

**Pleasant Valley High School**  
**2022-2023 School Accountability Report Card**  
**(Published During the 2023-2024 School Year)**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



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

## California School Dashboard



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

## Internet Access

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

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 2023. 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. 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, honesty and courage and take initiative)

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	470
Grade 10	501
Grade 11	434
Grade 12	435
Total Enrollment	1,840

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	52.8%
American Indian or Alaska Native	1.3%
Asian	6.1%
Black or African American	2.6%
Filipino	1.1%
Hispanic or Latino	21.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.8%
White	60.3%
English Learners	2.1%
Foster Youth	0.8%
Homeless	1.6%
Socioeconomically Disadvantaged	46.7%
Students with Disabilities	14.4%

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	70.40	89.92	588.00	84.35	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.50	0.65	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	12.90	1.86	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.20	7.95	53.90	7.74	12115.80	4.41
<b>Unknown</b>	1.60	2.13	37.60	5.39	18854.30	6.86
<b>Total Teaching Positions</b>	78.30	100.00	697.10	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	71.20	88.13	623.30	86.19	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.90	1.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	2.33	13.40	1.86	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	2.09	25.50	3.53	11953.10	4.28
<b>Unknown</b>	5.90	7.41	49.90	6.91	15831.90	5.67
<b>Total Teaching Positions</b>	80.80	100.00	723.20	100.00	279044.80	100.00

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

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.80

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	6.20	1.60
<b>Total Out-of-Field Teachers</b>	6.20	1.60

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.9

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

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

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

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 4, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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: 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	Yes	0
<b>Foreign Language</b>	French: Edgenuity online		0

	Spanish: Vista Higher Learning, Descubre Spanish Textbook, levels 1,2,3 (2017)		
<b>Health</b>	McGraw Hill Glencoe: Health, 2007 Edgenuity 2020 online		0
<b>Visual and Performing Arts</b>	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. Pleasant Valley High school is home to the district Center for the Arts building and is in full use hosting the many performing arts. 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 has completed two renovation projects, our Child development CTE pathway building and our Art Media and Entertainment pathway building in the spring of 2022. Additionally, Pleasant Valley will complete our Industrial Technology renovation, which will be home to our Architecture and Engineering, as well as our state of the art welding lab and classroom.

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 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			4. (D) Ceiling tiles have holes or stains (B2, B5, M12, M5). W.O. #11856
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			5. (D) Light fixtures are NOT working properly (B5). W.O. # 11859
<b>Electrical</b>	X			7. (D) power outlet by door not working (P5). W.O. #11854 7. (D) Lighting is flickering (M11). W.O. # 11859
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			15. (D) door closer needs adjusted (P4). W.O. # 11858

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	71	55	55	47	46
<b>Mathematics</b> (grades 3-8 and 11)	46	43	39	40	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	419	401	95.70	4.30	70.50
<b>Female</b>	192	187	97.40	2.60	75.94
<b>Male</b>	226	213	94.25	5.75	66.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	33	33	100.00	0.00	72.73
<b>Black or African American</b>	12	10	83.33	16.67	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	88	85	96.59	3.41	57.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	28	96.55	3.45	67.86
<b>White</b>	248	237	95.56	4.44	76.37
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	14	14	100.00	0.00	78.57
<b>Socioeconomically Disadvantaged</b>	197	187	94.92	5.08	62.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	46	83.64	16.36	21.74

## 2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	419	398	94.99	5.01	42.96
<b>Female</b>	192	185	96.35	3.65	42.16
<b>Male</b>	226	212	93.81	6.19	43.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	33	32	96.97	3.03	65.63
<b>Black or African American</b>	12	10	83.33	16.67	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	88	85	96.59	3.41	27.06
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	28	96.55	3.45	35.71
<b>White</b>	248	235	94.76	5.24	45.96
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	14	14	100.00	0.00	50.00
<b>Socioeconomically Disadvantaged</b>	197	185	93.91	6.09	32.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	46	83.64	16.36	10.87

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.52	42.64	36.99	38.80	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	814	789	96.93	3.07	42.97
Female	370	360	97.30	2.70	42.22
Male	440	425	96.59	3.41	43.76
American Indian or Alaska Native	11	9	--	18.18	--
Asian	57	57	100.00	0.00	47.37
Black or African American	20	18	90.00	10.00	44.44
Filipino	--	--	--	--	--
Hispanic or Latino	185	181	97.84	2.16	28.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	51	96.23	3.77	43.14
White	477	462	96.86	3.14	48.05
English Learners	16	15	93.75	6.25	6.67
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	0.00
Military	33	32	96.97	3.03	46.88
Socioeconomically Disadvantaged	367	358	97.55	2.45	34.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	84	85.71	14.29	10.71

## 2022-23 Career Technical Education Programs

Pleasant Valley High School is proud of the many Career Technical Education programs that have been added. PV has an exceptional Culinary program, Arts Media and Entertainment program, Industrial Technology program, Ag Mechanics, Architecture Design and CAD Pathway, Multi-Media program, Early Childhood Education program, Public Safety Pathway, Patient Care Pathway 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 3/4

Hospitality, Tourism and Recreation sequence:

Life Management  
Nutrition and Food Science  
Culinary Arts 1  
Culinary Arts 2  
Baking, Pastry, Breakfast and Barista

Health Science and Medical Technology sequence:

Medical Terminology and Career  
Sports Medicine  
Medical Hospital Careers

Ag Mechanics:

Intro to Ag Mechanics  
Ag Welding  
Ag Advanced Welding

Commercial Arts sequence:

Art 1  
Drawing 1/Ceramics  
Art Studio

## 2022-23 Career Technical Education Programs

### 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1532
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.46
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	48.39

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	89.30%	74.42%	62.33%	74.88%	63.26%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

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 third Tuesday 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 Sports Booster, Theatre Booster, and Music Booster groups that meet regularly. Pleasant Valley High School also uses a communication tool, Parent Square, to streamline parent engagement and communicate with PVHS families. Beginning this year, 2023-2024 school year, Pleasant Valley High School has a full time Targeted Case Manager who supports our families with community and school resources. 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.6	2.1	6.2	6.4	7.6	9.1	9.4	7.8	8.2
Graduation Rate	92.3	96	93.6	88.8	88.8	89.9	83.6	87	86.2

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	419	392	93.6
<b>Female</b>	192	182	94.8
<b>Male</b>	224	207	92.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	26	25	96.2
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	100	93	93.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	14	12	85.7
<b>White</b>	248	234	94.4
<b>English Learners</b>	13	9	69.2
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	21	17	81.0
<b>Socioeconomically Disadvantaged</b>	254	237	93.3
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	62	47	75.8

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1925	1888	292	15.5
Female	904	882	149	16.9
Male	1007	992	137	13.8
Non-Binary	14	14	6	42.9
American Indian or Alaska Native	26	26	14	53.8
Asian	117	115	12	10.4
Black or African American	50	50	8	16.0
Filipino	20	20	0	0.0
Hispanic or Latino	412	399	57	14.3
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	94	91	17	18.7
White	1153	1136	174	15.3
English Learners	48	44	13	29.5
Foster Youth	20	17	10	58.8
Homeless	39	34	21	61.8
Socioeconomically Disadvantaged	1095	1068	211	19.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	287	279	88	31.5

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.28	4.67	4.88	0.67	4.01	3.85	0.20	3.17	3.60
Expulsions	0.00	0.32	0.47	0.01	0.31	0.38	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.88	0.47
Female	4.2	0.55
Male	5.46	0.4
Non-Binary		
American Indian or Alaska Native	3.85	0
Asian	0	0
Black or African American	10	0
Filipino	0	0
Hispanic or Latino	5.34	0.24
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.45	1.06
White	4.86	0.61
English Learners	6.25	0
Foster Youth	25	0
Homeless	12.82	2.56
Socioeconomically Disadvantaged	6.67	0.82
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.54	0

## 2023-24 School Safety Plan

PVHS has an SB 187 School Safety Plan that is updated annually. The plan was last updated, discussed with staff, and adopted by the CUSD Board of Trustees in October 2023. 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 each semester. Pleasant Valley High School uses Catapult Emergency Management System to report fire, earthquake, Caution alerts, including Police initiated secures, and lockdowns. The School Site Council meets in September to approve the Comprehensive School safety plan and continues to meet 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.

## 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		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	22	11	33
Mathematics	26	16	26	18
Science	27	11	14	21
Social Science	22	28	17	14

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	24	37	14
Mathematics	24	18	39	14
Science	26	9	37	7
Social Science	22	25	27	15

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	235.9

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	7.8
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	1.2
<b>Speech/Language/Hearing Specialist</b>	0.4
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.2

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$14,497.72	\$5,875.16	\$8,622.56	\$75,201.00
<b>District</b>	N/A	N/A	\$8,977.99	\$75,201
<b>Percent Difference - School Site and District</b>	N/A	N/A	-4.0	0.7
<b>State</b>	N/A	N/A	\$7,607	\$90,632
<b>Percent Difference - School Site and State</b>	N/A	N/A	26.7	-16.1

## Fiscal Year 2022-23 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 administrators.
- Supplemental LCAP funding to support the 3 CUSD Learning Goals, Academic, Social/Emotional, Behavioral

Pleasant Valley High School provides Special Education, English Language Learner, AVID, Math lab and Below Basic Reader support services in order to help students succeed in classes. Pleasant Valley High School provides students in 9th and 10th grade Academic Intervention classes built into their daily schedule. Students in 11th and 12th grade have the choice to add it to their schedules. 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 Peer Tutoring and a Learning Center, available to students in need of more direct intervention and/or more time to complete assignments.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,108	\$55,550
<b>Mid-Range Teacher Salary</b>	\$67,799	\$84,645
<b>Highest Teacher Salary</b>	\$106,711	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$118,745	\$139,860
<b>Average Principal Salary (Middle)</b>	\$129,245	\$146,440
<b>Average Principal Salary (High)</b>	\$130,183	\$158,447
<b>Superintendent Salary</b>	\$244,827	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	32.14%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.12%	4.89%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	25
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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	6
Fine and Performing Arts	2
Foreign Language	1
Mathematics	5
Science	4
Social Science	19
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	42

## Professional Development

Chico Unified School District provides high quality professional development. Chico Teachers are encouraged and provided training to plan curriculum for their disciplines. PVHS staff members continue to research and implement best practices to prepare students for colleges and careers. PVHS teachers meet every Monday from 8:15-8:55am to collaborate. These sessions provide time for teachers and staff to align subject area curriculum to Common Core State Standards, develop common assessments, create strategies to help support students needing tier 2 and 3 classroom interventions and learn and implement new teaching strategies. PVHS' Vision statement embraces the Professional Learning Community through 5 questions

- 1) What do we want students to know and be able to do?
- 2) How will we know if they've learned it?
- 3) How will we respond when they don't?
- 4) How will we respond when they do?
- 5) How will we provide opportunities for every student to connect to the PV community

Title II funds support staff professional development in teachers' areas of interest including MTSS, PBIS, NGSS, and Common Core. Chico Unified School District is supporting Colleague Coaching through ABEO with a focus on Best Practices in a block schedule.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6