School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Pleasant Valley High School	**District Name**	Chico Unified School District
Street	1475 East Avenue	**Phone Number**	(530) 891-3000
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3050	**Superintendent**	Kelly Staley
Principal	John Shepherd	**E-mail Address**	kstaley@chicousd.org
E-mail Address	jshepherd@chicousd.org	**CDS Code**	04-61424-0437558

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

MISSION: TO PROMOTE INDIVIDUAL STUDENT EDUCATIONAL SUCCESS VIA A SEQUENCE OF TEACHING, LEARNING, ASSESSMENT AND SUPPORT.

Our Vision is focused by the following 5 questions: 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?

Pleasant Valley High School is a four-year comprehensive high school. PVHS is accredited by the Western Association of Schools and Colleges, and presently has full accreditation through 2015. PVHS is also recognized as a California Distinguished School. Students come from a variety of ethnic and cultural backgrounds.

School personnel, students and parents are presently studying ways to improve the school program. A core academic program is required of all students and a wide variety of elective courses in the areas of fine arts, industrial technology and physical education are offered. There is a cooperative arrangement between Pleasant Valley High School and the local colleges that allows our students to enroll concurrently in college classes.

PVHS is recognized locally and statewide as a strong academic school. We are one of only a few schools in California with an International Baccalaureate program for students who want the most rigorous academic course of study. In addition, we offer Carl Perkins funded school-to-career pathways as well as the Visions Academy in special education and the ACE Life Academy in Home Economics. We have tech-prep classes, 2 + 2 programs, and many Advanced Placement courses that can be taken for college credit. We strive to serve each student and provide a variety of programs to meet the needs of students at this school.

We believe that each student must acquire a core education of basic skills while in high school. Even so, we expect all students to achieve the high standards we have set for them.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are encouraged to participate in school life. There are four parent representatives on the School Site Council, which meets monthly on the third Tuesday at 3:00 pm in room L-1, a classroom located adjacent to the main library floor. In addition, the Parent Teacher Student Association meets in the library monthly at 5:30 pm. Parents are invited to attend both meetings. For parents of English learners, there is an EL Advisory Committee that meets on campus during the school year.

Parents also comprise various booster organizations on campus. We have a Sports Booster and a Music Boosters group that meet regularly. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	506
Grade 10	485
Grade 11	495
Grade 12	457
Total Enrollment	1,958

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.9	White	73.3
American Indian or Alaska Native	1.3	Two or More Races	0.1
Asian	6.6	Socioeconomically Disadvantaged	34.1
Filipino	0.7	English Learners	7.2
Hispanic or Latino	14.5	Students with Disabilities	11.5
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.3	6	26	33	30.2	8	25	26	27.8	16	24	28
Mathematics	33.1	0	18	30	30.3	2	41	14	26.9	12	21	20
Science	32.2	2	12	23	29.8	3	23	8	28.9	4	26	13
Social Science	32.9	1	22	26	28	8	25	12	25.3	15	21	18

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

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

PVHS has a SB 187 School Safety Plan that is updated annually. We utilize a camera monitoring system as well as campus supervisors who are present on campus at all times. The safety plan describes procedures for various natural and man-made disasters. Safety drills are described including drills for fire, earthquake, etc. The School Site Council meets once a month to review any identifiable condition that needs attention. We also have a school crisis team to respond to the needs of students during and following critical circumstances. In addition, we have a school safety team to review conditions on campus.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	11.5	9.95	6.74	6.92	10.03	8.95
Expulsions	1.88	1.52	0.86	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

Pleasant Valley High School has facilities to accommodate the divergent needs of our students. In addition to classroom space, we are fortunate to have modern library, science, and English buildings that were constructed within the last 13 years. Our long-awaited Center for the Arts building has been completed and is in full use. Many CUSD and Chico Community organizations are reserving and utilizing the facility to provide educational and entertainment opportunities for our region. We are excited to announce the approval of plans for a two-story classroom building to accommodate the transition of 24 classrooms of students from portable classroom buildings to a state-of-the-art educational environment. The construction has begun, with a hopeful move-in date of the Fall of 2014.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	[ ]	Room M5: Stained ceiling tile - WO#47228 Paint or replace tile Library: Missing ceiling tile - WO#47228 Replace tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	E2: Missing light diffuser - WO#47186 Replace light diffuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Boys' Locker Room: Urinal not working - WO#47181 Fix urinal
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	**2009-10**	**2010-11**	**2010-11**
With Full Credential	89	92	92	560
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	2	1
Total Teacher Misassignments	1	2	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	97.79	2.21
All Schools in District	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

*　High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)		---
Psychologist	1	---
Social Worker		---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist (non-teaching)		---
Other		---

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

District procedures for adopting textbooks include teacher, student and administrative recommendations and Board of Education approval. The Pleasant Valley library maintains approximately 23,000 books and has many technology-based resources; i.e., electronic data bases, word processing, desktop publishing, art prints, video materials, computer software and off-site telecommunications resources. In addition, pre-selected Internet resources designed to support the state standards are provided through the library home page.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	**English 9**: Holt, Rinehart & Winston, *Literature and Language Arts*, 3rd Course, 1999 **English 10**: Holt, Rinehart & Winston: *Literature and Language Arts*, 4th Course, 2000 **American Literature**: Scott Foresman, *Literature & Integrated Studies*, 2000	Yes	0
Mathematics	**Algebra Readiness**: McDougal Littell, *Algebra Readiness*, 2009 **Pre-Algebra**: Holt, *Mathematics Course 2, CA Edition*, 2009 **Algebra I:** CPM Education Program, *Algebra*, 1999 **Geometry**: CPM Education Program, *Geometry*, 1999 **Algebra II**: CPM Education Program, *Algebra II*, 1999 **Trigonometry/Pre-Calculus**: Glencoe/McGraw-Hill, *Advanced Mathematical Concepts - Pre-Calculus with Applications*, 2003 **AP Calculus**: Holt, McDougal, Cengage Learning, *Single Variable Calculus: Early Transcendentals*, 2011 **AP Statistics**: Freeman, *The Practice of Statistics*, 2000	Yes	0
Science	**Physical Science**: Holt, Rinehart, & Winston, *Earth Science*, CA Edition, 2007 **Biology**: Holt, Rinehart, & Winston, *Modern Biology*, CA, 2007 **Chemistry**: Prentice Hall, *Chemistry (CA)*, 2007 **Life Science**: Prentice Hall, *Life Science Explorer*, 2007 **Anatomy/Physiology**: McGraw-Hill, *Hole's Human Anatomy & Physiology*, 2007 **AP Chemistry**: Prentice Hall, *Chemistry*, 2007 **AP Biology**: Prentice Hall, *Biology*, 2007 **Physics**: Pearson Addison-Wesley, *Conceptual Physics*, 2007	Yes	0
History-Social Science	**World History**: McDougal Littell, *Modern World History*, 1999 **AP World History**: Wadsworth, *The Earth and Its People: A Global History*, 2011 **US History**: McDougal Littell, *The Americans Reconstruction through the 20th Century*, 2002 **AP US History**: W.W. Norton, *America: A Narrative History*, 2006 **Economics**: Prentice Hall, *Economics: Principals in Action*, 2003 **American Government**: Prentice Hall, *Magruder's American Government*, 2001	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,282	$2,977	$5,306	$64,133
District	---	---	$5,212	$65,393
Percent Difference: School Site and District	---	---	1.81%	-1.93%
State	---	---	$5,455	$67,667
Percent Difference: School Site and State	---	---	-2.73%	-5.22%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Pleasant Valley High School provides special education, English Language Learner, and Below Basic Reader support services in order to help students succeed in classes. Severely Handicapped support as well as transitional program support is provided for students that have IEPs for that support. Ninth grade students reading below basic on STAR testing are provided additional instruction in a READ 180 curriculum.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,541	$41,035
Mid-Range Teacher Salary	$53,749	$65,412
Highest Teacher Salary	$84,597	$84,837
Average Principal Salary (Elementary)	$95,080	$106,217
Average Principal Salary (Middle)	$99,405	$111,763
Average Principal Salary (High)	$102,267	$121,538
Superintendent Salary	$166,688	$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:
- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	60	65	54	56	58	49	52	54
Mathematics	33	34	43	46	47	51	46	48	50
Science	66	68	76	61	64	67	50	54	57
History-Social Science	60	67	67	50	55	59	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	65	43	76	67
Male	63	49	80	76
Female	67	38	71	58
Black or African American	33	11	0	48
American Indian or Alaska Native	65	38	0	75
Asian	55	55	79	69
Filipino	73	73	0	0
Hispanic or Latino	47	31	53	56
Native Hawaiian/Pacific Islander	0	0	0	0
White	71	45	79	70
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	49	37	64	56
English Learners	17	24	31	28
Students with Disabilities	22	25	50	28
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	64	71	61	62	67	52	54	59
Mathematics	73	70	68	67	63	65	53	54	56

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

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	30	36	35	44	20
All Students at the School	29	33	38	32	47	21
Male	32	38	30	26	45	29
Female	25	29	46	38	49	13
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	32	21	46	32	25	43
Filipino	0	0	0	0	0	0
Hispanic or Latino	43	32	25	43	51	6
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	26	33	40	30	48	22
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	45	31	24	49	40	11
English Learners	88	0	12	82	12	6
Students with Disabilities	77	16	6	71	29	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

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

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	14.7	24.3	48.5

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

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	8	8
Similar Schools	9	8	8

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	8	15	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-7	52	27
Native Hawaiian/Pacific Islander			
White	11	7	26
Two or More Races	N/D		
Socioeconomically Disadvantaged	-7	23	32
English Learners		30	42
Students with Disabilities	27	-3	28

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,349	840	8,725	803	4,683,676	778
Black or African American	31	719	324	696	317,856	696
American Indian or Alaska Native	17	842	164	743	33,774	733
Asian	93	855	612	775	398,869	898
Filipino	11	920	53	907	123,245	859
Hispanic or Latino	212	778	1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander	5		45	819	26,953	764
White	974	854	5,596	835	1,258,831	845
Two or More Races	1		23	762	76,766	836
Socioeconomically Disadvantaged	435	778	3,894	731	2,731,843	726
English Learners	124	747	1,321	681	1,521,844	707
Students with Disabilities	128	595	977	622	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	35.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Dropout Rate (1-year)	1.6	1.9	1.4	3.9	4.5	4	4.9	5.7	4.6
Graduation Rate	92.2	94.46	96.36	83.3	85.94	85.79	80.21	78.59	80.44

*   The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	92.1%	92.5%	N/D
Black or African American	72.7%	94.6%	N/D
American Indian or Alaska Native	83.3%	90.5%	N/D
Asian	88.2%	90.5%	N/D
Filipino	100%	100%	N/D
Hispanic or Latino	94%	87.6%	N/D
Native Hawaiian/Pacific Islander	100%	80%	N/D
White	92.4%	93.9%	N/D
Two or More Races	N/A	75%	N/D
Socioeconomically Disadvantaged	82.5%	77%	N/D
English Learners	73.3%	83.3%	N/D
Students with Disabilities	69.2%	89.2%	N/D

*   "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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Pleasant Valley High School is proud of the many career technical programs that have been added. Along with adding Regional Occupation Program teachers and classes, PV has an exceptional Culinary program, Industrial technology program, Business Education program, as well as many other career oriented programs available to students.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	524
% of pupils completing a CTE program and earning a high school diploma	19%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	94%
Graduates Who Completed All Courses Required for UC/CSU Admission	39.8%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	3	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	4	---
Science	0	---
Social Science	4	---
All courses	12	3.4

XII. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Curricular development is an ongoing process. Teachers are encouraged and provided training to use State Standards to plan curriculum for their disciplines. They recognize that State assessments are based on the student's proficiency in learning State Standards. Looking forward to the implementation of the focus on The Federal Common Core Standards, the PVHS staff members have been researching best practices to prepare students for colleges and careers. Teachers have recently examined student formative assessment data from tests given in core subjects. This process will be repeated three times each year. Each assessment measures student learning on required essential State Standards. Teachers are provided time embedded in the work day to review results and collaborate in course-alike and grade-level teams to develop strategies to pursue high levels of student-learning. At strategic times counselors apply intervention strategies to students who are not learning. These strategies include addition tutorials, core instruction after school, and various incentive devices to increase a student's learning capacity.