thus, teacher teams have used both formative and summative assessment results to address these needs in a couple of different ways.

For students needing strategic intervention, most teachers have adjusted classroom instruction based on daily formative assessment feedback. Teachers who participated in KLT training and utilize minute-by-minute assessment techniques are able to make those instructional adjustments within the same class period. For students identified as needing intensive intervention, which teachers may discover through formative and/or summative assessments, students are “invited” to attend tutorials before or after school or during lunch as these are the best times that teachers can help students individually. This has been somewhat effective, but some teachers are beginning to wonder what sort of achievement gains we might experience if interventions were mandatory rather than invitational. This topic has been discussed in the school's Strategic Intervention Team, a think-tank style group open to all staff members. Members of the team have begun to gather research to present to staff about other schools' experiences with this type of structure built into the school day.

For ELA students requiring intensive interventions, PV continues to provide a Power Reading course which targets students who are two or more grade levels behind in their skills. The READ 180 literacy intervention program is used during this course, and students' lexile scores are tracked for improvement. The district has adopted the Rosetta Stone language development program for use in ELD classrooms; implementation for PV is planned for the 2012-13 school year. In math, a pre-algebra course was designed to address the needs of students who were successfully completing the Algebra Readiness course yet still struggled when attempting Algebra I. The course is in its first year of implementation in 2011-12.

Because regular attendance contributes greatly to student success, site and district attendance policies have been reviewed and revised. At PV, we instituted a schoolwide tardy policy that has contributed to reduced tardiness. Rather than individual teachers deciding consequences for tardiness, there is now a school policy that anyone tardy to class must get an admit slip before entering their classroom. This way, students without a valid excuse for arriving late are assigned a 30 minute detention by Student Services, which must be served within 5 school days to avoid additional consequence. The district has recently contracted with School Innovations & Advocacy to utilize the *Attention2Attendance*® system in all district schools aid in attendance management. Potential benefits are increased school revenue, recovered learning time, decreased dropout rates/increased graduation rates, and more opportunities to close the achievement gap. The 2011-12 school year is its first year of implementation at PV, thus there is no longitudinal data yet available. Additionally, the district has sought to use the Saturday

Alternative Program to help recoup ADA. At PV, we require students to bring 4 hours worth of classroom work with them, which also helps recover lost learning time.

Goal #4: All students will have access to a safe learning environment. (*Addresses Critical Area of Need #3*)

The Administrative Team at Pleasant Valley High School reviews the discipline matrix annually to make adjustments as needed. For example, the number of students assigned to SAP was very high – in the hundreds at times. After review of reasons students were assigned to SAP, it was determined that using this consequence for students who have a period cut may not be the best use of the resource. Thus, students are now assigned detention instead if they have fewer than 4 period cuts in a day.

Security cameras have been installed and are operational to help monitor activities on campus. They have been useful in several different disciplinary situations; in addition, student knowledge of their presence on campus is often a deterrent to behavioral issues. An additional deterrent has been the continued partnership between the Chico Unified School District and the Chico Police Department. CPD has continued to fund the School Resource Officer program, and PVHS has been fortunate to have one on campus four days per week for several years now. Like campus supervisors and administrators, the SRO is available for daily supervision needs as well as supervision of athletic or other special events.

In 2009-10, Pleasant Valley closed its campus to the 9th graders during lunch. This idea originated through the Strategic Intervention Team as a result of seeing Chico High School implement a closed campus to their 9th graders one year prior to us. In the years since its implementation, which resulted in a separate lunch created for the 9th graders, suspension rates have dropped by approximately 43%. One might attribute this drop, in part, to keeping 9th graders on campus where their behavior can be supervised.

Signs have been purchased and installed in the parking lots to help direct the traffic flow at peak times of the day. Additional signage is planned to direct pedestrian traffic due to the frequency of students crossing the street without using a crosswalk.

In the past few years, due to budget cuts, facilities and maintenance positions have been cut back leaving PV with fewer man hours to attend to the 42-acre campus. Of particular concern have been issues that affect the Physical Education/Athletics playing fields. We have had issues with unlevel ground due to a gopher infestation that has been addressed. Some of the affected fields have been leveled and replanted to make them safer for students. The Sports Boosters Club has been instrumental in helping to provide facilities improvements. In addition, local business people and organizations have donated services such as painting the inside of the gymnasium. District leadership has promised to devote funds to upgrade some of the HVAC units within the district, since it is very hot in Chico during the first couple of months of school.

In the past three years, suspension rates have decreased by 43%, expulsion rates have decreased by approximately 50%, and the graduation rate has increased by 4%.

Goal #5: Create timely and comprehensive monitoring systems to ensure high levels of student learning. (Addresses Critical Area of Need #2)

The Administrative Team, the Instructional Council members, and the School Site Council serve as the guiding coalition to monitor site progress toward implementation of school goals. Monthly meetings of each of those groups, or weekly as is the case for the Administrative Team, provide regular opportunities for review and revision of school goals as needed. Standardized tests results, such as for the CST's or CAHSEE, are distributed and reviewed in these groups as they become available to schools. The Instructional Council members can then take the results back to share with department members during department meetings. Feedback from department members is then funneled back to the Instructional Council.

Communication to various stakeholders has improved over the past several years. Implementation of the *Attention2Attendance*® system has prompted increased communication to families regarding the truancy process. The creation of a Pleasant Valley High School *Facebook* page has provided an avenue for delivering information to students and parents who join the page. A new format for the school webpage has improved when, where, and how information can be posted and accessible to stakeholders. [note: an area for increased focus here would be providing staff development time and training for more teachers to develop web pages] Since PV is such a large campus, continued utilization of the schoolwide communication tool (the Viking Loop) will help keep staff members up-to-date with campus events such as upcoming staff development opportunities, testing schedules for standardized tests, upcoming student events, recognition of student and staff achievements, etc. As cited earlier in the report, additional ideas for how to get information to stakeholders can be pursued such as being able to subscribe to email groups for the Viking Voice and/or the Daily Bulletin.

In 2010-11, our student information system changed from SASI to Aeries. As a result, the look and feel of the Parent Portal (formerly referred to as Parent Connect) changed. First, since it is a web-based program it updates in real time rather than once per evening from a server. Second, students can register for their own accounts to track their grades, attendance, etc. Third, there is much more information available to parents and students through Aeries such as progress toward graduation and transcripts. The gradebook feature allows for parents and students to view assignments on a calendar as well as within a spreadsheet. Missing assignments are highlighted in red so that they stand out. Also visible is the last date and time a gradebook was updated so that the student and/or parent has an idea as to how accurate the grade is. One additional improvement is that all CUSD secondary teachers are required to utilize the gradebook and grade reporting features in some fashion. There are several options for teachers to customize gradebooks to their liking, making this a potentially powerful communication tool if teachers use it to its full extent. The one drawback is that teachers are currently only required to submit grades every six weeks. As some parents in the home group study reported, if teachers do not communicate grades more often than that, a grade that is in danger of failing may become unsalvageable by the time the parent learns of the grade.

Monitoring systems such as the Parent Portal and *Attention2Attendance*®, although fairly new, should aid in providing timely feedback to parents and students about issues that affect their grades. This in turn should lead to increased student attendance and increased student achievement due to recovered learning time. It can also lead to a more frequent grade feedback cycle that could allow students and parents to respond to deficiencies in a more timely manner. All of these systems working together should lead to increased student achievement.

Section V: Schoolwide Action Plan Refinements

Some refinements have been made to the schoolwide action plan since the last full self-study visit. In most cases, the refinements have been to eliminate some of the original actions identified to be taken to reach the goals. The elimination of these actions may be due to a need to reallocate the money originally planned for the step. For example, re-instituting an intra-mural program was an action step for goal #3. It was estimated to cost \$5000 from the General Fund annually. When school budgets were reduced over the last three years, the money that had been planned for that expenditure either was reduced and inadequate or gone altogether. Although important to the variety of enrichment and connection to school opportunities we make available to students, it was not as important as expenditures that were needed for services closer to the classroom.

In other cases, the refinements have eliminated original action steps because we have already completed them or they have been combined into other steps. For example, another action step from goal #3 was to develop learning targets for each course in all departments. It is no longer listed under goal #3 since it is included in one of the action steps for goal #1.

A few additional steps have been added to the schoolwide plan, such as under goal #5. One additional action step inserted here describes our contractual agreement with ABEO and how our work with them will further establish data protocols, continue to develop the collaborative culture on campus, etc.

Other influences that may continue to cause refinements to future schoolwide plans may be the implementation of the Common Core State Standards as well as further development of the PVHS pyramid of intervention.

In conclusion, the leadership team and faculty of PVHS are committed to the full implementation of the action plan steps as refined annually. We have focused resources, time, and energy on making progress on the action plan. We continue to focus our efforts on building and maintaining a collaborative culture as the PLC structure has, so far, proven to be instrumental in bringing about improvements to student achievement and communication throughout the school stakeholder groups. We believe that we will continue to carry out a refined action plan that will remain focused on providing ways for all students to learn at high levels, which will in turn result in an increase in students' academic success.