

Pleasant Valley High School
2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Pleasant Valley High School
Street	1475 East Ave.
City, State, Zip	Chico
Phone Number	530-891-3050
Principal	Damon Whittaker
Email Address	dwhittaker@chicousd.org
School Website	http://pvhs.chicousd.org/
County-District-School (CDS) Code	04-61424-0437558

2021-22 District Contact Information

District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
District Website Address	www.chicousd.org

2021-22 School Overview

Pleasant Valley High School (PVHS) is a four-year comprehensive high school. PVHS is accredited by the Western Association of Schools and Colleges, and presently has full accreditation through 2022. PVHS is also recognized as a California Distinguished School. Students come from a variety of ethnic and cultural backgrounds. School personnel, students and parents consistently study ways to improve school programs. A core academic program is required of all students, and students also have a wide variety of elective courses in the areas of fine arts, industrial technology and physical education to select from. 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 Advanced Placement Diploma program for students who want the most rigorous academic course of study. We offer CTE and Carl Perkins-funded school-to-career pathways, as well as the Visions Academy in special education. We have tech-prep classes, 2 + 2 programs, and many Advanced Placement courses that can be taken for college credit. Additionally we offer a variety of online courses in our Viking Online Academy, which uses Edgenuity curriculum as the academic platform. We strive to serve each student and provide a variety of programs to meet the needs of students at this school.

Our mission is 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 PVHS community?

In addition to our Mission and Vision, Pleasant Valley High School has developed Viking Learner Outcomes, which state we want our students to become:

Collaborative (reflective, open-minded, leaders by influence, interdependent)

Creative (inquirers, able to access and synthesize information)

Critical Thinkers (problem-solvers, able to analyze and apply information)

Communicators (agile and adaptable in verbal and written communication, able to access/convey information efficiently and effectively)

People of Character (people who act with integrity, honest and courage and take initiative)

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	434
Grade 10	446
Grade 11	425
Grade 12	414
Total Enrollment	1,719

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	6.9
Black or African American	2.2
Filipino	1
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.6
White	64.3
English Learners	1.3
Foster Youth	0.5
Homeless	0.9
Socioeconomically Disadvantaged	35.3
Students with Disabilities	13.8

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.4	89.9	588.0	84.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	4.5	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	12.9	1.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.2	7.9	53.9	7.7	12115.8	4.4
Unknown	1.6	2.1	37.6	5.4	18854.3	6.9
Total Teaching Positions	78.3	100.0	697.1	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	6.2
Total Out-of-Field Teachers	6.2

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

District procedures for adopting textbooks include teacher, student and administrative recommendations and Board of Education approval. The Pleasant Valley library maintains approximately 24,000 books and has many technology-based resources, including electronic databases, word processing, desktop publishing, art prints, video materials, computer software, and off-site telecommunications resources. In addition, pre-selected online resources designed to support the state standards are provided through the library home page.

Year and month in which the data were collected

October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9: Holt, Rinehart and Winston, Literature and Language Arts, 3rd Course, 1999 English 10: Holt, Rinehart and Winston: Literature and Language Arts, 4th Course, 2000 American Literature: Scott Forsman, Literature and Integrated Studies, 2000 Edgenuity 2020 online	Yes	0
Mathematics	Algebra Readiness: McDougal Littell, Algebra Readiness, 2009 Pre-Algebra: Holt, Mathematics Course 2, CA Edition, 2009 Math C: CPM, Core Connections - Course 3, 2014 Algebra I: CPM Education Program, Algebra, 1999 Integrated Math 1: CPM, CC Integrated Math I, 2014 Geometry: CPM Education Program, Geometry, 1999 Integrated Math 2: CPM, CC Integrated Math II, 2014 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 ISP Math: Houghton Mifflin Harcourt, Big Ideas Math, Integrated Math levels 1, 2, and 3, 2015 Edgenuity 2020 online	Yes	0
Science	Physical Science: Holt, Rinehart, and Winston, Earth Science, CA Edition, 2007 Biology: Holt, Rinehart, and 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 and Physiology, 2007 AP Chemistry: Prentice Hall, Chemistry, 2007 AP Biology: Prentice Hall, Biology, 2007 Physics: Pearson Addison-Wesley, Conceptual Physics, 2007 Edgenuity 2020 online	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	Yes	0

	US History: McDougal Littell, The Americans Reconstruction through the 20th Century, 2002 AP US History: McGraw-Hill, American History: Connecting with the Past, 2015 Economics: Prentice Hall, Economics: Principals in Action, 2003 American Government: Prentice Hall, Magruder's American Government, 2001 AP Government and Politics - U.S., Pearson, Government in America, AP Edition, 16th Edition, 2015 Edgenuity 2020 online		
Foreign Language	French: Edgenuity online Spanish: Vista Higher Learning, Descubre Spanish Textbook, levels 1,2,3 (2017)		0
Health	McGraw Hill Glencoe: Health, 2007 Edgenuity 2020 online		0
Visual and Performing Arts	Meets State Guidelines		0
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines		0

School Facility Conditions and Planned Improvements

Pleasant Valley High School has facilities to accommodate the diverse needs of our students. In addition to classroom space, we are fortunate to have modern Library, Science, Social Science, Math 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 reserve and utilize the facility to provide educational and entertainment opportunities for our region. In addition, our 24-classroom, state-of-the-art student learning building was completed in March 2014 and is in full use. We have completed the first and second phases of our multi-use PE and athletic facility to accommodate the needs of the next generation of student athletes. Additionally Pleasant Valley High School has completed construction on our newest building, Valhalla, our state of the art cafeteria and culinary restaurant and lab for students in our Culinary CTE pathway . Pleasant Valley High school is also anticipating the completion of two renovation projects, our Child development CTE pathway building and our Art Media and Entertainment pathway building in the spring of 2022.

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 prioritize emergency repairs.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			4. (D) Ceiling tiles missing, damaged or loose. Low voltage wires are being installed above ceiling. When work is completed, the tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	390	363	93.08	6.92	80.17
Female	186	174	93.55	6.45	85.63
Male	204	189	92.65	7.35	75.13
American Indian or Alaska Native	0	0	0	0	0
Asian	31	26	83.87	16.13	92.31
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	63	94.03	5.97	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	61.54
White	262	245	93.51	6.49	85.31
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100	0	100
Socioeconomically Disadvantaged	138	125	90.58	9.42	76.8
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	35	76.09	23.91	28.57

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	390	367	94.10	5.90	54.22
Female	186	175	94.09	5.91	54.29
Male	204	192	94.12	5.88	54.17
American Indian or Alaska Native	0	0	0	0	0
Asian	31	28	90.32	9.68	60.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	63	94.03	5.97	25.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	38.46
White	262	247	94.27	5.73	61.13
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	72.73
Socioeconomically Disadvantaged	138	127	92.03	7.97	39.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	34	73.91	26.09	14.71

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				

Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	0.00	N/A	0.00	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	767	14	1.83	98.17	0.00
Female	381	4	1.05		
Male	386	10	2.59		
American Indian or Alaska Native	--	--	--	--	--
Asian	59	1	1.69	98.31	--
Black or African American	15	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	3	2.26	97.74	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	2	5.71	94.29	--
White	505	8	1.58	98.42	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	1	4.00	96.00	--
Socioeconomically Disadvantaged	190	4	2.11	97.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	14	16.28	83.72	0.00

2020-21 Career Technical Education Programs

Pleasant Valley High School is proud of the many career technical programs that have been added. PV has an exceptional Culinary program, Arts Media and Entertainment program, Industrial Technology program, Multi-Media program, Early Childhood Education program, and Business Education program, as well as many other career oriented programs available to students.

Pleasant Valley's sequencing pathways include

Arts, Media and Entertainment Course sequence:

Intro to Multimedia

Video Production 1

Film and Media Studies

Audio and Media Productions

Video Production 2 and 3

Digital Photography 1

Graphic Arts and Design 1

Graphic Arts and Design 2

Education, Child Development and Family Services sequence:

Life Management

Human Development

Careers with Kids

HEROES Teach

Teach-After School

Engineering and Architecture sequence:

Architectural Design and CAD 1

Architectural Design and CAD 2

Architectural Design and CAD 3/4

Engineering and CAD 1

Engineering and CAD 2

Engineering and CAD 3

Engineering and CAD 4

Hospitality, Tourism and Recreation sequence:

Life Management

Nutrition and Food Science

Culinary Arts 1

Culinary Arts 2

Hospitality and Event Planning

Health Science and Medical Technology sequence:

Medical Terminology and Career

Sports Medicine

Medical Careers

Manufacturing and Product Development sequence:

Welding 1

Advanced Welding

Welding Fabrication

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	834
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	56.7

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	94.78
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	47.9

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to participate in school life. There are parent representatives on the School Site Council, which meets quarterly. In addition, the Parent Teacher Student Association meets in the library monthly on the first Monday at 5:30 pm in room L-1. Parents are invited to attend both meetings. For parents of English learners, there is an EL Advisory Committee that

2021-22 Opportunities for Parental Involvement

meets on campus during the school year. Parents also comprise various booster organizations on campus. We have Sports Booster, Theatre Booster, and Music Booster groups that meet regularly. Contact the main office at 530-891-3050 for more information.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.8	6.3	3.6	8.8	8.5	6.4	9.0	8.9	9.4
Graduation Rate	94.5	90.7	92.3	89.8	87.2	88.8	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	417	385	92.3
Female	213	194	91.1
Male	204	191	93.6
American Indian or Alaska Native	--	--	--
Asian	28	28	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	75	68	90.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	14	87.5
White	269	248	92.2
English Learners	14	12	85.7
Foster Youth	--	--	--
Homeless	32	26	81.3
Socioeconomically Disadvantaged	207	185	89.4
Students Receiving Migrant Education Services	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1817	1768	339	19.2
Female	862	836	150	17.9
Male	948	925	187	20.2
American Indian or Alaska Native	16	16	4	25.0
Asian	122	120	17	14.2
Black or African American	39	38	11	28.9
Filipino	18	18	2	11.1
Hispanic or Latino	354	342	72	21.1
Native Hawaiian or Pacific Islander	11	11	2	18.2
Two or More Races	72	71	18	25.4
White	1159	1129	207	18.3
English Learners	26	25	4	16.0
Foster Youth	15	14	8	57.1
Homeless	33	30	14	46.7
Socioeconomically Disadvantaged	872	842	212	25.2
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	254	241	83	34.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.85	0.28	4.22	0.67	3.47	0.20
Expulsions	0.09	0.00	0.07	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.98	3.42	2.45
Expulsions	0.35	0.25	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0.00
Female	0.23	0.00
Male	0.32	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.39	0.00
White	0.17	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

PVHS has an 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 during school hours. The safety plan describes procedures for various natural and man-made disasters. Students and staff practice safety drills for fire, earthquake, Code Red, etc. The School Site Council meets once a quarter 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 site. Parents, guardians and community members can view Pleasant Valley High School's safety plan on the school's website.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	24	23	29
Mathematics	26	22	18	29
Science	29	8	11	28
Social Science	24	23	14	26

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	29	16	33
Mathematics	24	25	22	27
Science	25	16	10	25
Social Science	24	25	16	27

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	138	1	
Mathematics	13	114		
Science	14	85		
Social Science	13	112		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	358.1

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.4
Social Worker	0
Nurse	0.6
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0
Other	0.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,087.20	\$4,039.24	\$8,047.96	\$75,734.00
District	N/A	N/A	\$8,292.11	\$75,734
Percent Difference - School Site and District	N/A	N/A	-3.0	0.0
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-4.8	-13.1

2020-21 Types of Services Funded

Pleasant Valley High receives the following funding:

- Economic Impact Aid/Limited English Proficient (EIA/LEP) funds to support programs and activities to assist English learners achieve academic and English language proficiency as practicable.
- Economic Impact Aid/State Compensatory Education (EIA/SCE) funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Supplemental LCAP funding to support the 3 CUSD Learning Goals.

Pleasant Valley High School provides Special Education, English Language Learner, AVID, 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. In addition to these services, PVHS offers a Learning Center, available to students in need of more direct intervention and/or more time to complete assignments.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,195	\$52,562
Mid-Range Teacher Salary	\$66,564	\$83,575
Highest Teacher Salary	\$104,767	\$104,166
Average Principal Salary (Elementary)	\$114,497	\$131,875
Average Principal Salary (Middle)	\$121,376	\$137,852
Average Principal Salary (High)	\$126,883	\$150,626
Superintendent Salary	\$238,553	\$260,243
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	23.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	11
Fine and Performing Arts	0
Foreign Language	8
Mathematics	8
Science	4
Social Science	21
Total AP Courses Offered	54

Professional Development

Teachers are encouraged and provided training to use Common Core State Standards to plan curriculum for their disciplines. As we continue to focus on the implementation of the Common Core State Standards, the PVHS staff members continue to research and implement best practices to prepare students for colleges and careers. Teachers are developing and will be implementing district-wide common writing assessments in ELA grades 9-11, as well as district-wide common math assessments in Math C and Integrated Math 1. Each assessment measures student learning on required 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. There are multiple school-wide adult learning sessions each semester focused on strategies to help students achieve the CCSS. This year's focus is on development of collaboration skills within and across disciplines. There are also district-sponsored adult learning sessions focused on strategies to help students develop the CCSS and 21st Century skills. At strategic times counselors apply intervention strategies, including a Check-in/Check-Out process, to students who are not learning. These strategies include additional tutorials, core instruction after school, and various incentive devices to increase a student's learning capacity. PVHS is also considering adopting an innovative schedule to support student learning.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Chico Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
District Website Address	www.chicousd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6263	866	13.83	86.17	70.10
Female	2973	398	13.39	86.61	76.88
Male	3278	467	14.25	85.75	64.44
American Indian or Alaska Native	71	10	--	85.92	--
Asian	315	49	15.56	84.44	81.63
Black or African American	121	16	13.22	86.78	68.75
Filipino	36	6	16.67	83.33	--
Hispanic or Latino	1746	213	12.20	87.80	54.25
Native Hawaiian or Pacific Islander	34	8	23.53	76.47	--
Two or More Races	494	48	9.72	90.28	60.42
White	3446	516	14.97	85.03	77.04
English Learners	371	6	1.62	98.38	--
Foster Youth	51	6	11.76	88.24	--
Homeless	420	80	19.05	80.95	36.84
Military	276	36	13.04	86.96	69.44
Socioeconomically Disadvantaged	3479	406	11.67	88.33	60.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	915	131	14.32	85.68	21.54

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6262	853	13.62	86.38	40.49
Female	2972	394	13.26	86.74	40.71
Male	3278	458	13.97	86.03	40.39
American Indian or Alaska Native	71	9	--	87.32	--
Asian	315	50	15.87	84.13	52.00
Black or African American	121	16	13.22	86.78	31.25
Filipino	36	6	16.67	83.33	--
Hispanic or Latino	1746	208	11.91	88.09	21.26
Native Hawaiian or Pacific Islander	34	8	23.53	76.47	--
Two or More Races	494	45	9.11	90.89	37.78
White	3445	511	14.83		48.14
English Learners	371	7	1.89	98.11	--
Foster Youth	50	6	12.00	88.00	--
Homeless	420	72	17.14	82.86	11.11
Military	276	37	13.41	86.59	43.24
Socioeconomically Disadvantaged	3478	399	11.47	88.53	27.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	915	128	13.99	86.01	10.16