

CHICO UNIFIED SCHOOL DISTRICT

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Preface

Pleasant Valley High School followed the self-study process as outlined in the 2014 edition of *Focus on Learning: Joint WASC/CDE Process Guide*. The school's Principal and Self-Study Coordinators attended WASC Self-Study training and created a timeline to accomplish the five tasks involved. While data analysis and goal-setting are a regular part of the school's ongoing cycle of continuous improvement, the school began orienting stakeholders to the expected outcomes of the self-study, the timelines, and the overall process to be used in the spring of 2014. Staff members self-selected the focus groups in which they would participate and groups identified leaders to coordinate their group tasks. These leaders met prior to whole group meetings to prepare for group sessions, providing input on processes that would be used to best support completion of the self-study tasks. Student and Parent Home Groups were also established in 2014. These groups met periodically to assist in the interpretation of data, to help identify the school's strengths and challenges, and to provide input on the refinement of the Schoolwide Action Plan. Representatives from the Chico Unified School District, including the Director of Testing and the Data & Assessment Analyst, provided input and assisted in the preparation of the self-study report.

Central to the self-study process was the role of evidence to support beliefs, claims, and findings. We believe the self-study process would serve us best if we continue to be mindful of how the Viking (Schoolwide) Learner Outcomes, the goals of our Single Plan for Student Achievement, the goals of the Local Control and Accountability Plan, and the results of the *Focus on Learning* self-study are interconnected. We also believe the resulting Schoolwide Action Plan should be small enough in scope to realistically accomplish the plan while focusing on the action steps that our self-study revealed were most critical for improving student learning.

Our school vision is focused on 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?

As such, data collection and analysis is a regular part of what various school stakeholder groups do. The self-study process helped to determine critical academic needs and the quality of the school program in relation to the WASC/CDE criteria and the refined Viking (Schoolwide) Learner Outcomes. Both aggregated and disaggregated data from the school's student information system (Aeries), various data and statistics resources from the CDE such as DataQuest, and annual school climate surveys administered to staff, students, and parents were used in this analysis.

The quality of the school program was analyzed by comparing current realities with the WASC/CDE criteria concepts as presented through the indicators and prompts. Information on the Viking Learner Outcomes, the academic and related industry standards, and the WASC/CDE criteria was analyzed to determine growth needs and critical next steps. The identified Critical Learner Needs and the proposed action steps from various stakeholder groups served as the foundation around which the comprehensive Schoolwide Action Plan was revised.



GENERAL BACKGROUND AND HISTORY

Description of School and Community

Pleasant Valley High School is a grade nine through twelve school located in Chico, California, a university town approximately 175 miles northeast of San Francisco in the Sacramento Valley. It first opened in 1964, and has grown into a 42 acre campus. In 2009 PVHS received a six year accreditation term with a mid-cycle progress report from the Western Association of Schools and Colleges. The mid-cycle progress report was submitted in 2012.

Agriculture has historically been Chico’s major industry; more recently, retail trade and tourism have played larger roles in the area economy. Health care and education remain major employers: Chico is home to Enloe Medical Center as well as Butte Community College and California State University, Chico (CSUC). A lively arts scene, including theater, music, drama, and dance, led to Chico’s designation in 2002 as one of “The 100 Best Art Towns in America.”

Chico is typical of many California communities in its rapid growth over the past fifteen years. As housing prices and the cost of living in California's metropolitan areas soar, Chico’s population exploded from 40,079 in 1990, to 59,954 in 2000, to 87,714 (33,468 households) in 2012 (<http://www.census.gov>). Including the unincorporated areas immediately adjacent to the city limits, the population currently served by the Chico Unified School District (CUSD) is over 100,000. The median household income is \$42,896 per year, well below the state median household income of \$61,400. The unemployment rate in August 2013 was 9.3% in Chico, slightly above the state average of 8.7%.

Parental and Community Involvement

As evidenced in the graphic that follows, PVHS has a strong, vibrant, and growing relationship with Butte County and Chico community partners. These partnerships lead to curricular support, internship and externship possibilities for our students, and in times of economic need, opportunities for financial support.

STUDENT WELLNESS/SUCCESS	PROGRAM SUPPORT	PUBLIC AGENCIES	CO-CURRICULAR/ CLUB SUPPORT	COMMUNITY GROUPS
Friday Night Live	CEPCO	CSU, Chico/Butte C.C.	PV Sports Boosters	PVHS Foundation
Chico Community Scholarship Foundation	Rotary Club of Chico	Chico Police Dept –School Resource Officers	Parent-Teacher-Student Association	CAVE Program
Chico Rotary Exchange Program	Chico Area Rec. Dept.	Butte County Probation	Stonewall Alliance – GSA Club	LOVE Chico – Campus Beautification
Skyway House Adolescent Program	Arts for All – CUSD Arts Boosters	BCOE ROP – I-Tech, Multi-Media, Business, Retail	Chico State Women’s Center	North Valley Community Foundation
Educational Talent Search	Chico Elks Lodge	Butte County Fire Department	National Charity League	Chico Rotary – Sober Grad Night
Butte Youth Now Coalition	Valley Contractors Exchange	Butte County Behavioral Health	PV Band Boosters	Jesus Center – Empty Bowls
Far Northern Regional Center	Chico Chamber of Commerce		NSCIF/CIF	
		Catalyst	Chico Community Theater	Enloe Hospital
Parent/Student Committed	Friends of the Arts	H.E.R.E. – Homeless/ Runaway Youth	BloodSource	Soroptimist International of Chico



There are several ways parents are encouraged to become involved with Pleasant Valley High School. They can become a member of the PTSA, join the Band Boosters or the Sports Boosters Club, serve as a member of School Site Council, or participate in committee processes such as the one used to establish the District's Local Control and Accountability Plan. In an effort to provide multiple communication opportunities with parents, we host several parent nights throughout the year. In the fall, we offer Freshmen Parent Night just prior to the start of the school year and Back-to-School night in early September. In the spring, we host 8th Grade Parent Night to showcase PV's course-offerings to incoming 8th grade parents. Other programs within the school, such as International Baccalaureate, also host their own parent nights.

The Pleasant Valley High School Foundation (PVHSF), a non-profit organization working in partnership with the North Valley Community Foundation, was established several years ago with the goal of providing long-term financial support to benefit the students of PVHS. Their Board of Directors is comprised of former PV staff, alumni, parents, community leaders, and a PVHS Assistant Principal (non-voting ex officio member) and meets monthly throughout the year to plan and organize fundraising opportunities. One example is their annual fundraiser event, the Viking Pride Night, during which two to three alumni selected through a nomination process are honored for their distinguished accomplishments.

People wishing to contribute to the Foundation may donate to a general fund, which is the source of their mini-grant program, or to specific programs of their choosing. Each fall a sub-committee of the Board of Directors meets to review mini-grant applications from teachers and select a few proposals to award. Examples of mini-grants that have been awarded in the past include materials such as software, novels, classroom equipment such as mats for the Physical Education Department, an entry-level powder coater for the welding shop, and media equipment such as LCD projectors for various classrooms. Their support has been greatly appreciated by all and helps to provide a quality educational experience for the students of PVHS.

WASC Accreditation History

2008-09: Pleasant Valley High School was granted a six-year accreditation term

- A mid-term report was submitted to WASC in 2011-12.

2002-03: Pleasant Valley was granted a six-year accreditation term

- A third year mid-term visit occurred during the 2005-06 school year.

School Purpose

Pleasant Valley's mission is **“to promote individual student educational success via a sequence of teaching, learning, assessment, and support.”** Our vision is guided by five questions, based on the Professional Learning Community model, which we believe foster an atmosphere of striving for continuous improvement. The five guiding questions are as follows:



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?

Since our last WASC full self-study in 2008-09, we have begun the implementation of the California Common Core State Standards. Through this process, we are learning that focusing on fewer, more-specific learner outcomes and attempting to address those through a few key instructional shifts may be our best course of action in preparing students for whichever post-secondary experiences they may choose. In the spring of 2014, after an initial discussion at a faculty meeting, a committee was formed to work on revisions to the Schoolwide Learner Outcomes (formerly known as the Expected Schoolwide Learner Results). The committee met multiple times and used multiple resources to refine the previous ESLRs, which were the CUSD Graduate Attributes, into a shorter list of Schoolwide Learner Outcomes that we believe should be our main focus during instruction. Resources used include the following: CUSD Graduate Attributes, *Preparing 21st Century Students for a Global Society: An Educator's Guide to the 4 C's*, the IB Learner Profile, and Common Core Anchor Standards in both ELA and Math. The Viking Learner Outcomes (VLOs), as we have named them, are represented in the graphic on the following page. Some staff members refer to them as the Five C's. We are also working on a resource for students, teachers, and other school staff to show how each of those groups can best support students' achievement of the VLOs.



Viking Learner Outcomes

As Vikings we strive to be...



Collaborative

- Reflective
- Open-minded
- Lead by influence
- Interdependent

Creative

- Inquirers
- Accessing Information
- Synthesizing Information

Critical Thinkers

- Content/knowledge
- Problem-solving
- Application
- Analyze Information

Communicators

- Verbal
- Written
- Agility and adaptability
- Access/convey information efficiently and effectively

People of Character

- Act with integrity and honesty
- Take Initiative
- Courageous



SCHOOL PROGRAM DATA

School Program Overview

School personnel, students and parents continue to study 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 visual and performing arts, career technical arts, industrial technology and physical education. Career programs and a comprehensive special education program including RSP, SDC, Day Treatment, and Severely Handicapped programs are also 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.

PV is recognized locally and state wide as a strong academic school. In 2007, PV was recognized as a California Distinguished School. We are one of only a few schools in Northern California with an International Baccalaureate program for students who want the most rigorous academic course of study. We offer AVID and Carl Perkins funded school-to-career pathways. We have also had a California Partnership Academy, ACE-LIFE, which is now transitioning into a pathway. We have tech-prep classes, 2 + 2 college-articulated programs, several Advanced Placement and honors courses, and an Independent Study Program (PVISP).

Online Instruction

Online instruction has been offered at PVHS for several years, but the course selection was limited to Health. In the past year we have added three hybrid classes - Production Journalism (The Saga - the school newspaper), Theory of Knowledge (a capstone class for the IB program), and Independent Study Physical Education. These classes are delivered mainly online; however, students must also meet periodically as a class with their teacher.

The Health curriculum mirrors that of our traditional classroom-based course as much as possible. The textbook used for classroom instruction is accessible online, and this is the main curriculum for the online course. Assignments, projects, and assessments are delivered and submitted completely online through a district website. Instruction is offered asynchronously for this course with a semester calendar posted with deadlines in advance. As such, students are encouraged to work ahead and submit assignments early to be able to keep up with the workload of their six daily classes. This also allows for students without internet access at home to utilize computers available in the school library to complete the coursework. The teacher assigned to the online sections of the course, Mr. Crawford, also teaches traditional classroom sections of Health. Thus, he is available to students on campus for support and assistance as needed.

The Theory of Knowledge class, which was once offered in a traditional classroom setting, is now only offered in its current hybrid model. One reason for moving to this type of offering is that the IB capstone course must be offered over both the junior and senior years in high school. Students enroll as spring semester juniors and complete the course during the fall of their senior year. The teacher uses ManageBac, an online tool available to IB teachers and coordinators, for



assignment announcement and collection as well as class messages. With deadlines announced in advance, it allows for students without internet access at home to utilize school computers available in the library. In addition to the online delivery, this class meets weekly to go over larger assignments and to touch base personally with the teacher, allowing for teacher and peer support as needed. Assessments in this course include the following: six internally (teacher) assessed essays submitted through Managebac; the Theory of Knowledge presentation, which is done in class; and the Theory of Knowledge external essay, which is sent off and scored by an outside grader through the IB organization. The teacher currently assigned to this course also teaches traditional classroom courses and is available for student support, in addition to their weekly meeting, as needed.

The Production Journalism class, which produces the school newspaper (The Saga), was once an 8th period class that students took as part of an extended day. This course converted to a hybrid class last spring enabling students' schedules to more easily facilitate participation in after school programs such as athletics. Students in this course meet two times per week with the teacher to collaboratively discuss and determine story topics for the week as well as focus individually on story planning and editing. Deadlines are established, and all further interaction and information is delivered online through Google Drive and WordPress. Like the other courses, the advanced notice of deadlines allows students without internet access at home to utilize school computers both in the teacher's classroom and in the library as needed. The teacher assigned to the course also teaches traditional classroom-based courses on campus and is accessible for student support throughout the week as needed.

Independent Study Physical Education (grade 10 or higher) was another class introduced this year that utilizes the online instruction format to some degree. Students meet with their teacher once per week to turn in weekly activity logs and course assignments while receiving the assignment due the following week. While most of the assignments and requirements for the course can be facilitated by meeting with the teacher, assignments are also made available online using Google Docs and/or Google Classroom. Online resources are not necessarily needed to complete assignments for the course unless specifically noted by the teacher (ex: using a particular website to complete an assignment). The teachers assigned to this course also teach traditional P.E. at the school; as such, these teachers are available most days for student support, questions, and/or for getting print copies of the assignments if students are unable to access them online. The curriculum of the course is consistent with the other Physical Education courses taught at the 10th grade or above, emphasizing the same content standards of motor learning, physical fitness, and socialization. Students work independently to meet the minimum requirement of 200 hours of activity per week, which must be verified by adults other than parents. Students who enroll in this class do so in addition to their full schedule of six daily classes.

International Baccalaureate (IB), Advanced Placement (AP), and Honors Courses

The school has a full breadth of honors-level courses offered through the IB and AP Programs as well as through home grown honors courses developed by the school/district and available to students in grades 9-12.



Pleasant Valley High School offers a full IB diploma programme as well as a partial diploma programme. Students seeking a full IB diploma must take one class and demonstrate knowledge and understanding in each of the following 5 areas: their best language, an additional language of acquisition, social sciences, experimental sciences, and mathematics. A sixth class can be taken either from the arts or an additional class of the first five areas. PV's IB program offers higher level (HL) pathways in Biology, Theater Arts, and Spanish. Students must also complete the core three components of the diploma programme which include the Theory of Knowledge (ToK) critical thinking course, an Extended Essay (EE) demonstrating independent research skills in one of the diploma programme subject areas, and the CAS (creativity, action, service) requirement to demonstrate a well-rounded student.



Other students seeking to experience courses designed to reflect college-level work can choose from fourteen different Advanced Placement courses in the subjects of English, Mathematics, Science, Social Science, World Language, and Art. Other Honors courses available to students include Honors English 9, Honors English 10, and Honors Trigonometry/Pre-Calculus. These courses tend to be pre-requisites to AP and IB courses, although there are some cases where students are allowed to enroll without having met this requirement.

Teachers of AP and IB courses attend trainings designed and offered by the College Board and the IB Organization to enhance their content knowledge and assist them in planning and implementing instruction and assessment to meet the course design. All Honors courses are externally audited by the University of California for college acceptance as well as by College Board and/or the International Baccalaureate Organization as requested. In the case of IB, some of the students' assessments are externally audited through the IB Organization. Students in both



programs take end-of-course exams in May of the year they complete their coursework.

AVID (Advancement Via Individual Determination)

This is a school-wide program designed to support underrepresented students in their goal of achieving university and college level entrance requirements. This course is a regularly scheduled elective based on "writing as a tool of learning," collaborative grouping, and inquiry methods. The three central components of the program are academic instruction, tutorial support, and motivational activities. The typical AVID student is intelligent and possesses four-year University potential. All AVID students are scheduled into college preparatory and honors courses during their 9th through 12th grade years and receive special tutorial services. Students are selected for the AVID program based on their ability. Courses available at Pleasant Valley High School include AVID, AVID Senior Seminar, and AVID Tutor. The AVID Senior Seminar is designed for those AVID students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading strategies) than experienced in prior years of AVID. This course meets the UC/CSU "G" requirement. The AVID tutors serve a vital role in the AVID class; they facilitate weekly tutorial sessions and serve as guides to enable students to use WIC-R and organization skills to discover solutions to questions they're struggling with in their academic classes. AVID tutors also grade student binders, take part in class activities or use the non-tutorial days as time to work on their own academic assignments. Highly motivated students who will be seniors that value education and want to challenge themselves are encouraged to enroll.

Academies, Pathways, and Career Tech Education

ACE-LIFE has been a California Partnership Academy that includes a 3 or 4 year sequence of courses preparing students for careers related to education, working with children, seniors, and human services occupations, such as coaches, athletic trainers, emergency service personnel, counselors, etc. This has been a grant-funded program in the past, but it will be transitioning to a pathway in the future. All students have current texts, instructional resources, and access to tutoring, mentors, and field trips. Each student is treated as a unique individual and works with a team of teachers that help him or her focus on their future and determine if this is a viable career pathway for him or her. Academic skills are matched with real-life training and lessons to make a rich and meaningful experience for students. The freshman and sophomore years offer broad-based career exploration, job shadows, field trips, and career/college planning. The junior and senior years focus on bridging the gap between high school, postsecondary education, and careers. Students are placed with community mentors and work in settings related to possible future employment. Students experience first-hand what it's like to be part of an ambulance crew, a city firefighter, a fish and game officer, a mental health counselor, a police officer, an elementary school teacher, etc...in order to make a determination about whether that career is of serious interest to him or her. The courses in the academy/pathway are integrated to provide cross-over learning. Students enrolled in the ACE-LIFE Academy are eligible for CSU and UC entrance. Students who complete all four years receive 9 units of college credits transferable



through Butte College (2+2+2) and into the CSU System.

The iHOST Pathway trains and educates students to enter the culinary, hospitality, tourism, and recreation industries. Students develop skills that lead to a more sophisticated understanding and success level in the hospitality business. The iHOST Pathway motivates students to pursue post-secondary education and a variety of careers within the hospitality professions. Students are engaged in hands-on problem-based learning and real-world application of problems and projects. All iHOST students receive training for entry and professional-level job skills while meeting the requirements for college entrance. The iHOST Pathway allows students to complete a college prep sequence.

In addition to the afore-mentioned pathways, Pleasant Valley High School also offers a variety of courses through the Industrial Technology Department. Courses such as Introduction to Industrial Technology, Engineering Design & CAD (computer-aided design), Architecture Design and CAD, Introduction to Building Construction, Welding, and several ROP (Regional Occupation Program) courses for juniors and seniors lend themselves to the following pathways: Drafting Technology, Manufacturing Technology, and Construction Technology. Several of the more advanced courses are articulated with Butte College to earn both high school and community college credits, which are transferrable to the CSU system. Students also have the opportunity for internship placements through the ROP Welding Fabrication course.

The Regional Occupation Program (ROP) of Butte County provides high quality job training, career counseling and guidance. A combination of classroom instruction by qualified instructors and supervised training in laboratory or real work environments are the central elements of ROP. Classes are offered in one and two hour blocks and may be scheduled within the regular school day. Students receive high school credits and in some classes, college credits while preparing for their future. ROP is open to juniors and seniors and in some cases sophomores. Credits, grades and a Certificate of Proficiency are awarded to students who successfully complete an ROP class. Popular courses include Culinary Arts, Administration of Justice, Diversified Occupations, Fashion Design, Medical & Hospital Careers, Sports Medicine, and Video Production.

Independent Study Program

In 2010-11 Independent Study Programs were implemented on the PV and Chico High School campuses. Before then, all district ISP students attended a separate school, Oakdale, located on the Alternative Education campus along with Fair View High School, the Academy for Change, and the Center for Alternative Learning. Having ISP on campus has enabled PV to provide greater flexibility for students by offering blended schedules (up to two traditional 5-day per week classes with the bulk of the student's courses coming from ISP classes), credit recovery for those students in need, and the possibility of early graduation. The one drawback is that courses taken through ISP do not meet CSU/UC entrance requirements.



College Connection

College Connection is a partnership between Butte College and participating school districts to provide high school seniors the option of beginning college through a structured immersion experience. College Connection students are enrolled in their high school and Butte College; students complete high school requirements through a combination of class time and independent study with a CUSD teacher, while enrolling in three Butte College classes (9-11 units) each semester at Butte College. Students can earn general education credit, explore interests and majors, and enjoy a supported immersion experience prior to enrolling in college full time upon high school graduation. Program advisors/teachers assist students with college scheduling and course selection as well as communication and time management skills. They also help students to learn about college options and resources and to explore career options through community service. The program aims to get students acclimated to the college environment and to develop savvy educational consumers.

Pleasant Valley juniors are eligible to apply for admission to the College Connection program for their senior year. Student in the program are representative of a variety of GPA ranges as well as post-secondary goals. Students must apply to Butte College and pay a health and technology fee each semester (approximately \$40). Other associated costs of the program include lab fees, as necessary, as well as college textbook costs. CUSD offsets this cost by providing a one-time \$75 “stipend” to each student to be used at the Butte College Bookstore. Textbooks are also available through the College Connection lending library.

Since they are dually enrolled, students in the College Connection program are able to participate in school functions and opportunities such as rallies, dances, and athletic teams. This enables them to continue to have a positive high school experience while also experiencing aspects of college life at the same time.

School Facilities

PVHS has facilities to meet a variety of student needs. We have several modern buildings such as the library, English, and science buildings. The Center for the Arts, a district building completed in 2010, is located on the PV campus and home to PV classrooms for music, choir, and drama. It also has a state-of-the-art theater available for use by schools within the district as well as outside agencies. Also on the 42 acre campus are several athletic facilities including an all-weather track. The spring of 2014 saw the completion of the new Yale Building which houses over 20 teacher classrooms as well as teacher and student collaboration workspaces.

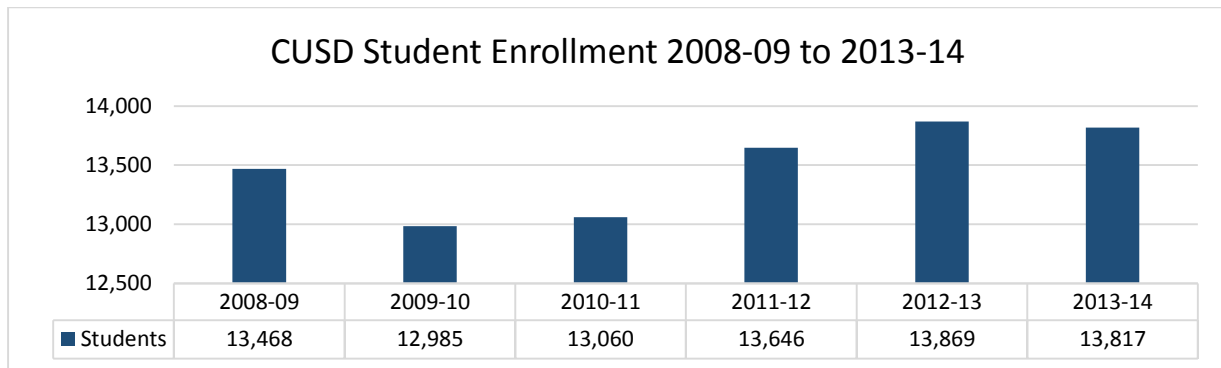


DEMOGRAPHIC DATA

District Demographic Data

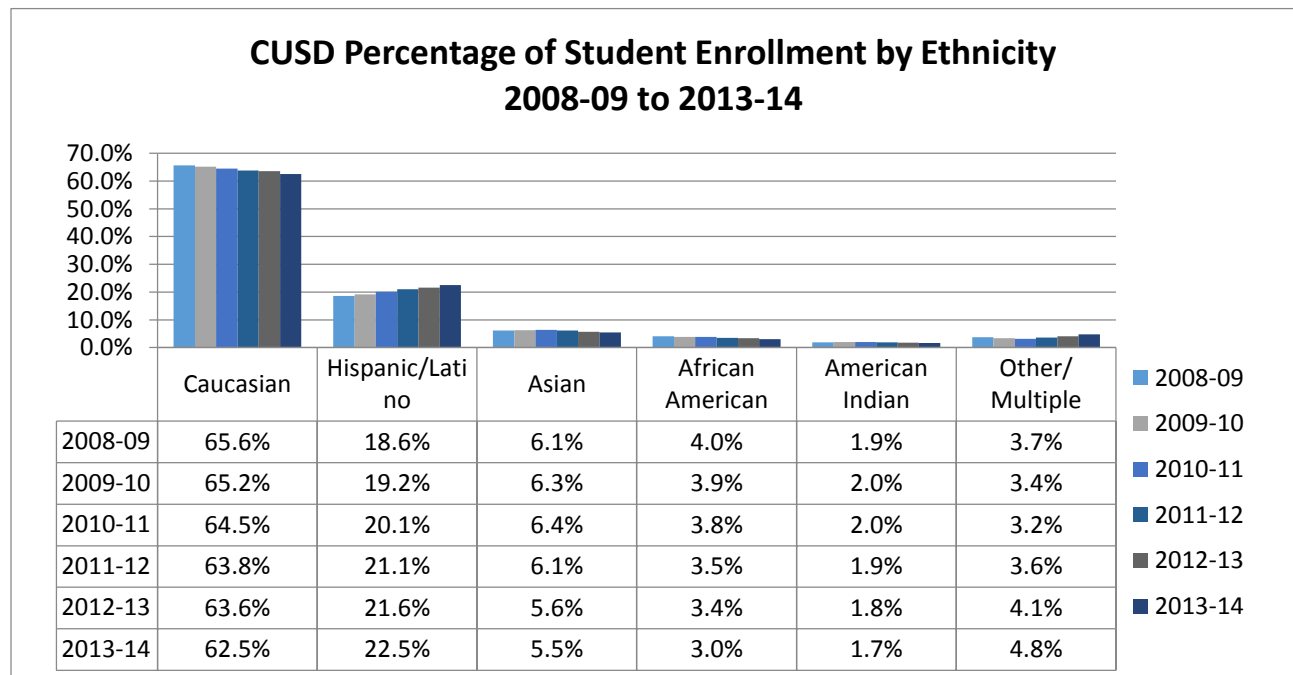
Pleasant Valley High School is part of the Chico Unified School District which, in 2013-14, served 13,817 students in 29 schools: 12 elementary (K-6), 3 junior high (7-8), 2 senior high (9-12), 1 special services (K-12), 1 independent study (K-12), 3 alternative (7-12), 6 elementary charters (K-8) and 1 senior high charter (9-12). District enrollment has increased by a total of 349 students during this six year span, reversing a prior trend of declining enrollment. This is represented in Figure 1.

Figure 1



The district student enrollment by percent ethnicity for the same six year span is shown in Figure 2. The graph shows that while the numbers remained fairly constant, the only subgroup with consistent growth over those six years was the Hispanic/Latino population.

Figure 2



District enrollment by grade level for the past six years is shown in Figure 3.

Figure 3

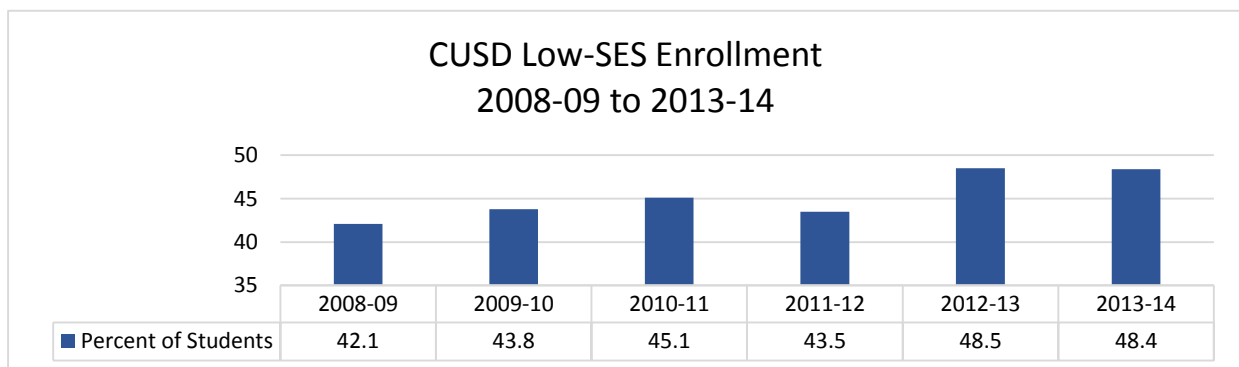
Chico USD Student Enrollment by School Type and Grade Level, 2008-09 to 2013-14

School Type	Grade Level	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary	Kindergarten	1009	947	939	1102	1100	1097
	Grade One	974	963	955	1000	1084	1085
	Grade Two	1003	905	980	1030	1009	1090
	Grade Three	997	986	910	1032	1018	996
	Grade Four	969	961	989	982	1047	1026
	Grade Five	979	948	969	1046	1003	1038
	Grade Six	966	979	933	1005	1044	994
	Total	6,897	6,689	6,675	7,197	7,305	7,326
Middle School	Grade Seven	1059	1011	1016	1039	1037	1068
	Grade Eight	1079	1027	975	1010	1032	1018
	Total	2,138	2,038	1,991	2,049	2,069	2,086
High School	Grade Nine	1064	1107	1090	1087	1097	1105
	Grade Ten	1119	1051	1119	1100	1093	1093
	Grade Eleven	1107	1074	1059	1125	1078	1053
	Grade Twelve	1143	1026	1095	1072	1210	1139
	Total	4,433	4,258	4,363	4,384	4,478	4,390
	Ungraded	25	25	31	16	17	15
DISTRICT ALL		13,468	12,985	13,060	13,646	13,869	13,817

Note: The ungraded row above refers to students enrolled in the district's Severely Handicapped program.

The percentage of district students defined as low-SES has increased by over one thousand students in the past six years. To meet the definition of low-SES, a student must be receiving free or reduced lunch services or have a parent/guardian without a high school diploma.

Figure 4

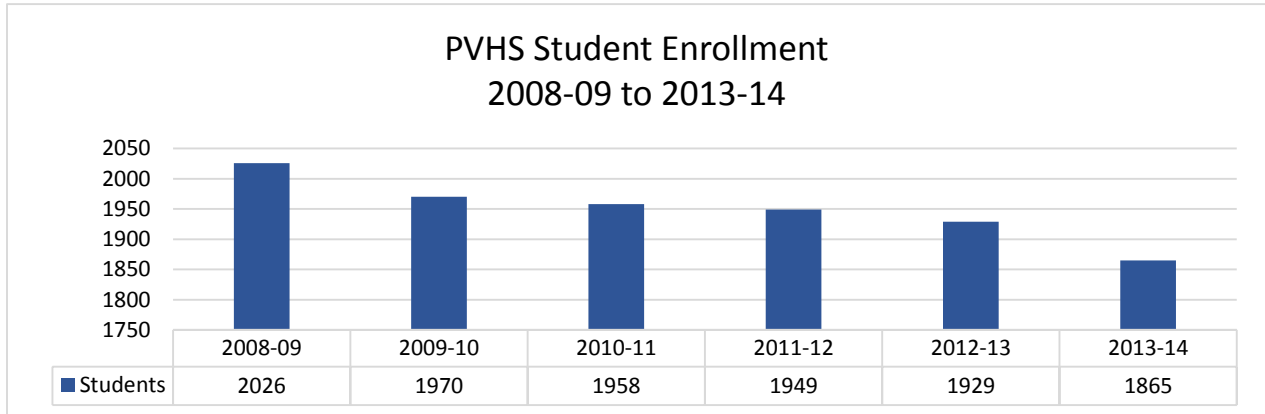


The Students of Pleasant Valley High School

Enrollment

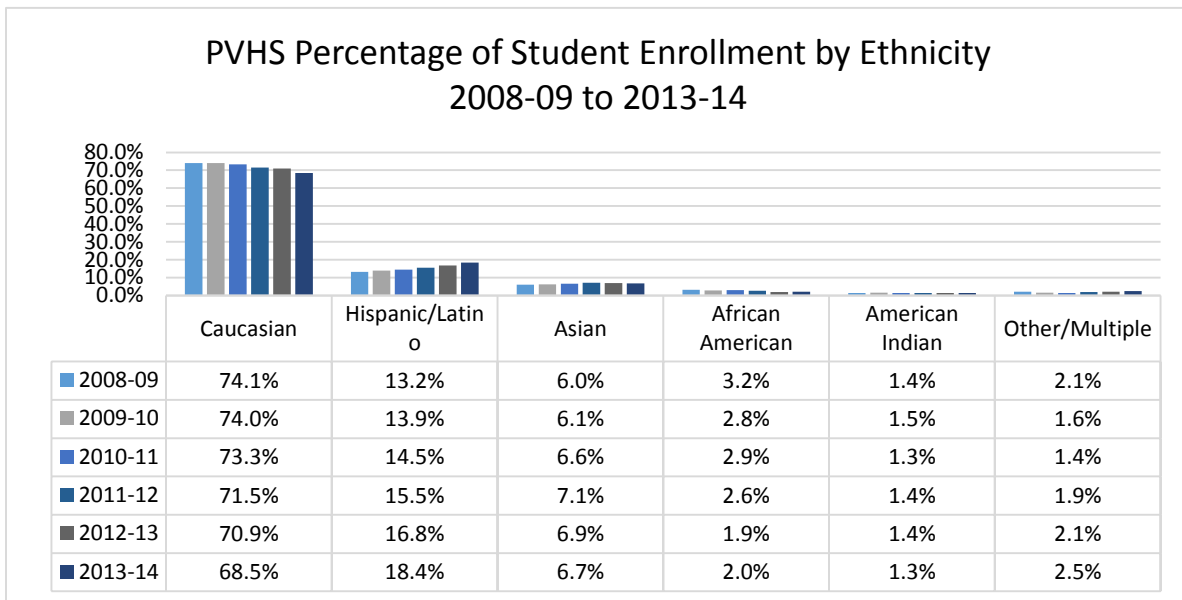
Pleasant Valley High School is one of two comprehensive senior high schools in the district. During the 2013-14 school year, the population consisted of 1,865 students, a decrease of nearly 161 students over the past six years (Figure 5).

Figure 5



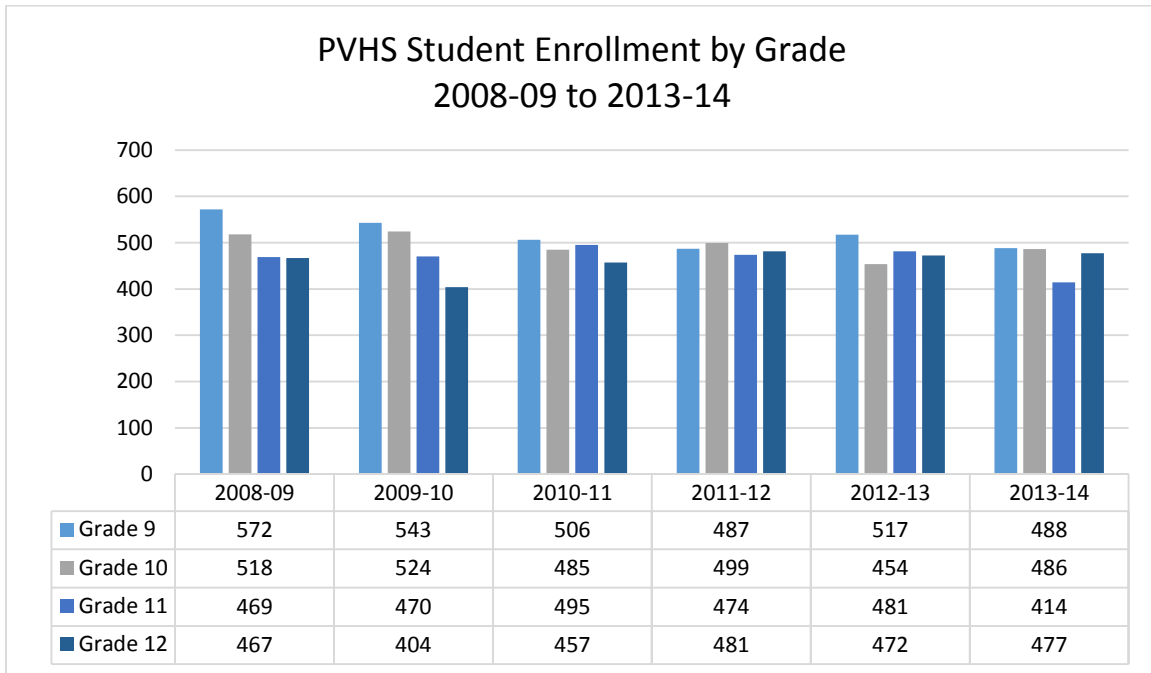
The graph below (Figure 6) shows the percentage of student enrollment by ethnicity over time. The graph shows that the percentage of minority ethnicities at Pleasant Valley High School has been slowly but steadily increasing over the past six years.

Figure 6



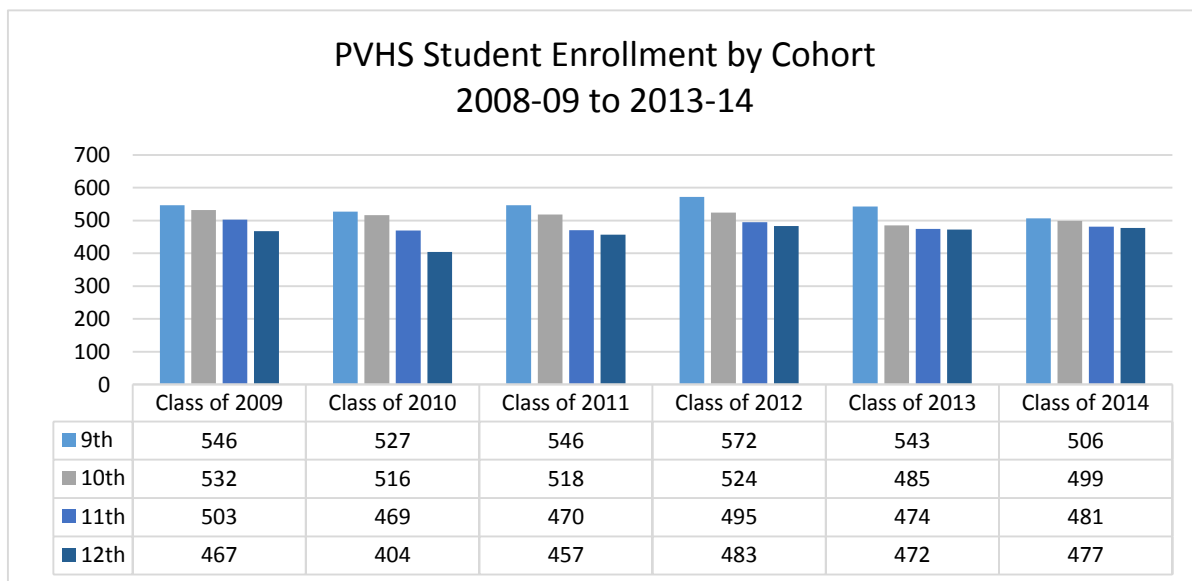
One can see the decreasing population of the PVHS attendance area reflected in the school enrollment by grade level over the last six years (Figure 7).

Figure 7



Reorganizing the data in Figure 7 to look at the groups of students progressing through the grades over time (Figure 10) is called a *cohort analysis*.

Figure 8



The number and percentage of males and females over time, within each grade level, are shown in Figure 9, below. The data are reorganized by cohorts in Figure 10.

Figure 9
Number and Percentage of Pleasant Valley High School Students Enrolled
by Grade Level and Gender, 2008-09 to 2013-14

Grade Level	Gender	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 9	Female	274	13.5%	262	13.5%	231	11.9%	240	12.4%	248	12.9%	222	11.9%
	Male	298	14.7%	281	14.5%	275	14.2%	247	12.7%	269	14.0%	266	14.3%
	TOTAL	572	28.2%	543	28.0%	506	26.1%	487	25.1%	517	26.9%	488	26.2%
Grade 10	Female	251	12.3%	249	12.8%	236	12.1%	225	11.5%	222	11.5%	231	12.4%
	Male	267	13.2%	275	14.2%	249	12.8%	274	14.1%	232	12.1%	255	13.7%
	TOTAL	518	25.5%	524	27.0%	485	24.9%	499	25.6%	454	23.6%	486	26.1%
Grade 11	Female	218	10.8%	226	11.6%	231	11.9%	231	11.9%	223	11.6%	198	10.6%
	Male	251	12.4%	244	12.6%	264	13.6%	243	12.5%	258	13.4%	216	11.6%
	TOTAL	469	23.2%	470	24.2%	495	25.5%	474	24.4%	481	25.0%	414	22.2%
Grade 12	Female	224	11.1%	188	9.7%	222	11.4%	224	11.5%	224	11.6%	214	11.5%
	Male	243	12.0%	216	11.1%	235	12.1%	259	13.3%	248	12.9%	263	14.1%
	TOTAL	467	23.1%	404	20.8%	457	23.5%	483	24.8%	472	24.5%	477	25.6%
SCHOOL TOTALS	Female	967	47.7%	925	47.7%	920	47.3%	920	47.3%	917	47.7%	865	46.4%
	Male	1059	52.3%	1016	52.3%	1023	52.7%	1023	52.7%	1007	52.3%	1000	53.6%
	All	2,026		1,941		1,943		1,943		1,924		1,865	

The class attrition rate peaked in 2009-10 with a high of 123 students (23.3% of the total class). The lowest attrition rate of 29 students (5.7% of the total class) was in 2013-14.

Figure 10
Pleasant Valley High School Student Cohorts
By Grade Level and Gender
Class of 2009 to Class of 2014

Grade and Gender		Grade 9 2005-06	Grade 10 2006-07	Grade 11 2007-08	Grade 12 2008-09	Total Class Decrease
Class of 2009	Female	257	258	249	224	33
	Male	289	274	254	243	46
Total Overall Class Decrease						79
Grade and Gender		Grade 9 2006-07	Grade 10 2007-08	Grade 11 2008-09	Grade 12 2009-10	Total Class Decrease
Class of 2010	Female	245	234	218	188	57
	Male	282	282	251	216	66
Total Overall Class Decrease						123
Grade and Gender		Grade 9 2007-08	Grade 10 2008-09	Grade 11 2009-10	Grade 12 2010-11	Total Class Decrease
Class of 2011	Female	272	251	226	222	50
	Male	274	267	244	235	39
Total Overall Class Decrease						89
Grade and Gender		Grade 9 2008-09	Grade 10 2009-10	Grade 11 2010-11	Grade 12 2011-12	Total Class Decrease
Class of 2012	Female	274	249	231	224	50
	Male	298	275	264	259	39
Total Overall Class Decrease						89
Grade and Gender		Grade 9 2009-10	Grade 10 2010-11	Grade 11 2011-12	Grade 12 2012-13	Total Class Decrease
Class of 2013	Female	262	236	231	224	38
	Male	281	249	243	248	33
Total Overall Class Decrease						71
Grade and Gender		Grade 9 2010-11	Grade 10 2011-12	Grade 11 2012-13	Grade 12 2013-14	Total Class Decrease
Class of 2014	Female	231	225	223	214	17
	Male	275	274	258	263	12
Total Overall Class Decrease						29

The table in Figure 11 shows the number and percentage of enrolled students by grade level, gender, and ethnicity, over time.



Figure 11
Number and Percentage of Pleasant Valley High School Students Enrolled
By Grade Level, Gender, and Ethnicity, 2008-09 to 2013-14

Grade	Year	Gender	Hispanic		Caucasian		Asian		African-American		Total Number
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
GRADE 9	2008-09	Female	35	12.8%	192	70.1%	16	5.8%	13	4.7%	274
		Male	43	14.4%	214	71.8%	15	5.0%	11	3.7%	298
	2009-10	Female	36	13.7%	186	71.0%	16	6.1%	11	4.2%	262
		Male	41	14.6%	217	77.2%	11	3.9%	4	1.4%	281
	2010-11	Female	43	18.6%	161	69.7%	16	6.9%	8	3.5%	231
		Male	48	17.5%	199	72.4%	15	5.5%	4	1.5%	275
	2011-12	Female	41	17.1%	163	67.9%	19	7.9%	8	3.3%	240
		Male	40	16.2%	173	70.0%	14	5.7%	8	3.2%	247
2012-13	Female	39	15.7%	177	71.4%	14	5.6%	8	3.2%	248	
	Male	58	21.6%	179	66.5%	18	6.7%	3	1.1%	269	
2013-14	Female	37	16.7%	148	66.7%	14	6.3%	10	4.5%	222	
	Male	60	22.6%	182	68.4%	10	3.8%	4	1.5%	266	
GRADE 10	2008-09	Female	34	13.5%	190	75.7%	18	7.2%	5	2.0%	251
		Male	36	13.5%	199	74.5%	16	6.0%	6	2.2%	267
	2009-10	Female	35	14.1%	176	70.7%	16	6.4%	11	4.4%	249
		Male	38	13.8%	201	73.1%	16	5.8%	9	3.3%	275
	2010-11	Female	38	16.1%	166	70.3%	15	6.4%	8	3.4%	236
		Male	35	14.1%	191	76.7%	12	4.8%	4	1.6%	249
	2011-12	Female	42	18.7%	157	69.8%	16	7.1%	5	2.2%	225
		Male	44	16.1%	204	74.5%	15	5.5%	3	1.1%	274
2012-13	Female	35	15.8%	155	69.8%	19	8.6%	5	2.3%	222	
	Male	41	17.7%	162	69.8%	11	4.7%	6	2.6%	232	
2013-14	Female	38	16.5%	165	71.4%	13	5.6%	5	2.1%	231	
	Male	58	22.7%	164	64.3%	17	6.7%	2	0.8%	255	
GRADE 11	2008-09	Female	29	13.3%	165	75.7%	11	5.0%	7	3.2%	218
		Male	34	13.5%	182	72.5%	18	7.2%	9	3.6%	251
	2009-10	Female	27	11.9%	173	76.5%	18	8.0%	4	1.8%	226
		Male	31	12.7%	184	75.4%	17	7.0%	5	2.0%	244
	2010-11	Female	31	13.4%	161	69.7%	20	8.7%	11	4.8%	231
		Male	37	14.0%	193	73.1%	18	6.8%	8	3.0%	264
	2011-12	Female	35	15.2%	166	71.9%	15	6.5%	6	2.6%	231
		Male	34	14.0%	185	76.1%	14	5.8%	3	1.2%	243
2012-13	Female	42	18.8%	157	70.4%	17	7.6%	3	1.3%	223	
	Male	39	15.1%	196	76.0%	13	5.0%	2	0.8%	258	
2013-14	Female	32	16.2%	138	70.0%	16	8.1%	5	2.5%	198	
	Male	36	16.7%	148	68.5%	12	5.6%	6	2.8%	216	

(continued on next page)



Grade	Year	Gender	Hispanic		Caucasian		Asian		African-American		Total
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
GRADE 12	2008-09	Female	33	14.7%	171	76.3%	11	4.9%	7	3.1%	224
		Male	23	9.5%	188	77.4%	17	7.0%	6	2.5%	243
	2009-10	Female	29	15.4%	142	75.5%	11	5.9%	3	1.6%	188
		Male	28	13.0%	161	74.5%	15	6.9%	7	3.2%	216
	2010-11	Female	25	11.3%	169	76.1%	18	8.1%	6	2.7%	222
		Male	25	10.6%	184	78.3%	16	6.8%	5	2.1%	235
	2011-12	Female	29	12.9%	156	69.6%	23	10.3%	10	4.5%	224
		Male	37	14.3%	185	71.4%	22	8.5%	7	2.7%	259
	2012-13	Female	34	15.2%	157	70.1%	21	9.4%	6	2.7%	224
		Male	36	14.5%	182	73.4%	21	8.5%	2	0.8%	248
	2013-14	Female	39	18.2%	142	66.4%	25	11.7%	4	1.9%	214
		Male	43	16.3%	190	72.2%	18	6.8%	3	1.1%	263

Over one third of Pleasant Valley High School students came from socio-economically disadvantaged families. This represents an increase of just over 10% of the student population over the past six years; however, the numbers are still lower than the district average of 48.4%. Figure 12 shows the low socio-economic student percentages over time. Low socio-economic families are defined as those who qualify for free or reduced lunch services and/or have parents that are not high school graduates.

Figure 12

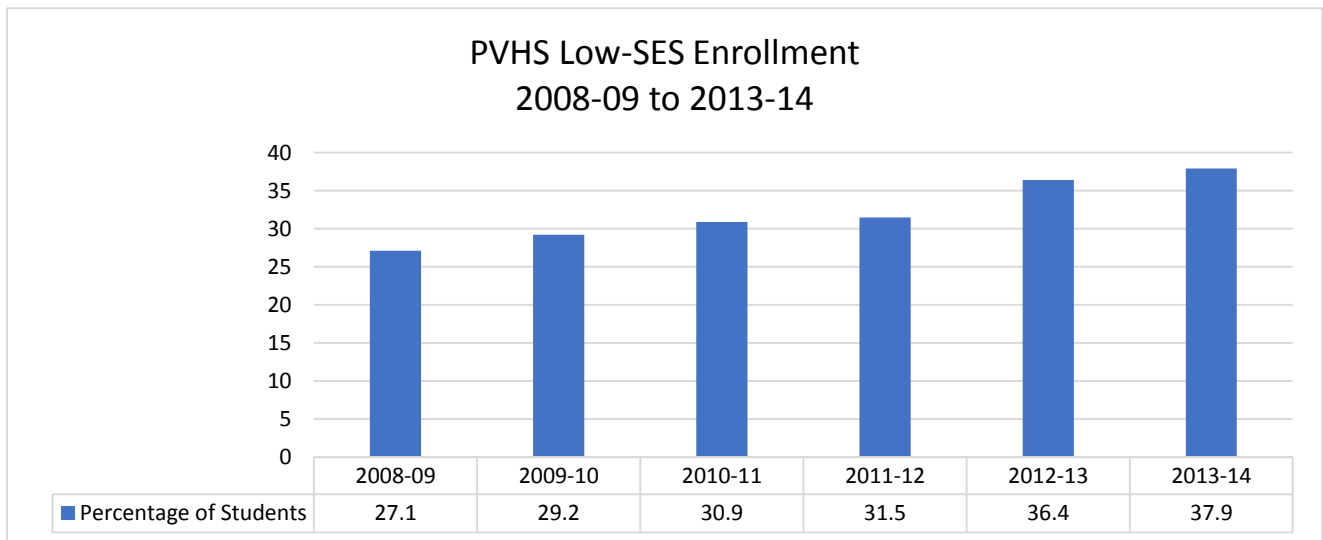


Figure 13 shows the parent education levels for Pleasant Valley High School. Nearly two-thirds of our students' parents have completed at least some college. The percentage of parents who decline to state has slightly increased since 2011.

Figure 13
Parent Education Levels for Pleasant Valley High School, 2010-11 to 2012-13

Education Level	2010-11	2011-12	2012-13
Graduate School or Higher	271 (14.4%)	260 (14.4%)	250 (13.9%)
College Graduate	517 (27.4%)	463 (25.6%)	404 (22.5%)
Some College (including AA)	474 (25.1%)	468 (25.9%)	460 (25.6%)
High School Graduate	250 (13.3%)	214 (11.8%)	247 (13.7%)
Not High School Graduate	85 (4.5%)	90 (5.0%)	99 (5.5%)
Decline to State	288 (15.3%)	312 (17.3%)	339 (18.8%)

Figure 14 shows the numbers and percentages of students by their home languages for the three major language groups (English, Spanish and Hmong) by grade level from 2008-09 to 2012-13. Other languages in smaller percentages include Cantonese, Arabic, and Korean.

Figure 14
**Number and Percentage of Pleasant Valley High School Students Enrolled
By Grade Level and Home Language, 2008-09 to 2012-13**

Grade Level	Language	2008-09		2009-10		2010-11		2011-12		2012-13	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
GRADE 9	English	490	24.0%	458	24.1%	435	21.8%	419	21.3%	425	22.1%
	Spanish	44	2.2%	35	1.8%	57	2.9%	43	2.2%	57	3.0%
	Hmong	17	0.8%	11	0.6%	12	0.6%	16	0.8%	18	0.9%
	Other	17	0.8%	14	0.7%	19	1.0%	19	1.0%	14	0.7%
GRADE 10	English	456	22.4%	428	22.5%	432	21.7%	423	21.5%	376	19.5%
	Spanish	38	1.9%	44	2.3%	42	2.1%	52	2.6%	44	2.3%
	Hmong	19	0.9%	18	0.9%	11	0.6%	14	0.7%	16	0.8%
	Other	13	0.6%	17	0.9%	17	0.9%	16	0.8%	18	0.9%
GRADE 11	English	412	20.2%	406	21.4%	412	20.7%	413	21.0%	401	20.8%
	Spanish	35	1.7%	28	1.5%	45	2.3%	43	2.2%	49	2.5%
	Hmong	18	0.9%	19	1.0%	17	0.9%	11	0.6%	13	0.7%
	Other	9	0.4%	15	0.8%	22	1.1%	17	0.9%	18	0.9%
GRADE 12	English	407	20.0%	353	18.6%	407	20.4%	393	19.9%	399	20.7%
	Spanish	35	1.7%	31	1.6%	29	1.5%	46	2.3%	40	2.1%
	Hmong	16	0.8%	17	0.9%	18	0.9%	17	0.9%	13	0.7%
	Other	12	0.6%	7	0.4%	17	0.9%	29	1.5%	26	1.3%
SCHOOL TOTAL	English	1765	86.6%	1645	86.5%	1686	84.6%	1648	83.6%	1601	83.1%
	Spanish	152	7.5%	138	7.3%	173	8.7%	184	9.3%	190	9.9%
	Hmong	70	3.4%	65	3.4%	58	2.9%	58	2.9%	60	3.1%
	Other	51	2.5%	53	2.8%	75	3.8%	81	4.1%	76	3.9%
	ALL	2038		1901		1992		1971		1927	



Programs

Special Education Services

Figure 15 shows the number of students classified as needing special education services in each of the last five years, by grade level and ethnicity. In 2012-13, 10.3% of the total student population was identified as qualifying for special education services. The number of students qualifying for special services decreased by 22 students over the five year span; however, the percentage of the population that they represent has remained virtually the same.

Figure 15
Pleasant Valley High School Special Education Students by Grade Level and Ethnicity
2008-09 to 2012-13

Grade Level	Ethnicity	2008-09		2009-10		2010-11		2011-12		2012-13	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
GRADE 9	Asian	2	0.9%			3	1.5%			5	2.5%
	African American	6	2.7%	2	0.9%	2	1.0%	3	1.7%	1	0.5%
	Hispanic	6	2.7%	11	5.1%	10	5.1%	11	6.3%	15	7.6%
	American Indian	1	0.5%	2	0.9%	1	0.5%	1	0.6%		
	Pacific Islander	2	0.9%					1	0.6%		
	Filipino					1	0.5%				
	Multiple/Other					1	0.5%				
	Caucasian	44	20.0%	40	72.7%	33	16.8%	35	20.0%	43	21.7%
Total	61	27.7%	55	25.3%	51	26.0%	51	29.1%	64	32.3%	
GRADE 10	Asian	5	2.3%	2	0.9%			4	2.3%		
	African American	1	0.5%	5	8.6%	3	1.5%			3	1.5%
	Hispanic	11	5.0%	6	2.8%	8	4.1%	9	5.1%	10	5.1%
	American Indian	1	0.5%			2	1.0%			1	0.5%
	Pacific Islander			1	0.5%						
	Filipino							1	0.6%		
	Caucasian	44	20.0%	44	20.3%	34	17.3%	28	16.0%	28	14.1%
	Total	62	28.2%	58	26.7%	47	24.0%	42	24.0%	42	21.2%
GRADE 11	Asian	3	1.4%	2	0.9%	2	1.0%			2	1.0%
	African American	3	1.4%	2	0.9%	5	2.6%	2	1.1%		
	Hispanic	4	1.8%	12	5.5%	5	1.0%	7	4.0%	8	4.0%
	American Indian							2	1.1%		
	Pacific Islander					1	0.5%				
	Filipino									1	0.5%
	Multiple/Other			1	0.5%						
	Caucasian	36	16.4%	45	20.7%	34	17.3%	30	17.1%	28	14.1%
Total	46	20.9%	62	28.6%	47	24.0%	41	23.4%	39	19.7%	
GRADE 12	Asian	1	0.5%	3	1.4%	4	2.0%	5	2.9%	5	2.5%
	African American	4	1.8%	3	1.4%	1	0.5%	5	2.9%	3	1.5%
	Hispanic	9	4.1%	4	1.8%	11	5.6%	4	2.3%	7	3.5%
	American Indian	1	0.5%					1	0.6%	2	1.0%
	Pacific Islander	1	0.5%					1	0.6%		
	Caucasian	35	15.9%	32	14.7%	35	17.9%	25	14.3%	36	18.2%
	Total	51	23.2%	42	19.4%	51	26.0%	41	23.4%	53	26.8%



Grade	Ethnicity	2008-09		2009-10		2010-11		2011-12		2012-13	
TOTAL	Asian	11	5.0%	7	3.2%	9	4.6%	9	5.1%	12	6.1%
	African American	14	6.4%	12	5.5%	11	5.6%	10	5.7%	7	3.5%
	Hispanic	30	13.6%	33	15.2%	34	17.3%	31	17.7%	40	20.2%
	American Indian	3	1.4%	2	0.9%	3	1.5%	4	2.3%	3	1.5%
	Pacific Islander	3	1.4%	1	0.5%	1	0.5%	2	1.1%		
	Filipino					1	0.5%	1	0.6%	1	0.5%
	Multiple/Other			1	0.5%	1	0.5%				
	Caucasian	159	72.3%	161	74.2%	136	69.4%	118	67.4%	135	68.2%
	All	220		217		196		175		198	

Note: Percentages listed in this table are the percentage of each subgroup of the special education population.

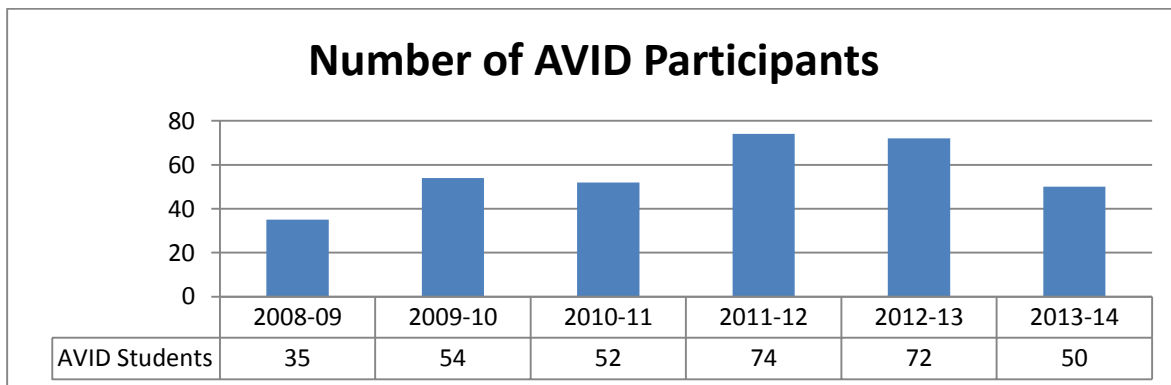
Figure 16 below shows enrollment totals for courses included in special programs that were described earlier in this chapter.

Figure 16

School Year	Independent Study	Career Tech Ed & ROP	College Connection	Online Health
2010-11	92	678	28	61
2011-12	98	541	26	65
2012-13	71	588	35	62
2013-14	61	612	28	131

AVID (*Achievement via Individual Determination*) is a national program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Pleasant Valley High School had 50 participants in the AVID program during the 2013-14 school year. The number of participants over time is shown in Figure 17 on the following page.

Figure 17



Pleasant Valley High School offers several honors-level courses for students wishing to engage in the most challenging academic courses. Figure 18 shows the list of honors course offerings and their enrollments, which have been increasing over the last several years.

Figure 18
Honors / AP / IB Course Enrollments, 2010-11 to 2013-14

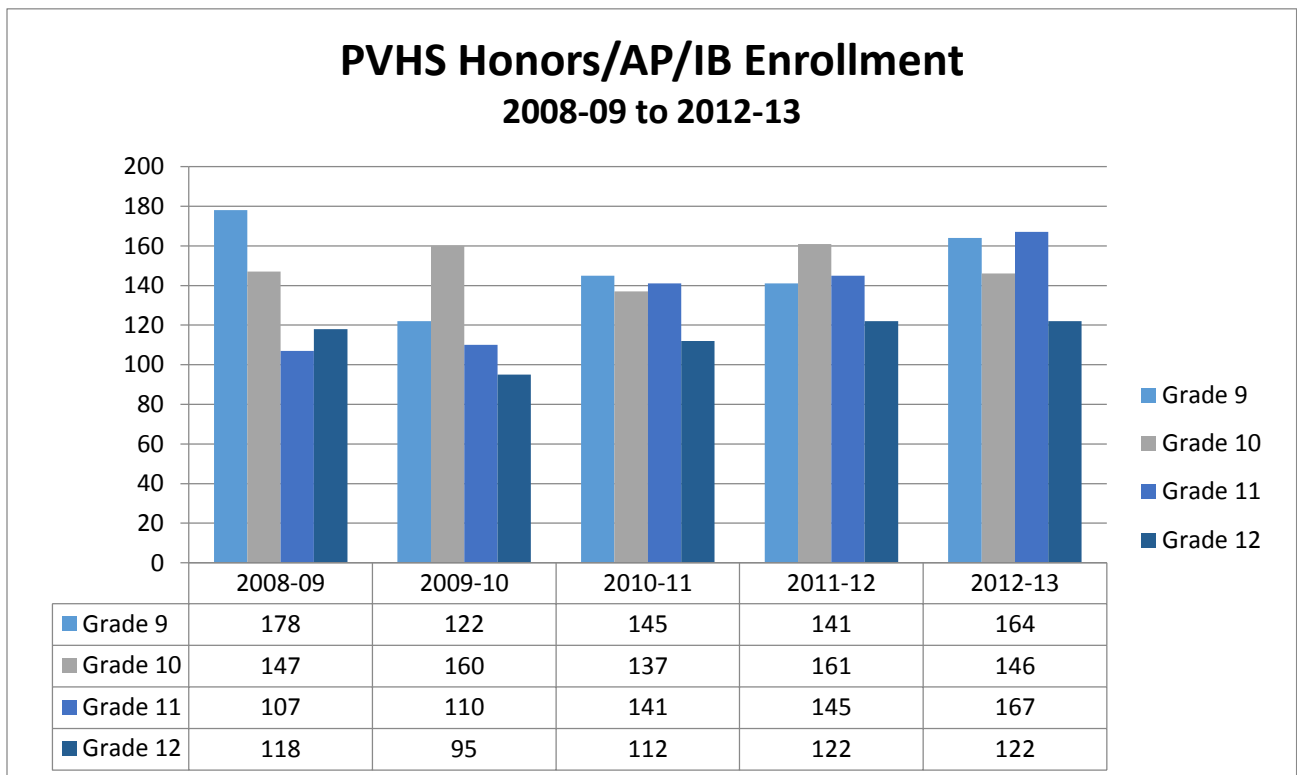
	2010-11	2011-12	2012-13	2013-14
Honors English 9	141	139	162	129
Honors English 10	121	143	129	141
AP English Language & Composition	*	83	72	36
AP English Literature & Composition	112	-	20	43
English IB HL 1	*	61	52	76
English IB HL 2	*	27	32	26
Total Honors English Enrollments	374	453	467	451
Honors Trig/Pre-Calculus	105	122	129	140
IB Math SL	-	-	-	18
AP Calculus	62	84	89	84
AP Statistics	33	37	48	67
Total Honors Math Enrollments	200	243	266	309
AP Chemistry	-	-	36	16
AP Biology	23	16	14	16
Honors IB Chemistry	63	85	53	10
Honors Biology	120	56	59	-
Biology IB HL 1	-	-	-	25
Biology IB HL 2	-	-	-	35
Total Honors Science Enrollments	206	157	162	102
AP World History	*	106	102	86
AP U.S. History	106	94	88	98
IB Econ/Govt./History of Europe	59	38	40	64
Theory of Knowledge (IB)	30	27	50	61
Total Honors Social Science Enrollments	195	265	280	309



AP Studio Art: 2D	-	-	-	-
AP Studio Art: Drawing	4	-	7	-
IB Theater Arts	-	6	27	40
IB Visual Arts	-	-	-	-
Total Honors Visual & Performing Arts Enrollments	4	6	34	40
AP/IB Spanish 4/5	21	38	43	61
AP/IB French 4	-	6	6	13
AP/IB Japanese 4	-	3	9	3
Total Honors Foreign Language Enrollments	21	47	58	77
Total Honors Enrollments	1000	1201	1267	1288

The number of students enrolled in one or more of the courses above are shown by grade level in Figure 19 below. During the 2012-13 school year, 599 students (31.1%) were taking at least one honors-level course, a five year high.

Figure 19



Numbers of honors-level students by grade level, ethnicity, and gender are shown in Figure 20.

Figure 20

PVHS Honors Participation by Grade Level, Ethnicity, and Gender, 2008-09 to 2012-13

Grade Level and Ethnicity		2008-09		2009-10		2010-11		2011-12		2012-13	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9	American Indian	3	1		1						
	Asian	4	7	4	6	6	8	7	7	4	9
	Pacific Islander		1		1						
	Filipino		1	1	3	1	2	2		2	1
	Hispanic	9	11	3	6	2	6	2	8	6	7
	African American	1		1	2	1			1		2
	Caucasian	62	75	37	57	53	65	39	71	55	76
	Multiple	1	2				1	1	3	1	1
	Total Grade 9	80	98	46	76	63	82	51	90	68	96
Grade 10	American Indian	1	1	3			2	1			
	Asian	2	8	7	7	6	6	7	9	6	8
	Pacific Islander				1		2				
	Filipino				1	1	2	1	2	3	
	Hispanic	3	6	8	12	5	9	6	7	2	7
	African American	1		1	1	1	1				1
	Caucasian	53	72	57	59	39	63	63	64	46	68
	Multiple			1	2				1	2	3
	Total Grade 10	60	87	77	83	52	85	78	83	59	87
Grade 11	American Indian			1	1	1	1		3		
	Asian	3	4	1	7	11	8	9	9	7	9
	Pacific Islander		1						2		
	Filipino					1		1	2	1	2
	Hispanic	1	3	5	8	5	9	8	8	10	11
	African American	1	1	1			2	1	2		1
	Caucasian	42	50	40	46	58	45	47	53	65	59
	Multiple	1								1	1
	Total Grade 11	48	59	48	62	76	65	66	79	84	83
Grade 12	American Indian	2	1			2		2	1		1
	Asian	6	3	7	5	4	9	9	7	11	7
	Pacific Islander			1	1				1		2
	Filipino			2						2	2
	Hispanic	2	5		1	5	5	5	12	6	5
	African American		1	1		1			2	1	1
	Caucasian	59	39	42	34	54	32	44	39	42	42
	Multiple			1							
	Total Grade 12	69	49	54	41	66	46	60	62	62	60



Ethnicity		2008-09		2009-10		2010-11		2011-12		2012-13	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	American Indian	6 (1.1%)	3 (0.5%)	4 (0.8%)	2 (0.4%)	3 (0.6%)	3 (0.6%)	3 (0.5%)	4 (0.7%)		1 (0.2%)
	Asian	15 (2.7%)	22 (4.0%)	19 (3.9%)	25 (5.1%)	27 (5.0%)	31 (5.8%)	32 (5.6%)	32 (5.6%)	28 (4.7%)	33 (5.5%)
	Pacific Islander		2 (0.4%)	1 (0.2%)	3 (0.6%)		2 (0.4%)		3 (0.5%)		2 (0.3%)
	Filipino		1 (0.2%)	3 (0.6%)	4 (0.8%)	3 (0.6%)	4 (0.7%)	4 (0.7%)	4 (0.7%)	8 (1.3%)	5 (0.8%)
	Hispanic	15 (2.7%)	25 (4.5%)	16 (3.3%)	27 (5.5%)	17 (3.2%)	29 (5.4%)	21 (3.7%)	35 (6.2%)	24 (4.0%)	30 (5.0%)
	African American	3 (0.5%)	2 (0.4%)	4 (0.8%)	3 (0.6%)	3 (0.6%)	3 (0.6%)	1 (0.2%)	5 (0.9%)	1 (0.2%)	5 (0.8%)
	Caucasian	216 (39.3%)	236 (42.9%)	176 (36.1%)	196 (40.2%)	204 (38.1%)	205 (38.3%)	193 (33.9%)	227 (39.9%)	208 (34.7%)	245 (40.9%)
	Multiple/ Other	2 (0.4%)	2 (0.4%)	2 (0.4%)	2 (0.4%)		1 (0.2%)	1 (0.2%)	4 (0.7%)	4 (0.7%)	5 (0.8%)
	Total All	257 (46.7%)	293 (53.3%)	225 (46.2%)	262 (53.8%)	257 (48.0%)	278 (52.0%)	255 (44.8%)	314 (55.2%)	273 (45.6%)	326 (54.4%)

Language Proficiency

The table below (Figure 21) shows the number and percentage of English Learner (EL), Re-designated Fluent English Proficient (RFEP), and Fluent English Proficient (FEP) students between 2008-09 and 2013-14. RFEP students are those who have been re-designated from English Learner to FEP since the prior census (school year). FEP students are considered to be the number and percentage of the total enrollment of the school whose primary language is other than English, but they have met the district criteria to be considered proficient in English. The percentage of the student population designated as English Learners has slightly increased over the past three years.

Figure 21
Pleasant Valley High School EL & FEP Students, 2008-09 to 2013-14

Language Totals	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	#	%	#	%	#	%	#	%	#	%	#	%
English Learner	70	3.5%	75	3.8%	77	3.9%	68	3.5%	71	3.7%	82	4.4%
RFEP	23	29.5%	1	1.4%	1	1.3%	17	22.1%	12	17.6%	11	13.4%
FEP	211	10.4%	206	10.5%	219	11.2%	241	12.4%	238	12.3%	246	13.2%



The table below (Figure 22) shows the number of students classified as immigrant by grade level between 2010-11 and 2012-13. Students are identified as immigrants when they are born outside the United States and have been enrolled in any U.S. school for three years or less. During the 2012-13 year there were a total of 10 immigrant students enrolled at Pleasant Valley High School.

Figure 22
Pleasant Valley High School Immigrant Students by Grade Level, 2010-11 to 2012-13

Grade Level	2010-11	2011-12	2012-13
Grade 9	2	2	1
Grade 10	3	2	1
Grade 11	9	2	2
Grade 12	6	12	6
All	20	18	10

Pleasant Valley High School currently has a very small number of students classified as migrant. Migrant students, who are identified at enrollment, have parents who are agricultural workers. Figure 23 displays these numbers from the past five years.

Figure 23
Pleasant Valley High School Migrant Students, 2008-09 to 2012-13

Grade Level	2008-09	2009-10	2010-11	2011-12	2012-13
Migrant Students	1	1	0	1	2

Attendance, Discipline & Graduation Rates

The table below (Figure 24) shows a comparison of the number of students enrolled, the number of students absent one or more periods, and the number of students tardy one or more periods on the last Thursday of September of each year.

Figure 24
Comparison of PVHS Student Attendance and Tardy Rates, 2010-11 to 2012-13

Date/Year (last Thursday in September)	Enrollment (on that date)	# students absent (one or more periods that day)	% Absent	# students tardy (one or more periods that day)	% Tardy	# students absent or tardy (one or more periods that day)	% Absent or Tardy
9/30/2010	1967	152	8%	94	5%	246	13%
9/29/2011	1951	129	7%	71	4%	200	11%
9/27/2012	1933	114	6%	111	6%	225	12%



Pleasant Valley’s attendance and truancy rates are shown in Figure 25. A school’s truancy rate is the number of students reported as truant at least once that academic year compared to the number of students enrolled. Students are considered to be truant if absent without a valid reason three or more full days in one year or if they are tardy or absent for more than 30 minutes during the day without a valid excuse on three or more occasions during the academic year.

The truancy rate has increased steadily over the last three years. The district has supported efforts to address this by contracting with School Innovations & Achievement to provide *Attention 2 Attendance*, a program that assists attendance clerks in tracking and notifying parents of truant students, arranging meetings with students & parents when appropriate, and entering into site attendance contracts with students and their families.

In 2012-13, a secondary SARB Board for CUSD was established to serve as a local extension of the Juvenile Courts System. Once site contracts are violated, students can be sent before a hearing panel comprised of members of the school district as well as community and law enforcement agencies such as the Chico Police Department, Butte County Probation, Butte County Office of Education, and the Boys and Girls Club of Chico. The purpose has been to try and find a way to increase student attendance through alternative program considerations and/or increased monitoring of current placement. There is not yet enough longitudinal evidence to suggest whether or not this comprehensive approach is truly having any effect on school attendance and truancy rates.

Figure 25

Pleasant Valley High School Attendance and Truancy Rates, 2010-11 to 2012-13

Academic Year	2010-11	2011-12	2012-13	2013-14
Attendance Rate	unavailable	unavailable	96.22%	96.41%
Truancy Rate	24.2%	28.1%	32.1%	unavailable

Figure 26 (on the following page) shows the reasons students are no longer at the school between 2008-09 and 2012-13. During the 2012-13 school year, 172 students transferred from Pleasant Valley High School accounting for 8.9% of the student population. Nearly 50% of students that transfer do so to another school within the district (Chico High, Inspire, Fair View, Oakdale). The percentage of students who choose to transfer to a charter or private school in the area has also been increasing over the past five years, currently accounting for 18.0% of all transfers.



Figure 26
Pleasant Valley High School
Reasons Students are No Longer at this School by Grade Level, 2008-09 to 2012-13

Grade Level	Reason	2008-09 (n=2026)	2009-10 (n=1970)	2010-11 (n=1958)	2011-12 (n=1949)	2012-13 (n=1929)	5 year total	% of grade exits
GRADE 9	In District Transfer	6	3	4	16	15	44	14.8%
	Out of District Transfer	46	17	24	12	15	114	38.3%
	Alternative Education (in-district)	11	15	5	11	7	49	12.7%
	County Program(Hearthstone, etc.)	5	1		2	1	9	3.0%
	Private/Charter School Transfer	6	8	1	10	9	34	11.4%
	CHSPE/GED						-	-
	Dropout	5					5	1.6%
	Disciplinary Transfer	8	19	9	3	3	42	14.1%
	Total Grade 9	87	63	43	54	50	297	27.5%
GRADE 10	In District Transfer	7	8	4	5	18	42	13.6%
	Out of District Transfer	40	18	13	20	12	103	33.4%
	Alternative Education (in-district)	19	24	9	18	11	81	26.2%
	County Program(Hearthstone, etc)	3	1		3		7	2.2%
	Private/Charter School Transfer	12	13	3	12	12	52	16.8%
	CHSPE/GED	1					1	0.2%
	Dropout	1	1				2	0.6%
	Disciplinary Transfer	8	2	8		2	20	6.4%
	Total Grade 10	91	67	37	58	55	308	28.5%
GRADE 11	In District Transfer	4	8	4	4	5	25	8.2%
	Out of District Transfer	34	15	30	16	16	111	36.6%
	Alternative Education (in-district)	40	22	8	13	11	94	31.0%
	County Program(Hearthstone, etc)	2	1			2	5	1.6%
	Private/Charter School Transfer	12	7		7	8	34	11.2%
	CHSPE/GED	2	1	2	1		6	1.9%
	Dropout	2	1	1			4	1.3%
	Disciplinary Transfer	11	9	3	1		24	7.9%
	Total Grade 11	107	64	48	42	42	303	28.0%
GRADE 12	In District Transfer		1	1	1	1	4	2.3%
	Out of District Transfer	14	11	18	9	6	58	33.5%
	Alternative Education (in-district)	18	20	8	16	12	74	42.7%
	County Program(Hearthstone, etc)	3	1		1		5	2.8%
	Private/Charter School Transfer	3	3			2	8	4.6%
	CHSPE/GED		1				1	0.5%
	Dropout	3	3	2	2	1	11	6.3%
	Disciplinary Transfer	4		5		3	12	6.9%
	Total Grade 12	45	40	34	29	25	173	16.0%
Total All		330	234	162	183	172	1,081	100%



The administration of Pleasant Valley High School believes that all students can behave appropriately in the classroom. For those students who violate school policies and California Education Code, the administration may consider suspension for up to five days. For serious offenses and repeat offenders, expulsion may be considered. Figure 27 shows the number of student suspensions over the past five years, by grade level. The overall number of suspensions each year steadily declined during this time.

Figure 27

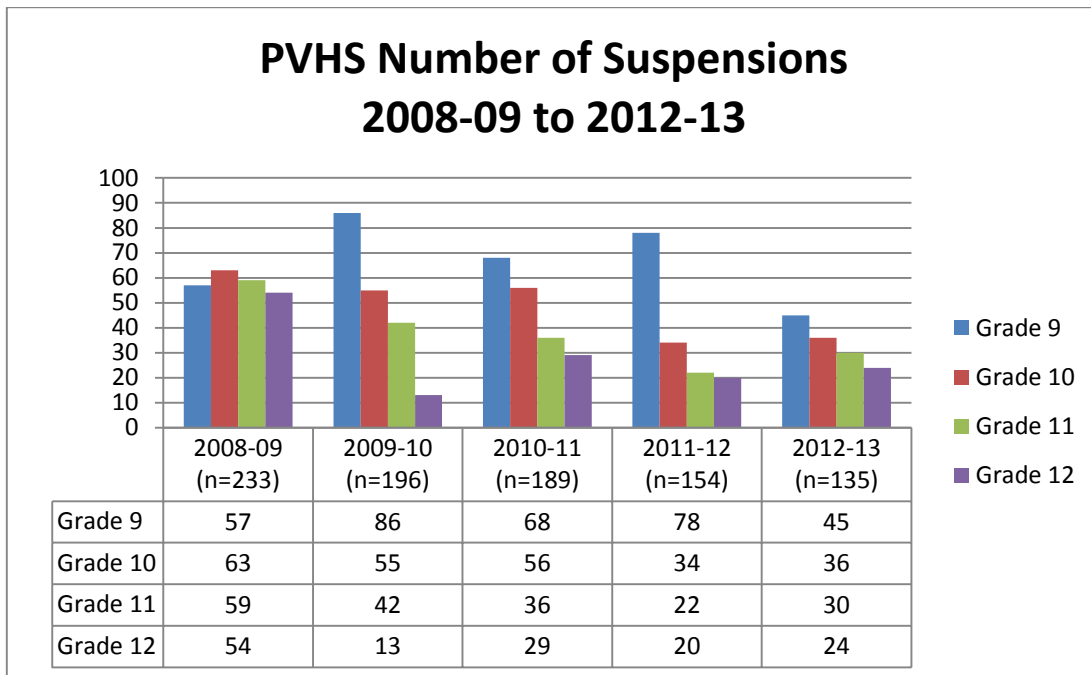
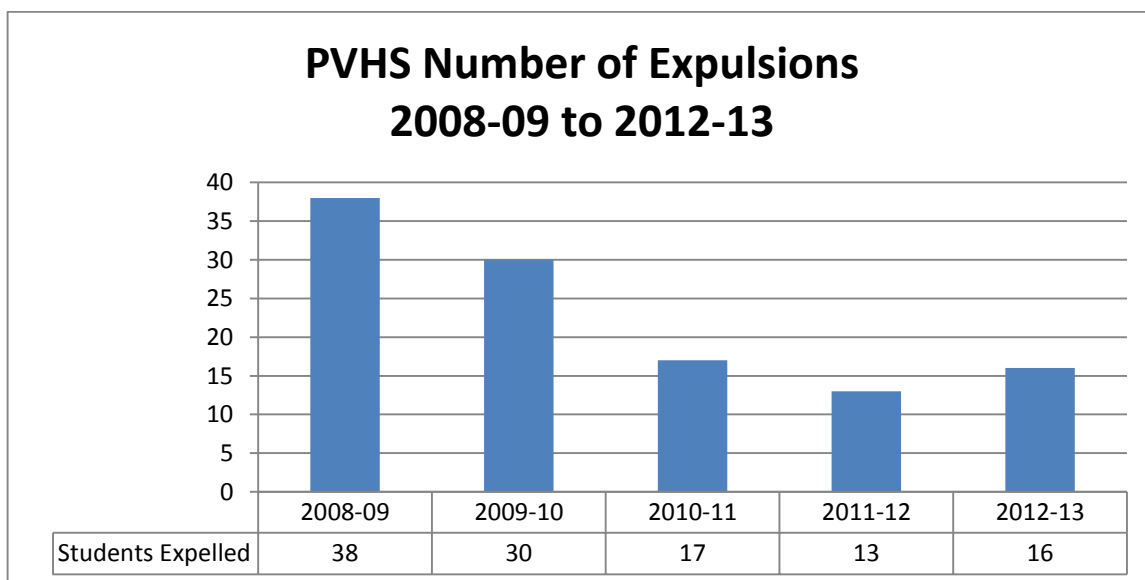


Figure 28 summarizes the number of expulsions for the past five years, which have also declined.

Figure 28



Pleasant Valley High School’s adjusted 1-year student dropout rate during the 2011-12 school year was 1.4% (Figure 29). The dropout rate is defined as the number of students who either drop out of school, leave to attend an adult education program, or leave to attend another school but do not enroll. Students who complete the GED or CHSPE are not included. The 2011-12 cohort graduation rate was 91.9% (Figure 30). The graduation rate is defined as the percentage of 12th grade students that complete all graduation requirements, including passing the CAHSEE, at the end of their 12th grade year.

Figure 29

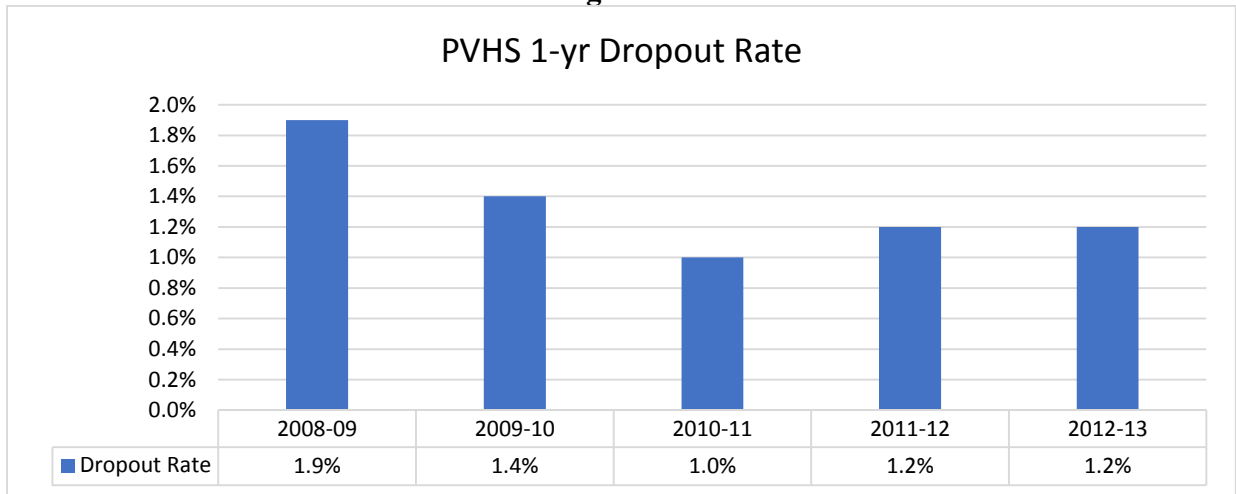
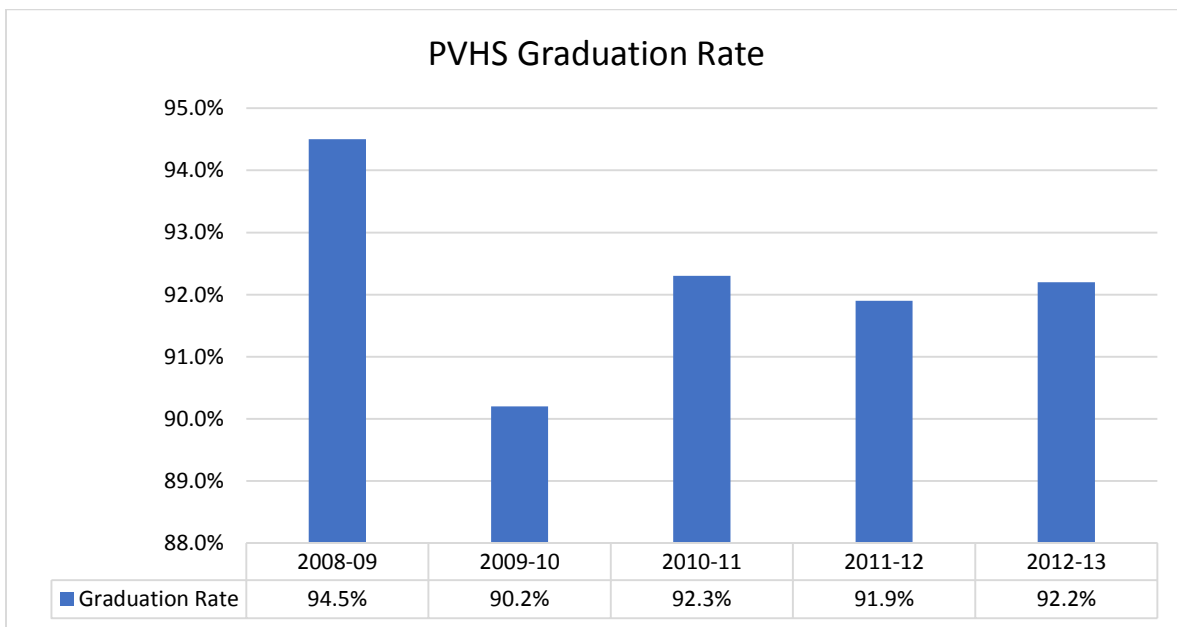


Figure 30



Staff

Pleasant Valley employed 80.5 FTE teachers in the 2012-13 school year. The number of FTE teachers at Pleasant Valley High School has ranged from a high of 86.2 in 2009-10 to a low of 76.6 in 2010-11 over the previous five years (Figure 31). The number of teachers employed changes in conjunction with the changes in student enrollment.

Figure 31

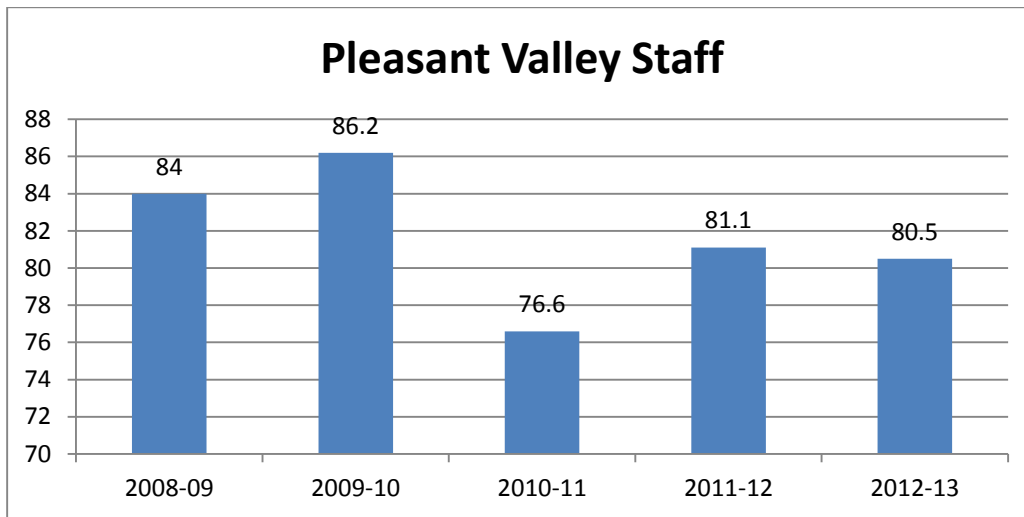


Figure 32 lists the number of pupil support services personnel and classified staff over the past five years. Pupil support services personnel include those that must be certificated and work directly with students, yet are not teachers. Examples include counselors, nurses, psychologists, and speech specialists. Classified Employees include paraprofessionals (such as teaching assistants, pupil services aides, and library aides), office/clerical staff who perform administrative support duties, and others such as custodians and cafeteria workers. Positions below are listed in full-time equivalents. District hiring practices ensure that all employees in the groups below meet qualifications for their positions.

Figure 32
Pupil Support Services Personnel and Classified Employees

Position	2008-09	2009-10	2010-11	2011-12	2012-13
Pupil Support Services Personnel	8	6.4	6.8	7.4	6.3
Classified Staff	58	62	58	62	58



Figure 33 lists teachers by ethnicity and gender. In 2012-13, 56.8% of the teachers at Pleasant Valley High School were female; 43.2% were male. The majority of teachers (90.5%) were Caucasian.

Figure 33
Pleasant Valley High School Teachers by Ethnicity and Gender
2008-09 to 2012-13

Ethnicity	Gender	2008-09		2009-10		2010-11		2011-12		2012-13	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian	Male										
	Female	1	1.1%	1	1.1%	2	2.5%	2	2.2%	2	2.1%
Asian	Male										
	Female	1	1.1%	1	1.1%	2	2.5%	2	2.2%	1	1.1%
Pacific Islander	Male										
	Female	1	1.1%	1	1.1%						
Hispanic	Male	2	2.2%	2	2.2%	2	2.5%	3	3.3%	4	4.2%
	Female	2	2.2%	2	2.2%	3	3.7%	2	2.2%	1	1.1%
African American	Male	2	2.2%	2	2.2%	1	1.2%	1	1.1%	1	1.1%
	Female										
Caucasian	Male	32	35.6%	33	36.3%	31	38.3%	32	35.2%	36	37.9%
	Female	49	54.4%	49	53.8%	40	49.4%	48	52.7%	50	52.6%
Multi-Racial	Male							1	1.1%		
	Female										
Totals by Gender	Male	36	40.0%	37	40.7%	34	42.0%	37	40.7%	41	43.2%
	Female	54	60.0%	54	59.3%	47	58.0%	54	59.3%	54	56.8%
Totals by Ethnicity	American Indian	1	1.1%	1	1.1%	2	2.5%	2	2.2%	2	2.1%
	Asian	1	1.1%	1	1.1%	2	2.5%	2	2.2%	1	1.1%
	Pacific Islander	1	1.1%	1	1.1%	0		0		0	
	Hispanic	4	4.4%	4	4.4%	5	6.2%	5	5.5%	5	5.3%
	African American	2	2.2%	2	2.2%	1	1.2%	1	1.1%	1	1.1%
	Caucasian	81	90.0%	82	90.1%	71	87.7%	81	89.0%	86	90.5%
	Multi-Racial							1	1.1%	0	
TOTAL ALL		90		91		81		91		95	

Figure 34 shows the average number of years of teaching compared to the district.

Figure 34

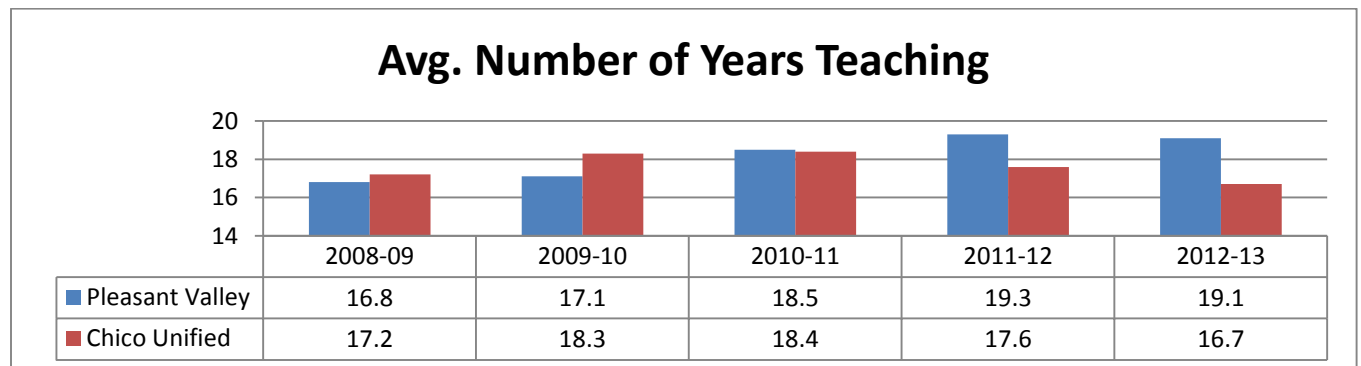


Figure 35 contains several categories of information about the qualifications of Pleasant Valley High School teachers over the last five years. The number of teachers with advanced degrees has increased during that time. In rare cases and out of a need we were unable to fill through the hiring process, we have had to assign teachers to instruct in areas outside of their credentialed area.

Figure 35
Pleasant Valley High School Staff Qualifications, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
% of teachers that meet highly qualified requirements (ESEA)	100%	94.2%	89.8%	81.1%	98.8%
# of National Board Certified Teachers	0	0	0	0	0
% of teachers instructing outside credentialed areas (CA Ed. Code 44263)	4%	4%	4%	3%	2%
# of teachers with Short Term Staff Permits and Provisional Intern Permits	0	0	0	0	0
# of teachers with advanced degrees	14	15	18	19	19
# of teachers that participated in the Beginning Teacher Support and Assessment program	3	2	0	0	4
# of teachers in an intern program	0	0	0	0	0

Research, such as that of Professor John Hattie, shows that the classroom teacher has the greatest “effect size” on student learning. Thus, investing in teachers’ professional development is essential. Professional development activities are offered throughout the year during districtwide meetings. These activities have been focused around CCSS implementation and the following CUSD goals:

- To provide every student with the opportunity to attain increasing levels of individual achievement that prepares them for success in the global economy.
- To provide a safe, supportive, healthy and engaging environment for learning to take place.
- To build effective partnerships with our constituents.

All certificated personnel are required to attend these professional development meetings with the exception of in-season coaches that have a contest that conflicts with a meeting. Employees who do not attend for other reasons must use a half day of either sick leave or personal necessity leave based on the reason for the absence.



The topics of these meetings has varied over the years. Initially meeting agendas and staff development were focused by department; more recently, certificated employees have been able to choose from a list of offerings to address personal areas of growth within their field. Such offerings have included workshops on how to work with children with Autism, how to use Google Docs, how to use district software such as Illuminate and Aeries, and designing student tasks to produce Authentic Intellectual Work, etc.

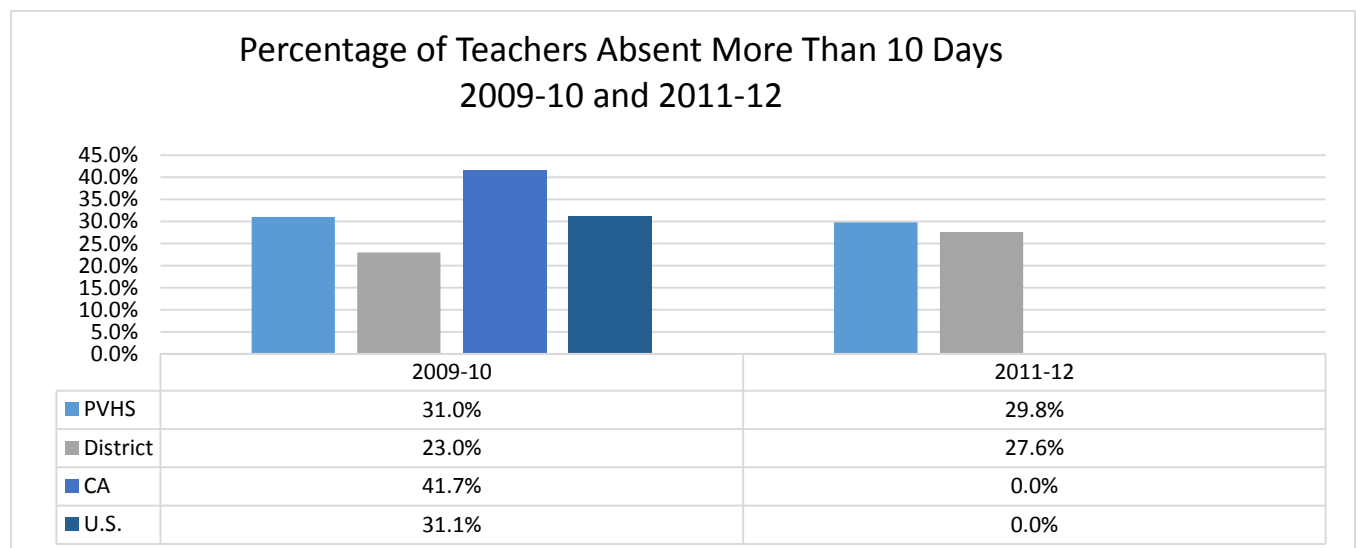
Figure 36 shows the percentage of PVHS certificated personnel that have attended these meetings over the past few years.

Figure 36
Pleasant Valley High School Districtwide Meeting Attendance
2011-12 to 2012-13

Meeting	2011-12	2012-13
1 st Meeting	N/A	85%
2 nd Meeting	N/A	54%
3 rd Meeting	89%	68%
4 th Meeting	85%	70%

Consistent attendance for both students and teachers is related to student achievement. Figure 37 shows the percentage of teachers absent more than 10 days per school year as submitted to the Office of Civil Rights in 2009-10 and 2011-12. These rates are compared to the district in both years reported; statistics were also available for state and national averages in 2009-10. In both years, the PVHS percentage is higher than that of the district. It should be noted, however, that these absences would include release days for activities such as professional development and participation in bargaining processes, not just for illness or personal necessity.

Figure 37
PVHS Teacher Attendance Rates, 2008-09 to 2012-13



Co-Curricular Activities

There are several opportunities for students to participate in co-curricular activities while attending Pleasant Valley High School. In many cases, these opportunities involve serving in leadership roles, putting on performances for the community, and/or participating in competitions at the local, regional, and state levels.

Students in PV's Theater Arts classes try out for and participate in drama productions. These students do so in a state-of-the-art facility on campus under the direction of our Theater Arts teacher. These drama productions usually occur once or twice a year; our most recent production was *Euridyce*. The band and choir, in addition to putting on local performances for the Chico community, have gone to perform at places such as Disneyland and UC Berkeley. Art Studio students have put on local art shows and receptions both on campus and off, allowing the community members to see what talented students we have at our school.

There are two competitive co-curricular teams at Pleasant Valley for which enrollment in a particular class is not required. Both the Mock Trial team and Academic Decathlon team consist of PVHS students from various academic backgrounds. These teams have a staff member that serves as advisor, and the teams compete at the county level. Both teams have been successful in competition, especially the Academic Decathlon. As of 2012, PV had won 14 of the last 16 competitions at the county level allowing them to advance to the state level. In addition to the team competition, students are able to win medals for individual performance as well.

Two other competitive co-curricular teams at PVHS are Skills USA, whose members are enrolled in a CTE course, and FHA-HERO, whose members are enrolled in a Home Economics course. Students from both Skills USA and FHA-HERO attend competitions and compete as individuals. Our students compete successfully year after year, winning medals and other types of awards and recognitions. Last spring a PVHS Skills USA student won the gold medal for Gas Tungsten Arc Welding at the state level. Ongoing leadership opportunities exist through FHA-HERO, and several PV students have accepted the challenge of serving as regional officers in the organization.

Other co-curricular opportunities at PVHS include belonging to the California Scholarship Federation (CSF), National Art Honor Society (NAHS), Student Government, iHost Catering, and PV's House of Blue. Students participating in these groups are either enrolled in a particular course on campus or have met a particular set of criteria. CSF and NAHS are clubs where students are recognized for their achievements, and they focus on ways to provide service to the community. Student Government is responsible for putting on a variety of activities, many of which take place outside of the regular school day such as putting on dances, decorating for athletic and other school celebrations, and facilitating ceremonies for Homecoming. The iHost Catering program consists of a group of students that can be hired to cater events both on campus and within the community. PV's House of Blue is an extension of the ROP Video Production course on campus. Last year students submitted entries into the 2014 Directing Change Video Contest. Of the 432 submissions from 996 students from over 112 high schools and 9 UC campuses, two of our students won second place for their public service announcement in the category of *Ending the Silence Associated with Mental Illness*.



Extra-Curricular Activities

There are a variety of extra-curricular activities available to PVHS students as well. In 2013-14 there were more than 20 clubs to which PV students could belong (see appendix). Some of these clubs involve enrollment in a particular course; however, the majority are open to any student who wishes to join and are based on interests such as games, community service, understanding cultural differences, and public speaking to name a few. Participation in these clubs varies from year to year. Each fall Student Government organizes a “Day on the Green” where students representing the various clubs set up informational booths on the front lawn during lunch to promote their clubs and try and grow their membership. Clubs can play an important role in helping our 9th graders to meet and get to know more students while also helping them connect to the overall campus community.

Athletics serve as an extra-curricular activity for the majority of PV students. There are 12 different sports available to both male and female students, and our teams are consistently competitive in the Northern Section of the CIF. Figure 38 below shows the 2013-14 participation levels for these various sports.

Figure 38
Pleasant Valley High School Athletics Participation, 2013-14
By Gender and Sport

	BB	BKB	XC	FH	FB	GF	SKI	SNB	SOC	SB	SW	TN	T&F	VB	WR	CH
Males (486)	35	43	38	0	150	13	5	13	27	0	31	13	70	22	26	0
Females (392)	0	38	14	34	0	11	2	3	35	27	28	34	77	39	2	48

Figure 39 shows the number of students that have participated in Athletics for the past six years by gender. The number of males has decreased while the number of females has increased over the six year period.

Figure 39
Pleasant Valley High School Athletics Participation, 2008-09 to 2013-14
By Gender

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Males	568	517	531	535	513	486
Females	316	362	370	349	357	392

Financial Support

Figure 40 shows the per-pupil spending amounts for 2011-12 and 2012-13.

Figure 40

School Year	Basic / Unrestricted Sources	Supplemental / Restricted Sources	Total
2012-13	\$5,588	\$2,607	\$8,195
2011-12	\$5,690	\$2,949	\$8,639



Several teachers on campus have been awarded grants in the past few years including an Art Studio grant with a budget of \$465,000 over 7 years and several Arts for All mini-grants. Most recently our Industrial Technology teachers were awarded a \$50,000 grant to purchase three 3-D printers and pay for instructor training for our Engineering Program. Four other groups were awarded Teacher-Based Reform Program (T-BAR) grants through California State University, Chico’s Teachers’ PD Inc. Program. They are listed below:

Title of Grant Project	Intended Focus
“Applying Chemistry Content Using Web 2.0: A Twist (not a Flip)”	Using screen-casting to deliver instruction in order to allow for more class time to involve students in deeper conceptual learning and application
“Visible Thinking: Increasing Intellectual Work in the Classroom”	Engaging in peer observations to gather evidence and provide feedback around teachers’ self-identified dilemmas regarding student learning
“Trekking into Trans-literacy with Teacher-Librarians: A Collaborative Odyssey	Focusing on how media literacy improves student learning
“Art Curriculum: Current and Relevant”	Infusing 21 st Century art skills and current technology into the curriculum to make the learning experience more current and relevant to students’ lives

These grants provide additional funding sources for professional development as well as resources and materials (hardware, software, etc.). In many cases, teachers involved in these grants have presented ideas learned through their work to other teachers during faculty meetings and/or districtwide professional development days.

The Regional Occupation Program (ROP) of Butte County provides funding for several classes on the PV and Chico High School campuses. ROP provides high quality job training, career counseling and guidance. A combination of classroom instruction by qualified instructors and supervised training in laboratory or real work environments are the central elements of ROP. Classes are offered in one and two hour blocks and are open to juniors and seniors. Students receive high school credits and, in some classes, college credits while preparing for their future. Credits, grades and a Certificate of Proficiency are awarded to students who successfully complete an ROP class. Popular courses at PV include Administration of Justice, Advanced Welding, Audio & Media Production, Culinary Arts II, Diversified Occupations, Medical & Hospital Careers, Sports Medicine, Video Production, and Welding Fabrication.

The ACE-LIFE Academy, as mentioned previously in this chapter, has been funded by the California Partnership Academies Program. The program funding is for smaller learning communities within the school focused on a career theme. There is also a focus on rigorous academics and career technical education, and business and post-secondary partnerships must be maintained.

As previously mentioned in the report, the PVHS Foundation is a contributor to the school program through a mini-grant application process. Teachers can apply for items that significantly impact students and meet clear and specific educational and/or curricular goals. The Foundation has contributed over \$48,000 through this program in the past few years. Figure 41 shows the amount contributed each year between 2008-09 and 2012-13.



Figure 41
PVHS Foundation Grant Contributions, 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
Total Amount of Grants Funded	\$2,425	\$9,133	\$8,091	\$7,995	\$8,356



STUDENT LEARNING DATA

Academic Performance Index (API)

Schoolwide API

	API Base Data						API Growth Data				
	2009	2010	2011	2012			2009-10	2010-11	2011-12	2012-13	
Base API Score	800	815	836	830		API Growth Score	815	839	825	821	
Growth Target	n/a	n/a	n/a	n/a		Actual Growth	15	24	-11	-9	
Statewide Rank	8	8	9	8		Eligible for Awards	No	No	No	No	
Similar Schools Rank	8	8	9	8		Eligible for II/USP	No	No	No	No	

Subgroups

Hispanic or Latino

	API Base Data						API Growth Data				
	2009	2010	2011	2012			2009-10	2010-11	2011-12	2012-13	
Base API Score	701	751	777	779		API Growth Score	753	777	771	746	
Growth Target	5	5	5	5		Actual Growth	52	26	-6	-33	

White (Not Hispanic)

	API Base Data						API Growth Data				
	2009	2010	2011	2012			2009-10	2010-11	2011-12	2012-13	
Base API Score	820	828	850	839		API Growth Score	828	853	836	835	
Growth Target	n/a	n/a	n/a	n/a		Actual Growth	7	25	-14	-4	

Socioeconomically Disadvantaged

	API Base Data						API Growth Data				
	2009	2010	2011	2012			2009-10	2010-11	2011-12	2012-13	
Base API Score	723	746	774	775		API Growth Score	746	776	767	758	
Growth Target	5	5	5	5		Actual Growth	23	30	-7	-17	

Students with Disabilities

	API Base Data						API Growth Data				
	2009	2010	2011	2012			2009-10	2010-11	2011-12	2012-13	
Base API Score	570	567	589	589		API Growth Score	567	595	575	595	
Growth Target	12	12	11	11		Actual Growth	-3	28	-14	11	



California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. For 2012-13, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11 and the California Modified Assessments (CMA) in ELA and Mathematics

California Standards Tests (CST) & California Modified Assessments (CMA)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are *Advanced* (exceeds state standards), *Proficient* (meets standards), *Basic* (approaching standards), *Below Basic* (below standards), and *Far Below Basic* (well below standards). Students scoring at the *Proficient* or *Advanced* level have met state standards in that content area.

STAR ~ English Language Arts

Percentage of students achieving at the *Proficient* or *Advanced* level (meeting or exceeding the state standard).

Grade Level	School					District					State				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Grade 9	68	70	69	60	65	62	68	67	59	66	50	54	54	55	60
Grade 10	58	54	69	63	61	50	54	63	55	57	50	45	48	49	50
Grade 11	58	59	61	60	56	48	53	57	53	55	40	43	45	46	46

STAR ~ Mathematics

Percentage of students achieving at the *Proficient* or *Advanced* level (meeting or exceeding the state standard).

Grade Level	School					District					State				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Gen. Math	14	26	23	25	23	32	30	30	22	29	26	27	28	28	27
Algebra I	28	29	33	35	34	37	44	43	41	46	28	31	32	34	35
Geometry	34	34	46	41	33	39	45	49	47	46	26	27	31	32	30
Algebra II	32	25	49	41	45	26	27	39	35	39	25	31	33	34	33
Sum HS Math	52	59	53	55	59	53	59	54	53	51	50	54	55	53	53

STAR ~ Science

Percentage of students achieving at the *Proficient* or *Advanced* level (meeting or exceeding the state standard).

Grade Level	School					District					State				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Grade 10	67	68	74	73	70	57	60	65	63	64	44	46	49	52	53
Biology	59	65	74	67	61	50	56	68	60	63	42	46	49	52	49
Chemistry	68	64	72	74	77	56	53	60	60	60	36	37	38	43	40
Earth Sci	43	51	54	60	43	28	38	45	50	33	28	33	35	37	37
Int Sci I	42	47	55	78	74	42	47	30	26	64	13	17	20	20	24



STAR – Grade 10 Science 2014

Percentage of students achieving at each proficiency level.

Grade 10 Science	School	District	State
Advanced	33	33	28
Proficient	39	33	28
Basic	21	22	26
Bel. Basic	5	7	11
FB Basic	2	5	7

STAR ~ History/Social Science

Percentage of students achieving at the *Proficient* or *Advanced* level (meeting or exceeding the state standard).

Grade Level	School					District					State				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
World Hist	54	62	61	60	58	45	52	54	54	58	38	42	44	46	46
US History	67	72	72	67	67	52	58	64	55	63	44	45	48	48	50

CST/CMA ~ English Language Arts by Grade Level and Subgroup

Percentage of students achieving at each performance level.

Grade 9	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD	Overall
2013							N=450
Advanced	0	28	18	36	29	11	29
Proficient	5	40	37	39	40	18	40
Basic	36	21	26	19	23	18	23
Bel. Basic	41	8	16	4	7	31	7
FB Basic	18	3	6	2	1	22	1
2012							N=440
Advanced	4	33	20	39	34	5	32
Proficient	0	31	20	35	30	17	31
Basic	40	25	36	21	26	31	26
Bel. Basic	28	10	16	8	9	29	9
FB Basic	28	2	7	0	1	19	2
2011							N=476
Advanced	9	43	20	58	45	4	42
Proficient	13	28	33	24	29	15	29
Basic	52	21	32	15	21	35	23
Bel. Basic	17	6	10	2	3	35	4
FB Basic	9	2	5	1	1	11	1

*Percentage of students identified as strategic or intensive highlighted



Grade 10	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	0	28	21	28	27	19
Proficient	5	37	21	42	36	26
Basic	38	28	40	23	28	32
Bel. Basic	38	6	11	5	7	10
FB Basic	19	2	7	1	2	13
2012						
Advanced	0	30	12	37	31	3
Proficient	8	34	33	33	35	13
Basic	50	25	35	22	25	36
Bel. Basic	25	7	12	6	6	26
FB Basic	17	4	8	2	3	23
2011						
Advanced	15	29	18	33	30	4
Proficient	0	42	33	44	42	26
Basic	54	24	35	20	22	61
Bel. Basic	15	5	10	3	5	9
FB Basic	15	1	4	1	2	0

Grade 11	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	0	28	11	35	30	6
Proficient	0	28	31	27	29	11
Basic	40	31	43	27	32	23
Bel. Basic	40	9	10	8	7	29
FB Basic	20	3	3	3	1	31
2012						
Advanced	0	26	17	29	28	0
Proficient	0	34	31	34	35	18
Basic	56	27	34	24	27	29
Bel. Basic	22	10	12	10	7	42
FB Basic	22	3	6	3	3	11
2011						
Advanced	6	28	10	34	28	3
Proficient	0	36	33	35	35	21
Basic	53	28	43	24	29	38
Bel. Basic	35	6	11	5	6	24
FB Basic	6	2	3	2	2	14



CST/CMA ~ Mathematics by Grade (Math) Level and Subgroup

Percentage of students achieving at each performance level

General Math	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD	Overall
2013							N=107
Advanced	0	2	3	0	2	2	2
Proficient	0	21	15	25	27	5	21
Basic	36	37	33	46	41	30	36
Bel. Basic	29	29	31	25	25	35	26
FB Basic	36	11	18	4	5	28	15
2012							N=84
Advanced	0	4	2	8	4	3	5
Proficient	0	23	15	32	25	10	20
Basic	18	41	35	44	40	33	36
Bel. Basic	55	20	28	16	22	30	26
FB Basic	27	12	20	0	9	23	13
2011							N=109
Advanced	0	7	8	3	7	5	6
Proficient	0	19	19	15	26	5	17
Basic	37	38	36	44	42	32	40
Bel. Basic	38	28	27	32	23	39	30
FB Basic	25	7	10	6	2	19	6

*Percentage of students identified as strategic or intensive highlighted

Algebra I	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD	Overall
2013							N=242
Advanced	0	3	2	3	2	5	2
Proficient	0	33	34	29	33	19	32
Basic	45	32	29	36	33	32	35
Bel. Basic	36	29	32	27	27	43	26
FB Basic	18	3	3	5	5	0	5
2012							N=264
Advanced	0	2	3	1	2	3	2
Proficient	18	31	29	30	32	21	33
Basic	53	39	37	43	42	26	41
Bel. Basic	24	23	24	22	21	32	21
FB Basic	6	6	7	4	4	18	4
2011							N=272
Advanced	4	5	6	6	6	2	6
Proficient	17	28	23	30	27	23	26
Basic	25	39	36	39	39	30	41
Bel. Basic	46	22	28	20	22	35	22
FB Basic	8	6	7	6	5	10	5

*Percentage of students identified as strategic or intensive highlighted



To attempt to address the number of students performing Below Basic or Far Below Basic in General Math (Pre-Algebra) and Algebra I, PVHS teachers identified and assigned students to math intervention and support in the Learning Center. This support existed through the 2013-14 school year. The steady decrease in the number of students enrolled in Algebra I in the table above may suggest that the Learning Center provided support that allowed students to successfully complete their Algebra I course without needing to repeat. In the 2012-13 school year, PVHS implemented a support class embedded within the six periods of the school day titled Math Lab. Students identified by teachers and/or past performance as needing strategic or intensive intervention were enrolled in this course in addition to their Pre-Algebra or Algebra I course, if their schedule permitted. Data is currently being collected to assess the effectiveness of this support.

Geometry	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	0	5	2	7	5	10
Proficient	8	29	23	30	28	30
Basic	23	37	38	36	37	40
Bel. Basic	69	28	35	27	29	20
FB Basic	0	1	1	1	1	0
2012						
Advanced	0	7	6	7	6	0
Proficient	0	35	32	35	35	25
Basic	50	40	39	41	40	62
Bel. Basic	50	17	22	15	18	0
FB Basic	0	1	2	2	1	13
2011						
Advanced	0	9	6	10	9	0
Proficient	15	38	36	38	37	14
Basic	31	40	38	40	39	72
Bel. Basic	54	12	19	11	14	0
FB Basic	0	1	1	1	1	14



Algebra II	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	N/A	9	11	9	9	N/A
Proficient	N/A	36	32	37	36	N/A
Basic	N/A	36	38	36	36	N/A
Bel. Basic	N/A	16	15	16	16	N/A
FB Basic	N/A	3	4	2	3	N/A
2012						
Advanced	N/A	9	4	11	9	N/A
Proficient	N/A	32	36	30	32	N/A
Basic	N/A	33	26	34	33	N/A
Bel. Basic	N/A	21	26	20	21	N/A
FB Basic	N/A	5	7	5	5	N/A
2011						
Advanced	N/A	12	5	13	12	N/A
Proficient	N/A	38	38	37	37	N/A
Basic	N/A	34	38	33	34	N/A
Bel. Basic	N/A	13	16	13	14	N/A
FB Basic	N/A	3	3	3	3	N/A

HS Summative	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	N/A	14	6	15	14	N/A
Proficient	N/A	45	42	45	45	N/A
Basic	N/A	21	27	21	21	N/A
Bel. Basic	N/A	18	24	17	18	N/A
FB Basic	N/A	2	0	2	2	N/A
2012						
Advanced	N/A	16	12	17	16	N/A
Proficient	N/A	39	52	37	39	N/A
Basic	N/A	28	18	30	28	N/A
Bel. Basic	N/A	16	18	15	16	N/A
FB Basic	N/A	1	0	1	1	N/A
2011						
Advanced	N/A	14	9	15	14	N/A
Proficient	N/A	39	44	38	39	N/A
Basic	N/A	32	31	32	32	N/A
Bel. Basic	N/A	14	16	14	14	N/A
FB Basic	N/A	1	0	1	1	N/A



CST ~ Science by Grade Level and Subgroup

Percentage of students achieving at each performance level

Grade 10	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	0	39	21	44	39	10
Proficient	9	35	30	35	33	43
Basic	50	20	33	17	22	23
Bel. Basic	27	4	11	3	5	17
FB Basic	14	1	4	0	1	7
2012						
Advanced	0	39	24	45	41	8
Proficient	25	34	32	35	35	16
Basic	17	17	25	14	15	41
Bel. Basic	50	6	14	3	5	22
FB Basic	8	4	5	3	3	13
2011						
Advanced	15	43	29	48	44	9
Proficient	15	34	32	34	33	38
Basic	23	19	28	15	18	43
Bel. Basic	23	3	8	1	3	10
FB Basic	23	2	3	2	2	0

Biology	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	0	26	15	29	25	19
Proficient	20	40	39	40	40	31
Basic	53	27	33	26	27	44
Bel. Basic	13	6	9	5	6	6
FB Basic	13	1	4	1	2	0
2012						
Advanced	N/A	32	21	37	32	15
Proficient	N/A	39	36	39	39	23
Basic	N/A	25	38	21	25	54
Bel. Basic	N/A	2	1	2	2	8
FB Basic	N/A	2	4	1	2	0
2011						
Advanced	8	40	25	45	41	0
Proficient	23	37	39	36	37	29
Basic	38	19	28	16	18	57
Bel. Basic	8	3	5	2	3	14
FB Basic	23	1	3	1	1	0



Chemistry	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	N/A	34	26	38	34	N/A
Proficient	N/A	41	39	41	41	N/A
Basic	N/A	20	24	19	20	N/A
Bel. Basic	N/A	3	11	1	3	N/A
FB Basic	N/A	1	0	1	1	N/A
2012						
Advanced	N/A	29	13	32	29	N/A
Proficient	N/A	45	65	41	45	N/A
Basic	N/A	23	20	24	23	N/A
Bel. Basic	N/A	3	2	3	3	N/A
FB Basic	N/A	0	0	0	0	N/A
2011						
Advanced	N/A	20	6	23	20	N/A
Proficient	N/A	52	52	52	52	N/A
Basic	N/A	26	42	23	26	N/A
Bel. Basic	N/A	2	0	2	2	N/A
FB Basic	N/A	0	0	0	0	N/A

Earth Science	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	0	17	16	16	19	3
Proficient	0	29	20	34	32	6
Basic	60	42	43	42	41	52
Bel. Basic	40	6	10	6	5	21
FB Basic	0	6	11	2	3	18
2012						
Advanced	0	22	14	26	23	9
Proficient	11	39	33	42	40	26
Basic	56	26	33	23	25	43
Bel. Basic	22	5	9	3	5	9
FB Basic	11	8	11	6	7	13
2011						
Advanced	4	27	19	29	26	10
Proficient	17	32	23	36	34	7
Basic	44	32	39	28	33	34
Bel. Basic	17	5	10	4	5	17
FB Basic	17	4	9	3	2	31



Integrated Science I	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	N/A	27	5	33	28	N/A
Proficient	N/A	46	67	40	45	N/A
Basic	N/A	27	28	27	27	N/A
Bel. Basic	N/A	0	0	0	0	N/A
FB Basic	N/A	0	0	0	0	N/A
2012						
Advanced	N/A	17	13	18	18	N/A
Proficient	N/A	46	22	54	45	N/A
Basic	N/A	17	9	24	20	N/A
Bel. Basic	N/A	7	22	0	8	N/A
FB Basic	N/A	13	35	4	9	N/A
2011						
Advanced	N/A	8	7	9	9	N/A
Proficient	N/A	43	24	51	44	N/A
Basic	N/A	40	49	35	40	N/A
Bel. Basic	N/A	5	10	4	6	N/A
FB Basic	N/A	4	10	1	1	N/A

CST ~ History/Social Science by Grade Level and Subgroup

Percentage of students achieving at each performance level

World History	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	0	32	15	36	32	7
Proficient	0	32	27	32	31	21
Basic	32	26	26	26	26	31
Bel. Basic	36	6	18	4	7	24
FB Basic	32	4	14	2	5	17
2012						
Advanced	0	30	19	34	32	3
Proficient	10	30	27	31	32	9
Basic	20	28	31	26	27	38
Bel. Basic	20	5	8	4	5	15
FB Basic	50	7	14	5	5	35
2011						
Advanced	15	35	21	42	38	3
Proficient	15	28	30	26	28	15
Basic	31	24	26	23	22	41
Bel. Basic	15	7	9	6	7	10
FB Basic	23	6	14	3	5	31



U.S. History	ELD	Non ELD	Low SES	Non Low SES	S w/o D	SWD
2013						
Advanced	N/A	38	25	43	40	7
Proficient	N/A	29	29	29	29	16
Basic	N/A	18	22	17	19	16
Bel. Basic	N/A	8	12	6	7	19
FB Basic	N/A	7	12	5	5	42
2012						
Advanced	N/A	37	22	42	38	6
Proficient	N/A	31	37	28	32	21
Basic	N/A	23	30	20	22	45
Bel. Basic	N/A	5	7	6	5	18
FB Basic	N/A	4	5	4	3	9
2011						
Advanced	10	39	25	42	40	5
Proficient	19	36	38	34	36	32
Basic	43	16	22	15	17	24
Bel. Basic	19	6	8	5	5	22
FB Basic	10	3	6	3	3	16

California Fitness Test

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

Grade 9	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
2014	47.1	41.1	51.8	40.4	36.7	42.9	38.1	36.5	39.7
2013	48.5	50.7	46.7	43.6	42.7	44.4	36.8	36.0	37.5
2012	45.6	45.7	45.5	44.0	43.8	44.3	36.5	35.7	37.2
2011	42.3	46.5	38.5	43.7	43.2	44.1	36.5	35.6	37.3

California High School Exit Exam (CAHSEE)

Tenth Grade Students by Population Subgroup

Percentage of students passing

2014		All Students	Male	Female	ELD	Low SES	Non Low SES	SWD
PVHS	ELA	90	87	93	45	81	97	39
	Math	93	92	95	73	88	97	57
District	ELA	87	83	92	35	76	96	39
	Math	91	89	93	69	83	96	59
State	ELA	84	80	87	35	75	93	40
	Math	86	85	88	56	80	94	45



2013		All Students	Male	Female	ELD	Low SES	Non Low SES	SWD
PVHS	ELA	93	91	95	52	85	96	74
	Math	93	93	94	67	86	96	60
District	ELA	89	86	92	40	80	93	53
	Math	90	90	91	57	83	94	50
State	ELA	83	80	87	42	77	93	40
	Math	84	83	85	54	78	92	42

2012		All Students	Male	Female	ELD	Low SES	Non Low SES	SWD
PVHS	ELA	92	90	94	50	88	94	52
	Math	93	95	91	87	87	96	54
District	ELA	86	84	89	34	77	92	40
	Math	87	88	86	58	77	94	46
State	ELA	83	79	87	44	76	92	39
	Math	84	83	85	56	78	92	41

Tenth Grade Results by Sub-Test (Initial testing)

ELA	% Prof. (AYP)	Word Analysis	Reading Comp.	Lit Resp. Analysis	Writing Strategies	Writing Conven.	Avg. Essay
2014	64	91	83	85	75	79	2.3
2013	61	87	79	85	74	82	2.4
2012	63	87	83	82	76	79	2.5

Math	% Prof. (AYP)	Prob. & Stats.	Number Sense	Alg. & Functions	Meas. & Geometry	Algebra I
2014	68	82	80	79	74	68
2013	73	83	77	81	76	74
2012	68	81	77	82	77	71



Tenth Grade Students by Ethnicity Subgroup

Percentage of students passing

2014		All Students	Asian	Hispanic	White
PVHS	ELA	90	88	80	92
	Math	93	96	90	94
District	ELA	87	81	78	91
	Math	91	90	86	92
State	ELA	84	89	77	92
	Math	86	96	81	92

2013		All Students	Asian	Hispanic	White
PVHS	ELA	93	82	81	96
	Math	93	96	81	95
District	ELA	89	85	76	94
	Math	91	98	82	94
State	ELA	83	89	76	91
	Math	85	95	78	92

2012		All Students	Asian	Hispanic	White
PVHS	ELA	92	86	88	94
	Math	94	96	86	95
District	ELA	87	74	81	92
	Math	88	87	78	92
State	ELA	84	89	77	92
	Math	83	95	77	90

Eleventh Grade Students by Population Subgroup

Percentage of students passing

11 th grade		All Students	Male	Female	ELD	Low SES	Non Low SES	SWD
2014	ELA	55	61	46	18	33	78	0
	Math	45	42	47	20	25	67	16
2013	ELA	52	49	56	11	38	65	40
	Math	46	37	51	71	47	44	16
2012	ELA	64	69	58	67	44	78	21
	Math	47	58	38	33	21	65	24



Eleventh Grade Results by Sub-Test

ELA – 11 th	% Prof. (AYP)	Word Analysis	Reading Comp.	Lit Resp. Analysis	Writing Strategies	Writing Conven.	Avg. Essay
2014	19	72	68	73	54	61	2.3
2013	15	67	66	64	55	63	2.1
2012	20	80	66	74	56	68	2.1

Math – 11 th	% Prof. (AYP)	Prob. & Stats.	Number Sense	Alg. & Functions	Meas. & Geometry	Algebra I	
2014	11	62	59	59	51	40	
2013	11	62	59	61	49	47	
2012	16	67	65	67	51	48	

Twelfth Grade Students by Population Subgroup

Percentage of students passing

12 th grade		All Students	Male	Female	ELD	Low SES	Non Low SES	SWD
2014	ELA	59	50	67	67	31	70	9
	Math	62	42	70	88	13	74	0
2013	ELA	53	58	44	42	0	57	0
	Math	86	95	75	100	40	94	0
2012	ELA	56	61	52	60	38	60	18
	Math	70	67	74	78	33	92	14

Twelfth Grade Results by Sub-Test

ELA – 12 th	% Prof. (AYP)	Word Analysis	Reading Comp.	Lit Resp. Analysis	Writing Strategies	Writing Conven.	Avg. Essay
2014	30	70	66	68	58	67	2.4
2013	22	67	65	66	57	67	2.1
2012	15	70	65	68	58	62	2.3



Math – 12 th	% Prof. (AYP)	Prob. & Stats.	Number Sense	Alg. & Functions	Meas. & Geometry	Algebra I
2014	49	71	76	68	65	59
2013	72	80	80	81	80	71
2012	53	69	72	73	66	61

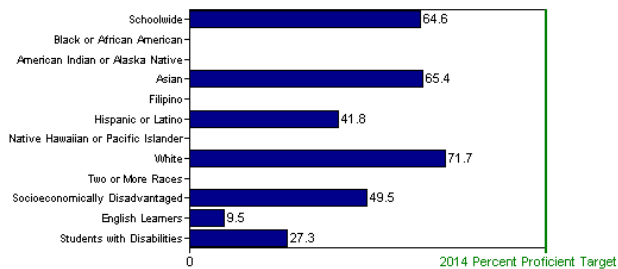
Adequate Yearly Progress (AYP) - 2014

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

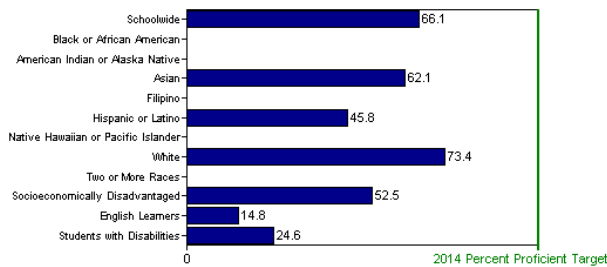
Made AYP:

Met AYP Criteria	Target	Criteria met
Participation Rate	English-Language Arts	Mathematics
Participation Rate	No	Yes
Percent Proficient	No	No

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



CELDT Scores – All Assessments

	2014	2013	2012
Advanced	14 (16%)	6 (7%)	6 (4%)
Early Advanced	31 (35%)	28 (34%)	29 (38%)
Intermediate	27 (30%)	28 (34%)	29 (38%)
Early Intermediate	16 (18%)	14 (17%)	11 (14%)
Beginner	1 (1%)	7 (8%)	5 (6%)
Total # Tested	89	83	77

Title III Accountability Report

	AMAO 1 – Annual Growth					AMAO 2 – Attaining English Proficiency					
						Less than 5 years			5 years or more		
	# Annual CELDT Takers	# in Cohort	% with Prior CELDT Scores	# Met AMAO 1	Percent Met AMAO 1	# in Cohort	# Attaining Eng. Prof. Level	% Attaining Eng. Prof. Level	# in Cohort	# Attaining Eng. Prof. Level	% Attaining Eng. Prof. Level
2014	68	68	100%	37	54.4%	8	-	-	69	28	40.6%
2013	63	63	100%	32	50.8%	14	-	-	65	29	44.6%
2012	59	59	100%	30	50.8%	11	-	-	56	25	44.6%

SAT Results

	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Gr. 12 Enrollment	457	483	472	1095	1072	1210	486,549	493,947	496,859
# Tested	198	207	163	417	410	377	184,627	194,191	200,543
% Tested	44.3	42.9	34.5	38.1	38.3	31.2	38.0	39.3	40.4
Crit. Read. Avg.	523	512	522	535	526	526	495	491	492
Math Avg.	536	538	541	544	543	550	513	510	508
Writing Avg.	503	494	509	517	511	514	494	491	489
Total # > 1500	116	117	99	274	256	233	89,075	90,624	93,136
Total % > 1500	58.6	56.5	60.7	65.7	62.4	61.8	48.3	46.7	46.4



ACT Results

	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Gr. 12 Enrollment	547	483	472	1095	1072	1210	486,549	493,947	496,859
# Tested	82	81	88	130	139	153	82,495	87,016	90,986
% Tested	17.9	16.8	18.6	11.9	13.0	12.6	17.0	17.6	18.3
Avg. Score	23.1	23.3	24.0	23.3	23.3	23.5	21.7	21.8	21.9
# Score > 21	55	59	64	86	96	110	46,577	49,321	51,821
% Score > 21	67.1	72.8	72.7	66.1	69.1	71.9	56.5	56.7	57.0

Early Assessment Program (EAP) Results

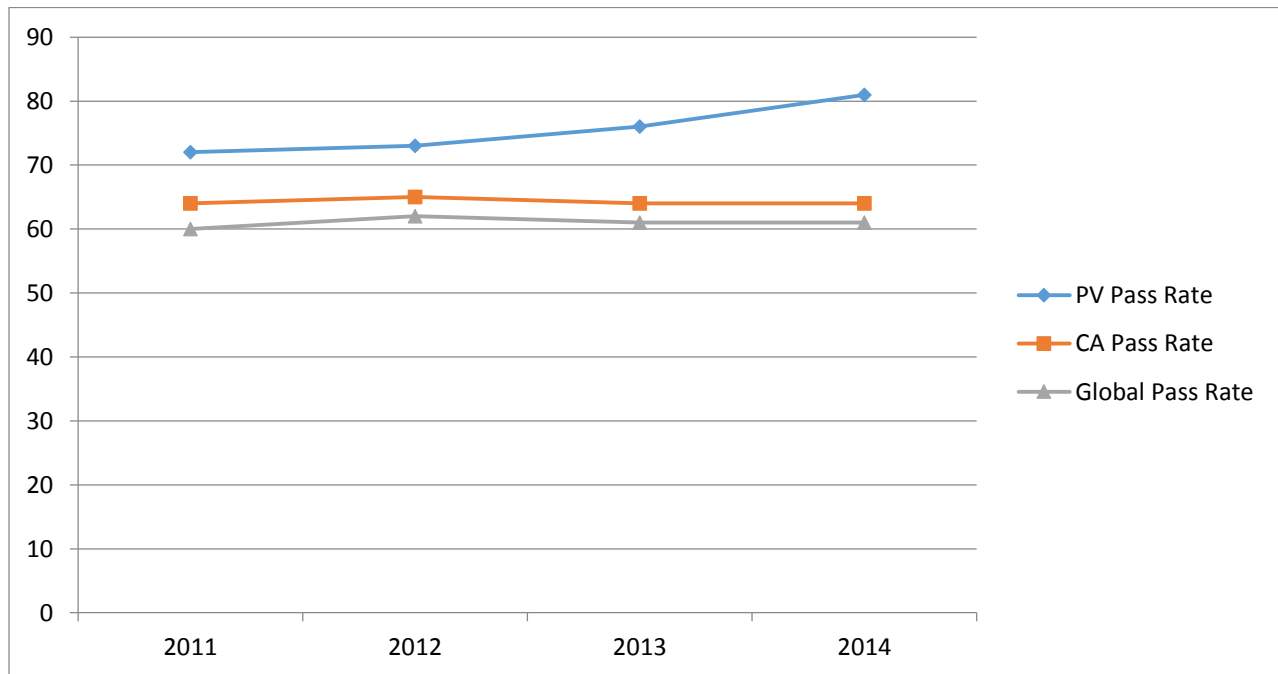
English Language Arts	School				District				State			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
% Ready	30	29	28	33	32	28	28	31	23	23	23	25
% Conditionally Ready	N/A	21	17	14	N/A	19	18	12	N/A	15	15	15

Math	School				District				State			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
% Ready	12	13	15	12	12	14	13	11	15	15	14	10
% Conditionally Ready	62	58	58	55	60	58	56	53	43	46	46	41



Advanced Placement Results

	2011	2012	2013	2014
Number of students who took AP exams	132	192	212	210
Number of exams taken	237	269	337	317
# of students with score of 3+ (pass)	95	141	162	171
% of PV students with score of 3+ (pass rate)	72.0%	73.4%	76.4%	81.4%
State (CA) pass rate	63.7%	64.5%	63.5%	64.2%
Global pass rate	60.2%	61.5%	60.9%	61.3%



PV has increased the number of students taking AP exams by 59% over the last four years. Strategies that have helped accomplish this increase include the addition of new AP course offerings (such as World History) as well as separating AP and IB courses into separate sections (such as Spanish, Biology, English Literature, and Calculus) to devote instruction to one exam or the other.



AP Exam Results – By Course

	2011	2012	2013	2014	Four Yr. Total
Biology	5 / 5 (100%)	8 / 11 (73%)	12 / 14 (86%)	17 / 18 (94%)	42 / 48 (88%)
Calculus	14 / 27 (52%)	23 / 32 (72%)	32 / 41 (78%)	34 / 45 (76%)	103 / 145 (71%)
Chemistry	3 / 9 (33%)	--	16 / 25 (64%)	11 / 14 (79%)	30 / 48 (63%)
English Language	9 / 9 (100%)	37 / 50 (74%)	31 / 55 (56%)	15 / 19 (79%)	92 / 133 (69%)
English Literature	41 / 67 (62%)	0 / 1 (0%)	15 / 16 (94%)	23 / 27 (85%)	79 / 111 (71%)
French	--	0 / 1 (0%)	--	5 / 5 (100%)	5 / 6 (83%)
Japanese	--	2 / 2 (100%)	1 / 1 (100%)	--	3 / 3 (100%)
Spanish Language	1 / 2 (50%)	3 / 3 (100%)	2 / 6 (33%)	14 / 16 (88%)	20 / 27 (74%)
Statistics	14 / 17 (82%)	15 / 18 (83%)	18 / 21 (86%)	25 / 31 (81%)	72 / 87 (83%)
Studio Art	5 / 5 (100%)	--	5 / 5 (100%)	--	10 / 10 (100%)
U.S. History	56 / 87 (64%)	49 / 75 (65%)	58 / 71 (82%)	61 / 75 (81%)	224 / 308 (73%)
World History	N/A	49 / 67 (73%)	43 / 68 (64%)	46 / 59 (78%)	138 / 194 (71%)
Total	149 / 237* (63%)	190 / 269* (71%)	243 / 337* (72%)	256 / 317* (81%)	838 / 1160* (72%)

**Total reflects additional exams/subjects that students challenged without PV coursework.*



AP Exam Participation – By Course

Statistics in this table list the number of exams taken divided by the number of students enrolled in the AP Course of the same title. The percentage of exam participation is in parenthesis. It has been school policy to allow students to challenge exams without having taken the AP course.

Also, in many subjects there are equivalent IB courses whose curriculum is similar in nature. As a result, the participation rate exceeds 100% in some courses.

	2011	2012	2013	2014
Biology	5 / 23 (22%)	11 / 16 (69%)	14 / 14 (100%)	18 / 16 (113%)
Calculus	28 / 62 (45%)	33 / 84 (39%)	41 / 89 (46%)	45 / 84 (53%)
Chemistry	9 / 0 (N/A)	0 / 0 (N/A)	25 / 36 (69%)	14 / 16 (88%)
English Language	9 / 0 (N/A)	50 / 83 (60%)	55 / 72 (76%)	19 / 36 (53%)
English Literature	67 / 112 (60%)	1 / 0 (N/A)	16 / 20 (80%)	27 / 43 (63%)
French	0 / 2 (0%)	1 / 2 (50%)	0 / 4 (0%)	4 / 5 (80%)
Japanese	0 / 2 (0%)	2 / 2 (100%)	2 / 2 (100%)	0 / 0 (N/A)
Spanish Language	2 / 23* (9%)	3 / 24* (13%)	6 / 25* (24%)	16 / 14 (114%)
Statistics	17 / 33 (74%)	18 / 37 (49%)	21 / 48 (44%)	31 / 67 (46%)
Studio Art	5 / 4 (125%)	0 / 0 (N/A)	5 / 7 (71%)	0 / 0 (N/A)
U.S. History	87 / 106 (82%)	75 / 94 (80%)	71 / 88 (81%)	75 / 98 (77%)
World History	N/A	67 / 106 (63%)	69 / 102 (68%)	58 / 86 (68%)
Total	229 / 367 (62%)	261 / 448 (58%)	325 / 507 (64%)	307 / 465 (66%)

**Total includes both Spanish 4 and Spanish 5 students. Typically, students would choose to take the AP exam during enrollment in Spanish 5.*

Over the course of the past four years, some courses have experienced changes in curriculum, teacher, or both. It is possible that a change in the teacher of a course may have an effect on the number of students who sign up for it, although that number is assumed to be very few if any.

Another factor that can affect student participation in exams is whether the college of his/her choice will accept credit for two AP exams in the same content area (English, Social Science, Math, Science, etc.). Our higher participation rates tend to be in the sophomore and junior years.



However, with the addition of AP Government in 2014-15 and other new courses being considered for future years (AP Economics and AP Psychology), we hope to increase the number of students that are taking courses and exams as seniors at PVHS.

International Baccalaureate Results

	2011	2012	2013	2014
Number of students who took IB exams	34	41	50	54
Number of exams taken	81	124	130	142
# of exams with score of 4+ (pass)	51	79	104	114
% of exams with score of 4+ (pass rate)	63%	64%	80%	80%

IB Diploma Recipients

	2011	2012	2013	2014
Number of Full IB Diploma Candidates	11	20	21	23
Number of Full IB Diploma Recipients	5	9	16	15
% of candidates receiving Full IB Diploma	45%	45%	76%	65%

Students must declare themselves as Anticipated Diploma Candidates during the fall of their junior year. Occasionally, as students progress through the program, they decide to convert to Partial Diploma Candidates and, thus, do not complete all aspects of the program to earn the full diploma. The first row in the table above reflects the number of students who initially declared themselves as diploma candidates during their junior year. While the number/percentage of students who earned the diploma may appear to be low in some years, we know that this is not necessarily a reflection of students trying and failing to complete the requirements. In some cases, students did not attempt all requirements.

Changes in the HL pathways available for IB students (i.e. the addition of the Theatre pathway) has resulted in a decrease in the number of students choosing the Biology HL pathway. As a result, more students have taken the Biology SL exam in recent years rather than the HL exam after a second year of Biology coursework. This has led to a higher pass rate for Biology students, a greater number of students taking and passing the Theatre exams, and an increased percentage of students successfully completing the program and earning the full diploma.



IB Exam Results – By Course

	2011	2012	2013	2014	Four Yr. Total
English HL	9 / 9 (100%)	18 / 18 (100%)	21 / 21 (100%)	25 / 25 (100%)	73 / 73 (100%)
French SL	1 / 2 (50%)	4 / 4 (100%)	1 / 1 (100%)	4 / 5 (80%)	10 / 12 (83%)
Japanese SL	1 / 1 (100%)	3 / 3 (100%)	7 / 7 (100%)	2 / 2 (100%)	13 / 13 (100%)
Spanish HL/SL	4 / 4 (100%)	12 / 13 (92%)	12 / 12 (100%)	16 / 17 (94%)	44 / 46 (96%)
History of Europe HL	11 / 11 (100%)	13 / 19 (68%)	18 / 21 (86%)	17 / 22 (77%)	59 / 73 (81%)
Biology HL/SL	8 / 11 (73%)	9 / 19 (47%)	14 / 22 (64%)	17 / 24 (71%)	48 / 76 (63%)
Chemistry	5 / 25 (20%)	6 / 23 (26%)	11 / 21 (52%)	5 / 9 (56%)	27 / 78 (35%)
Math HL/SL	12 / 18 (67%)	9 / 19 (56%)	15 / 20 (75%)	14 / 17 (82%)	55 / 80 (69%)
Theatre HL/SL	--	--	5 / 5 (100%)	20 / 21 (95%)	25 / 26 (96%)
Total	51 / 81 (63%)	79 / 124 (64%)	104 / 130 (80%)	114 / 142 (80%)	334 / 477 (70%)

IB Exam Participation – By Course

	2011	2012	2013	2014
English HL	9 / 112* (8%)	18 / 27 (67%)	21 / 32 (66%)	25 / 26 (96%)
French SL	2 / 0 (N/A)	4 / 6* (67%)	1 / 6* (17%)	5 / 13* (38%)
Japanese SL	1 / 0 (N/A)	3 / 3* (100%)	7 / 9* (78%)	2 / 3* (67%)
Spanish HL/SL	4 / 21* (19%)	13 / 38* (34%)	12 / 43* (28%)	17 / 61* (28%)
Hist. of Europe HL	11 / 59 (19%)	19 / 38 (50%)	21 / 40 (53%)	22 / 64 (34%)
Biology HL/SL	11 / 23** (48%)	19 / 16** (119%)	22 / 14** (157%)	24 / 60 (40%)
Chemistry	25 / 63* (40%)	23 / 85* (27%)	21 / 53 (40%)	9 / 10 (90%)
Math HL/SL	18 / 62* (29%)	25 / 84* (30%)	20 / 89* (22%)	17 / 18 (94%)
Theatre HL/SL	0 / 0 (N/A)	0 / 6 (0%)	5 / 27 (19%)	21 / 40 (53%)
Total	81 / 340 (24%)	124 / 303 (41%)	130 / 313 (42%)	142 / 295 (48%)

*Enrollment number includes both AP and IB students in this subject.

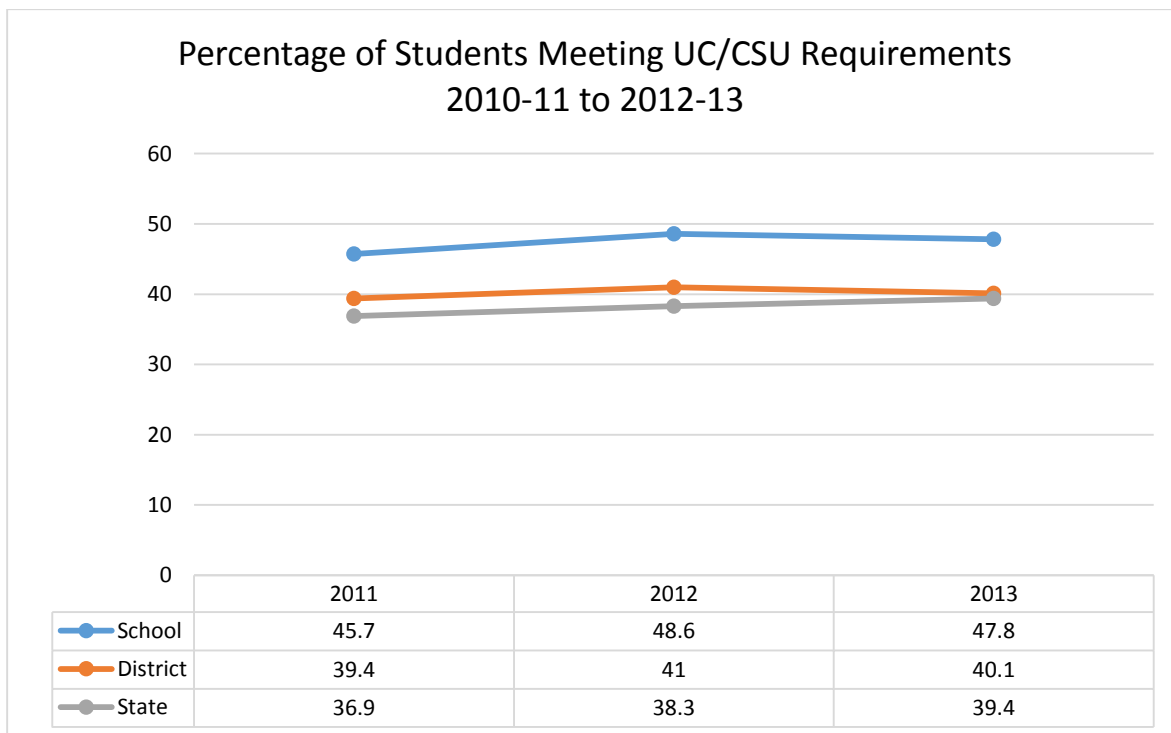
**Students who took this exam may have been enrolled in Honors Biology, a course that has been discontinued.



Exam participation appears lower for the IB program than for the AP program, but this can be explained. First, IB examinees are generally only those that are pursuing the full or partial IB diploma. In some cases, such as with the History of Europe IB HL course, the IB course was the only one in its subject area that was an honors-level course. Overall, a greater number of enrollees than examinees suggests that there are students on our campus seeking challenging, college-level coursework even if they are not seeking the IB diploma.

College-Readiness

The majority of courses at PVHS meet UC/CSU requirements; as such, the majority of students at PVHS are enrolled in one or more college-prep courses each year. The figure below shows how PV students compare to the District and California in terms of meeting UC/CSU eligibility requirements.



The following table represents the number (and percentage) of PV students that were enrolled in one or more UC/CSU-approved course during the school years listed.

	2011-12	2012-13	2013-14
# (%) of PV students in at least one UC/CSU A-G Course	1694 (87%)	1642 (85%)	1567 (84%)

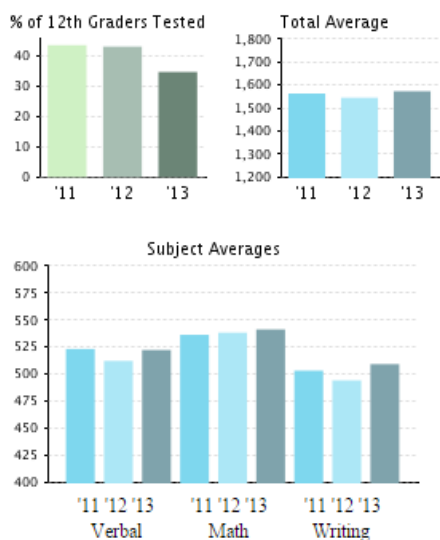


The following graphs represent an overall snapshot of PVHS students in terms of college and career readiness.

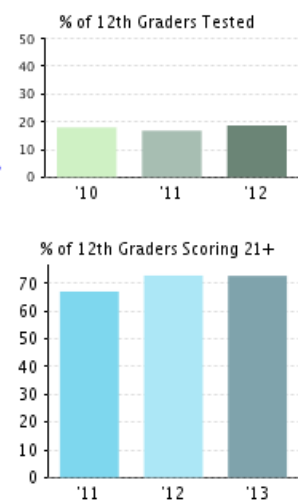
ARE PLEASANT VALLEY HIGH SCHOOL STUDENTS COLLEGE READY?

College & Career Readiness
A Report to Support Common Core

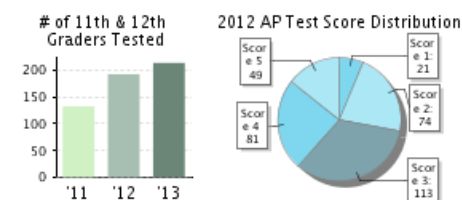
Scholastic Aptitude Test (SAT)



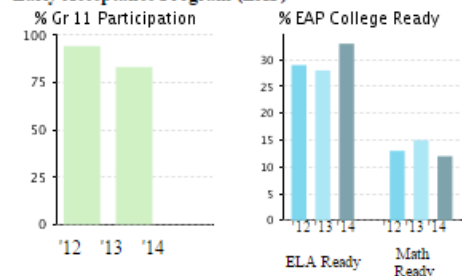
ACT



Advanced Placement (AP) Tests



Early Acceptance Program (EAP)



Questions for a data dialogue ...

- What patterns / trends do you observe in the data?
- Is anything in the data surprising or unexpected?
- What inferences / explanations / conclusions might be drawn?

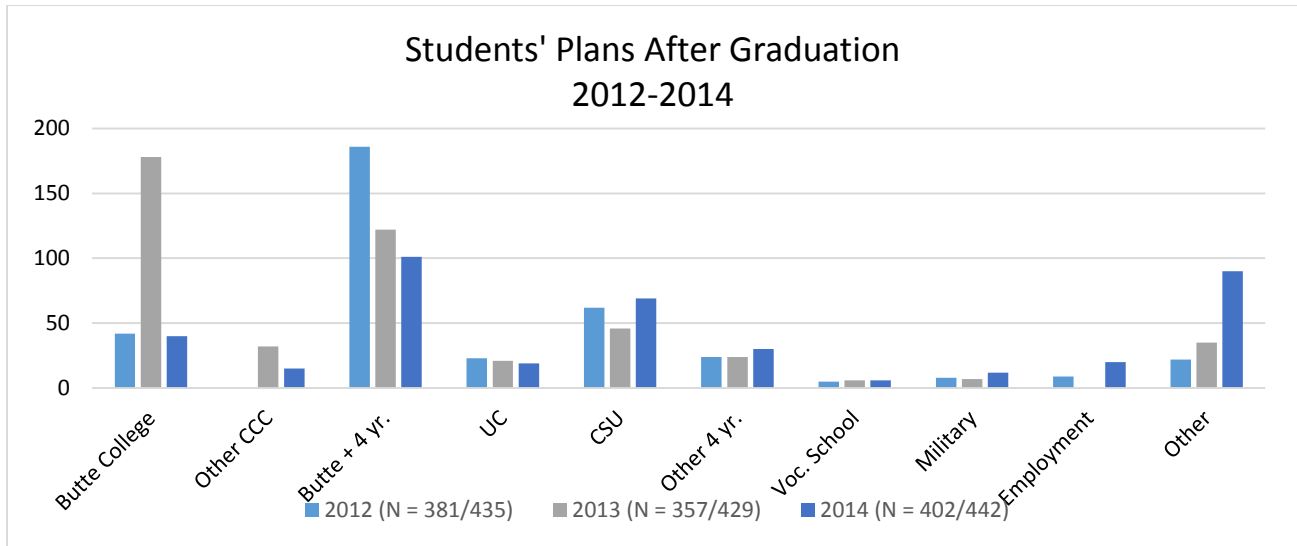
Generated by Illuminate Data & Assessment™

Although the percentage of students taking the SAT in the 12th grade decreased, the percentage of students who took the ACT and AP exams increased. PV students continued to improve performance on SAT math, the ACT, AP exams, and the EAP math and ELA exams through 2013. There was a marked increase in the percentage of students scoring college ready in the ELA portion of the EAP during the spring of 2014. This could have been influenced by a small group of teachers who had a collective focus on writing skills with their junior students during the 2013-14 year.

Post-Graduate Plans

Each year PV students are asked to provide information to the school regarding their post-graduation plans. Not all students have participated in this survey due to its manner of administration, which is during 12th grade English classes late in the spring. Students who were absent the day of the survey or who take classes through Independent Study or College Connection do not always participate in the survey. The following chart shows students' responses about their plans after graduation as reported on the survey. Not surprisingly, with both a California Community College (CCC) and a CSU campus located in Chico, the most popular choices are Butte College and a CSU.





**In 2012 and 2013 the "Butte + 4 yr." total may include students listed in "Butte" and "Other CCC"*

Intervention and Support Needs

The following table shows the number of students taking Algebra I by grade level for the past three years.

	9 th graders	10 th graders	11 th graders	12 th graders
2011-12 (N = 294)	163 (56%)	66 (22%)	48 (16%)	17 (6%)
2012-13 (N = 269)	148 (55%)	58 (22%)	47 (17%)	16 (6%)
2013-14 (N = 237)	134 (57%)	70 (30%)	24 (10%)	9 (3%)

The table that follows shows the number and percentage of PV students within the school and specifically within the 9th grade that were enrolled in a math class below Algebra I during the past three years.

School Year	Total enrollment	# of total students below Algebra I	% of total students below Algebra I	9 th grade Enrollment	# of 9 th grade students below Algebra I	% of 9 th grade students below Algebra I
2011-12	1949	128	7%	487	75	15%
2012-13	1929	129	7%	517	99	19%
2013-14	1865	103	6%	488	73	15%



The tables that follow represent the report card analyses for the past four semesters, listing the percentages of the grade distribution for each semester. Members of the administrative team regularly review grade distribution data disaggregated by course and teacher and address identified concerns. See the appendix for the list of courses included in each table.

Schoolwide Results

	Pass	A	B	C	D	F
Fall 2012	1	34	32	20	9	4
Spring 2013	1	33	30	22	10	4
Fall 2013	1	35	31	21	9	3
Spring 2014	1.5	33	31	22	9	3.5

Business

	Pass	A	B	C	D	F
Fall 2012	-	51	32	10	6	1
Spring 2013	-	44	25	16	11	4
Fall 2013	-	62	24	8	6	0
Spring 2014	-	37	37	14	10	2

College Connection

	Pass	A	B	C	D	F
Fall 2012	25	63	11	1	0	0
Spring 2013	25	63	12	0	0	0
Fall 2013	25	63	9	3	0	0
Spring 2014	25	53	21	1	0	0

English

	Pass	A	B	C	D	F
Fall 2012	-	22	37	25	11	5
Spring 2013	-	23	34	26	12	5
Fall 2013	-	23	37	24	10	6
Spring 2014	-	25	37	25	10	3



Home Economics

	Pass	A	B	C	D	F
Fall 2012	-	46	30	16	4	4
Spring 2013	-	43	29	17	8	3
Fall 2013	-	48	24	13	9	6
Spring 2014	-	43	26	18	9	4

Industrial Technology

	Pass	A	B	C	D	F
Fall 2012	-	62	26	8	3	1
Spring 2013	-	57	22	12	8	1
Fall 2013	-	58	27	10	4	1
Spring 2014	-	60	24	8	3	5

Mathematics

	Pass	A	B	C	D	F
Fall 2012	-	29	34	24	10	3
Spring 2013	-	27	29	26	12	6
Fall 2013	-	30	34	24	9	3
Spring 2014	-	27	30	25	13	5

Miscellaneous/Other Courses

	Pass	A	B	C	D	F
Fall 2012	-	41	35	14	8	2
Spring 2013	-	44	31	17	7	1
Fall 2013	-	53	26	14	6	1
Spring 2014	-	58	20	15	6	1



Physical Education

	Pass	A	B	C	D	F
Fall 2012	-	60	25	9	3	3
Spring 2013	-	50	27	14	5	4
Fall 2013	-	63	19	10	5	3
Spring 2014	-	53	23	13	6	5

Science

	Pass	A	B	C	D	F
Fall 2012	-	21	37	30	9	3
Spring 2013	-	23	38	27	10	2
Fall 2013	-	22	34	26	14	4
Spring 2014	-	23	36	30	9	2

Social Science

	Pass	A	B	C	D	F
Fall 2012	-	22	32	27	13	6
Spring 2013	-	26	32	26	12	4
Fall 2013	-	25	33	28	11	3
Spring 2014	-	26	34	26	12	2

Special Education

	Pass	A	B	C	D	F
Fall 2012	23	17	23	17	14	6
Spring 2013	25	15	20	21	11	8
Fall 2013	22	15	22	21	12	8
Spring 2014	23	16	28	17	10	6



Visual and Performing Arts

	Pass	A	B	C	D	F
Fall 2012	1	50	29	14	4	2
Spring 2013	1	48	29	13	6	3
Fall 2013	1	47	33	12	5	2
Spring 2014	1	44	31	16	6	2

World Languages

	Pass	A	B	C	D	F
Fall 2012	-	31	40	20	6	3
Spring 2013	-	29	33	24	10	4
Fall 2013	-	30	39	24	6	1
Spring 2014	-	28	35	26	8	3

Perception Data

Pleasant Valley High School administers a School Climate Survey annually to parents, students, and staff members. The responses to all questions by year, from 2010-11 to 2013-14, can be found in the appendix. These survey results were discussed with each group to gain more insight into their responses. The findings of these conversations are listed below by group.

The PVHS Parent Home Group data analysis resulted in the following findings:

School Strengths:

- The school's principal and teachers are respected and accessible.
- Parents appreciate how quickly phone calls and emails are returned by administrators and staff in Student Services.
- Parents feel the school environment is safe.
- The school has a positive public image and performs well academically.
- There are multiple information nights when parents can attend and learn about school programs.



School Challenges:

- There is a desire for more clear and frequent communication. Although information is accessible to parents (website, Parent Portal, etc.), it is not “pushed out” to them as often as they might like.
- There is a desire for the school to provide more information about non-college options after graduation.
- Parents would like to see more expectations of all students in regards to community service projects and/or volunteerism.

The PVHS Student Home Group data analysis resulted in the following findings:

School Strengths:

- Teachers have high expectations of students.
- Students feel safe at school.
- Students feel prepared for the real world in a variety of ways – reading skills, ability to process information, and ability to learn outside of class.

School Challenges:

- Some students do not feel they spend enough time using computers/technology.
- Some students do not feel they are in charge of what they learn.
- Some students do not feel like what they learn is relevant to real life.

The PVHS Staff data analysis resulted in the following findings:

School Strengths:

- Teachers feel that student achievement can increase by providing a safe learning environment.
- Teachers enjoy their job and seeing the results of their work with students.
- They feel they work effectively with diverse student populations.
- They know that quality work is expected of them.

School Challenges:

- There is a need for more frequent communication with parents about class activities.
- There is a need for more communication to increase consistency for learning across grade levels.
- Teacher morale has decreased in the past 4 years, possibly related to a desire for more recognition of good work.



Schoolwide Learner Outcomes

At Pleasant Valley High School the Viking Learner Outcomes, also referred to as the Five C's, are the refined list of attributes we want our graduates to possess as they venture into the next phase of their lives. Our pursuit of high levels of learning for all students is evident in both our school's mission and our vision. Both emphasize that teaching, learning, assessment, and support are vital to student success. The data in this chapter provides evidence that our students are achieving those attributes, and it is arguably most representative of our students becoming Critical Thinkers.

At PVHS we define Critical Thinkers to be people who possess content knowledge, are able to analyze information, and can apply this information in order to be successful problem-solvers. Data to support our students' achievement of these qualities comes from the following sources:

- Our CST scores
- Our school's API
- Our consistently high pass rates of the CAHSEE
- Consistently high percentages of A, B, and C grades earned by students
- Our consistent improvement and high performance on college-preparedness indicators such as the SAT, ACT, EAP, AP, and IB exams
- Demonstrations of learning and achievement through co-curricular activities such as Band, Choir, Skills USA, Mock Trial, Academic Decathlon, FHA-HERO, iHost, and Journalism publications
- Perception survey results

While we recognize our success in these areas, we also strive to continue to improve in every way possible.

