CHAPTER TWO

PROGRESS REPORT

Significant Developments

Enrollment, Demographics, and Staffing

- Decrease in overall enrollment of 161 students from 2008-09 to 2013-14
- Slight increase in Hispanic/Latino population, slight decrease in white population
- Class attrition rate has decreased from a high of 123 students (23.3%) in 2010 to a low of 29 students (5.7%) in 2014
- Percentage of students who come from low-SES families has increased from 27.1% to 37.9% in past 6 years
- Percentage of students who leave PV has decreased from 16.3% in 2008-09 to 8.9% in 2012-13
- Staff FTE positions have decreased from 86.2 in 2009-10 to 80.5 in 2012-13

There has been a slight decrease in enrollment over the past six years which mirrors a decline in enrollment the district experienced during the same time period. This led to lay-offs and staff members being re-assigned to different schools. During that time, we saw the elimination of one counseling position funded by 1802 allocation; this counselor focused on students in danger of non-graduation. Elimination of this position has moved this responsibility back to the guidance counselors.

PV has seen a change in its teaching faculty during that same time period, losing 5.7 FTE between 2009-10 and 2012-13. Although the number of teachers on campus has decreased, there have been openings created by retirements and reduction-in-staff notices. Both types of openings must be offered to teachers within the district who may possess the desire and seniority to move sites. Thus, new faces to campus include both inter-district transfers and a few new teachers to the district.

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

Impact to Organization, Governance, and Funding

- Changes to the Administrative team
- Sunset of various grants as initial funding sources to programs
- LCFF and LCAP goal development in 2013-14

Our administrative team has seen some changes since the last full self-study as well. First, Damon Whittaker was hired in the fall of 2008 to replace retiring Assistant Principal Mark Brown. In December of that same year Principal Steve Connelly retired. Assistant Principal John Shepherd was named Interim Principal, and Eric Nilsson became the Interim Assistant Principal. John and Eric were both hired back for their positions in the fall of 2009. However, in the spring of 2010 Eric was hired as Principal for the new district charter high school, Inspire School of the Arts & Sciences. Another district employee, Rhonda Odlum, served as Interim Assistant Principal for the remainder of that school year, and when that position opened Deanna Holen was hired to fill it. Beginning with the 2010-11 school year, there have been no further site administrative changes at PV.

Since the last full self-study, we experienced the sunset of some of our grant-funded programs. The first was the Smaller Learning Communities Grant, which ended in the spring of 2010. It was a joint grant between PVHS and Chico High School. The goals of the grant were to personalize the learning environment and to improve student achievement, both of which aligned with the WASC critical areas of focus for each school over the five-year period of the grant from 2005 to 2010.

SLC grant funds were used for multiple PV staff member release periods (0.2 FTE each) to coordinate assessment staff development, literacy staff development, and student support services. Funds were also used to provide opportunities for staff to participate in professional development such as Keeping Learning on Track (formative assessment strategies and techniques), workshops for the development and implementation of learning targets, and workshops for the implementation of literacy development strategies.

The coordination of student support services funded by the grant included the Learning Center, which served as a lunchtime resource room to support 9th and 10th graders who were struggling academically, and the Viking 100 Mentor Program, which was designed to find community members to pair with students on a regular basis to support them academically as well as serve as positive role models. Several of these mentors have been able to work with the same student for all four years of high school.

All areas formerly funded by the grant were absorbed by the school, having found ways to sustain the work that had begun through the grant. Following the sunset of the grant, all 0.2 FTE positions were eliminated with the exception of the Learning Center. Two 0.2 FTE positions were site-funded to support this work through the 2013-14 school year.

ACE-LIFE and iHost are both pathways that exist at PV that began as California Partnership Academy grants. ACE-LIFE is focused on the career pathways of Education, Human Services, and Child Development. iHost is focused on the career pathways of Hospitality, Food Service, and Nutrition. Each pathway received $71,000 per year when it was funded through the CPA grants. This funding was used for a release period for its director, field trips, supplemental materials for projects, job-site and mentoring activities, community-based and service learning activities, certifications, trainings, Career and Technical Student Organization (CTSO) support,

and various other expenditures related to the curriculum of the pathways. The iHost grant was funded through 2009, and the ACE-LIFE grant was funded through 2014.

While PV has received grant funding from the Carl D. Perkins CTE Improvement Act funds for the last 10 years, there is an increase in classes on campus receiving funding from this program source. This funding is used for professional development, program enhancement, equipment, enhanced instructional supplies, field trips and CTSO leadership activities.

The Art Studio grant, which helped establish the Art Studio program and implement AP Studio Art Drawing and 2D courses, has also sunsetted. It was a $465,000 grant dispersed over seven years that made it possible to implement and sustain an enriching art program for the talented students in the school.

In 2013-14 the Local Control Funding Formula replaced the previous K-12 finance system for school funding. As part of the LCFF, each LEA was required to develop, adopt, and implement a three year Local Control and Accountability Plan to be monitored and adjusted annually. In order to develop the goals and actions included in this plan, the District structured evening meetings involving CUSD administrators, teachers, parents, and students from all schools to provide input to the plan that was adopted by the Board in June of 2014. The implementation of these goals and new funds began in July of 2014. A copy of the PVHS LCAP goals, action steps, and expenditure funding sources is available in the appendix.

Course Offerings

- Increase in Honors/AP/IB course offerings and enrollments
- Decrease of Business course enrollments with discontinuance of Computer Competency requirements
- Various other new course offerings

Since the 2010-11 school year, PV has added several honors-level courses. In 2010-11 AP Studio Art: 2D was developed and offered to students in PV's Art Studio program. The following school year, three additional honors courses were developed and offered to students - AP World History, AP English Language & Composition, and IB Theatre. Enrollment requests were such that four sections of AP World History and three sections of AP English Language & Composition were funded during their first year. IB Theatre was implemented to offer an additional higher level (HL) pathway for IB students seeking the diploma. In 2014-15, AP U. S. Government and Politics was developed and offered as an additional honors option for 12th grade Social Science students. This course is year-long and includes college preparatory Economics as well. Prior to that, their only honors option in that subject area was the IB Comparative Economics, Government, and History of Europe course. These new course offerings have contributed to an overall increase in honors enrollments at PVHS. The number of course enrollments in all honors courses grades 9-12 has increased from 1000 to 1288 over the last 4 years.

Since 2009, when the School Board voted to discontinue Computer Competency graduation requirements for high school students, there has been a decline in course enrollments within that department. Computer Literacy was a course in which students used to enroll and complete their competency requirements. Without the graduation requirement, however, the course has failed to receive enough requests to offer for the past few years. This has led to the loss of all but one section at PVHS due to the declining enrollment in the department.

An ROP Sports Medicine class was implemented in 2012-13. This course has integration with the senior-level College Prep Writing course on campus. Additional courses such as non-college preparatory World History and U.S. History were implemented during 2014-15, one section of each course, to help support students who have struggled with reading comprehension. Students from ELD, Special Education, and reading support courses were considered for enrollment in these two courses based on past performance and teacher recommendations.

There are currently a handful of new courses being considered for the 2015-16 year including Leisure Sports, a P.E. elective for 11th and 12th graders; Creative Writing, a course designed to integrate with Video Production; AP Microeconomics; Biotechnology, a pre-med pathway course; Medical Terminology, an online medical careers pathway course; and Hollywood vs. History, a Social Science elective course designed to analyze accuracy and effectiveness of films related to World History, U.S. History, Economics, and/or Government content.

New Construction

- Center For the Arts (CFA) completion
- Yale Building construction and completion

Construction was completed on the Center for the Arts, a district building also available for public use, in 2010. It is home to a state-of-the-art theater, as well as two PVHS Performing Arts classrooms. This facility is currently home to our Theater Arts, Music, and Choir programs.

In December of 2011, several portable classrooms were cleared from the PV campus to make room for the construction of the new Yale classroom building. It is now completed and home to 22 regular education classrooms, 2 special education classrooms, 4 collaboration rooms, and 1 resource/book room. Construction began in the fall of 2012, and the building was completed and opened to classes in the late spring of 2014.

The largest impact to campus during the construction phase was the obvious loss of classrooms and space on campus. For example, along with the loss of the portable buildings was the loss of additional staff parking spaces. This need for more parking impacted the student lot; the first two rows were converted to staff parking spaces. Also, teachers that were formerly in portable classrooms either moved into vacant classrooms and/or shared space with one or more teachers, using rooms during prep periods and/or sharing with part-time teachers. The pay-off to this short-term inconvenience was well worth it. One of the benefits of this construction project is that it allows for teachers within the same department to be more closely located to each other,

which in turn could allow for more frequent collaboration. The building is currently home to all World Language teachers, most Mathematics teachers, and all Social Science teachers.

Technology for Teachers and Staff

- Migrating from Edusoft to Illuminate (Analytics)
- Migrating from SASI to Aeries (SIS)
- Migrating from IGPro to Aeries (Gradebooks)
- Yale Building technology
- Google Apps for Education (GAFE)

Since the last full self-study there have been several changes to the technology available to teachers and staff. In 2010-11 the District migrated from its former Student Information System (SIS), SASIxp, to its current system, Aeries. There was an initial learning curve for this change, but initial user training and ongoing support has made the transition a successful one. One of the benefits is that Aeries is a web-based program that allows for real-time updates whereas SASI had to update student records nightly causing somewhat of a delay of information, especially to parents accessing Parent Connect. The Aeries Parent Portal updates as soon as something such as attendance and grades are posted in the program. This makes information much more useful to all stakeholder groups, especially those that are working to support at-risk students.

Along with the SIS came the Aeries gradebook product for teacher use. Again, the first benefit over its predecessor, IGPro, is that updates occur in real-time rather than having to wait for a transfer of information overnight. Within the first year a Memorandum of Understanding (MOU) was developed between the Chico Unified Teachers' Association (CUTA) and the District to ensure that all teachers would utilize the Aeries gradebook and grade reporting features for the benefit of all stakeholders. Both parents and students are encouraged to have home portal accounts, and most do. In October of the 2013-14 school year, there were over 1400 parent accounts and nearly 1700 student accounts on record within the system with 56% of the parent users and 67% of the student users having already accessed their accounts at least once for that school year.

CUSD also migrated from its former analytics program, Edusoft, to Illuminate. Like Edusoft, Illuminate is a program that is web-based and allows teachers to create and align their own assessments into a tool that can produce usable data for analysis. Illuminate, however, is much more user friendly to scan and score exams. Edusoft required that teachers scan exam answer sheets using one of a handful of Brother scanner/printer units on campus. Illuminate uses the technology of document cameras or webcams to scan the exam answer sheets. Since this is a much less expensive piece of hardware, the District purchased and distributed several Ziggy document cameras to teachers who were interested in having them in their classrooms. This made it possible for teachers to use Illuminate exams as "on-the-fly" formative assessments within the class period. It also makes scanning and interpreting exam results quicker with the hardware in their classroom. While all teachers were initially trained in the use of Illuminate as a source for student data, the lack of ongoing formal training has limited the number of teachers

who are using the program to its potential for classroom application. Additional training sessions have been offered, but it has not been required of all teachers.

The opening of the new Yale Building brought new technologies to campus as well. Each of the classrooms is equipped with a DVD and VCR, a Voicelift microphone system and built-in speakers, an LCD projector, a document camera, eBeam Edge wireless whiteboard interactive tools, and Sphere software that enables the teacher to record and annotate lesson plans with the use of their document camera. Teachers in the building are currently at varying proficiencies with their use of these technologies. However, several of them meet regularly to learn from each other about the classroom applications of these tools.

Beginning with the 2014-15 school year, Google Apps for Education (GAFE) became available for use by district employees and students. All employees and students have a district Google email account and have access to applications such as Google Docs and Google Drive. Some teachers are also experimenting with Google Classroom as a digital management system for assignments, assessments, and student collaboration. PVHS currently has three carts of Chromebooks that are available for classroom use. All three carts are used most days by teachers in the following departments: English, Mathematics, Social Science, Science, World Languages, Special Education, and Home Economics. Training for Google Apps and Chromebooks continues to be offered for teachers during districtwide meeting days as well as at the site.

Common Core State Standards and Professional Development

- Suspension of STAR testing
- CCSS and NGSS
- New Mathematics curriculum and graduation requirements
- Focus on literacy
- Preparation for SBAC testing
- ABEO School Change cohorts
- T-BAR grants
- Districtwide Meetings
- Professional Development application

With the suspension of the majority of STAR assessments in 2013-14, PV has begun the implementation of the California Common Core State Standards (CCSS) and its accompanying assessment program, the California Assessment of Student Performance and Progress (CAASPP) System, as well as the implementation of the Next Generation Science Standards. With the Common Core's focus on college and career readiness, teachers and administrators have engaged in professional development opportunities focused on these areas.

The Mathematics teachers from CUSD secondary schools began meeting in the spring of 2012 to plan for how the changes in the CCSS Mathematics standards could best be approached for student success. Through several meetings and discussions, a decision was made to transition from a traditional path to an integrated path of curriculum and instruction. As such, these

teachers continued to meet to determine which curriculum options would best meet this challenge. To further support the academic challenges of the CCSS, the CUSD Board voted to increase the number of Mathematics credits required for graduation from 20.0 to 30.0, meaning students would need to successfully complete three years of Math instruction rather than two. This requirement applies to the class of 2017 and those that follow.

Implementation of the integrated pathway began in 2013-14 with Math A (6th grade standards, CPM Course 1) and Math B (7th grade standards, CPM Course 2) at the junior highs. Math C (8th grade standards, CPM Course 3) and Integrated Math 1 (CPM Course 4) were implemented in 2014-15 at the 8th grade level as well as at the high schools. Current discussions and meetings now focus on acceleration pathways as well as third year course options for CUSD.

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

In the fall of 2011, the assessment and literacy coordinators contacted ABEO to conduct a mini-institute with a small group of Chico High and PV teachers. After this mini-institute PVHS, along with Chico High School and Fair View Alternative High School, decided to contract with ABEO School Change to conduct a professional development series. This first cohort consisted of approximately 40 teachers from the three schools. The structure of the series consisted of three separate three-day visits in the spring of 2012. Teachers spent one day in a workshop setting, while the other two days were spent with ABEO staff at the school sites working directly with teachers and administrators in classrooms conducting observations and providing feedback. A fourth visit took place that first year as a three-day summer institute in June.

In subsequent years additional cohorts of teachers have joined this professional development series including teachers from PV as well as other CUSD high schools, junior highs, and elementary schools. One of the TBAR grants mentioned in Chapter 1 consisting of 4 teachers, two from PV and two from Chico High, worked with ABEO School Change personnel to develop their capacity as instructional support providers for their peers. Teachers continue to participate in peer observation and feedback with the goal of improving instruction and student achievement.

At PV, we began in the fall of 2012 by focusing school-wide adult learning during faculty meetings on literacy and key instructional shifts across the disciplines that can have an effect

on all students. These instructional shifts included the following: focus on process (using content), create assignments for real audiences with real purpose (relevance), teach argument rather than persuasion, lead high-level text-based discussions, and increase text complexity. Beginning with the 2013-14 school year, staff members modeled classroom activities during faculty meetings that would support these shifts and the academic demands of the CCSS. Examples of activities in which staff participated included Philosophical Chairs and the Socratic Seminar. Our Chemistry teachers presented how screen-casting and "flipping" the classroom, the focus of their TBAR grant, created more instructional time to work into application of their content increase student understanding.

Districtwide meetings, originally organized around CST data analysis, SMART goal planning, and assessment of student progress toward goals have recently shifted to professional development opportunities in which teachers can choose from a menu of options. These sessions are often led by CUSD teachers, administrators, personnel from the Butte County Office of Education (BCOE), and/or local law enforcement agencies. In the 2013-14 school year sessions were offered in support of the District's goals. Sessions focused on instructional practices to increase student achievement, how to utilize technology available within the district, and topics that affect a safe learning environment. At the start of the 2014-15 school year, teachers were surveyed to determine their preferences for the types of sessions to be offered during the meetings the year.

While there has been initial information and learning opportunities for teachers in regards to the upcoming SBAC testing that will take place in the spring of 2015, multiple groups of teachers have organized districtwide meetings to learn more about the upcoming Performance Tasks and the skills students will need to be successful in this task. PV Science teachers have been doing this looking through the lens of the NGSS. PV English and Social Science teachers have been looking at the ELA Gr. 11 Performance Task to determine how they might approach instruction and assessment of the CCSS standards being measured in a way that is more consistent for students regardless of the subject area.

While PV has always had a budget for professional development, the process for individual teacher requests has not always been clear to employees. Beginning with the 2014-15 school year, PV teachers may apply for professional development funds by completing an application form. This form asks them to explain how the proposed professional development relates to the Viking Learner Outcomes. There is an expectation that, if approved, they will present what they've learned to other teacher groups within their department, collaborative group, at a faculty meeting, and/or in a districtwide meeting. They must also have a plan of how they will assess applicability, viability, and effectiveness of the professional development they are seeking. Once approved, an Assistant Principal is assigned as a liaison to the teacher(s) to provide support and follow-up to these activities. While some teachers have applied to attend workshops put on by outside agencies, other teachers have come up with their own ideas for workshops that involve learning from their peers. Having an application process will make it easier to assess the effectiveness of site expenditures of this nature.

District Initiatives

- District benchmark exams
- Student Progress Assessments (SPAs)
- District Advisory Council (DAC)

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

Beginning in the fall of 2011, those exams were administered as Student Progress Assessments in grades 2-11 (and in some cases, 12th grade students participated as well). Only ELA and Math were tested, with the exam administration occurring three times within the school year. An exam administration in August served as a pre-test or baseline for future growth. A second administration took place in November, and a third at the end of February/early March. Four district-wide meetings were scheduled to allow staff time to analyze Student Progress Assessment (SPA) achievement data, create S.M.A.R.T. goals, share best practices, and monitor progress toward achievement of goals.

Both SPA exams and district-wide meetings were continued in 2012-13; however, the format of the testing changed. For the high school ELA groups, the exams were altered in format to include student-produced writing, and they were only given twice during the year (once per semester). Rather than administer larger exams, high school Mathematics teachers chose to give smaller, more focused formative assessments.

The District Advisory Council was established to provide an avenue for communication between and among school sites and district leadership. This group representing K-12 teachers, elementary principals, secondary administrators, district administrators, and classified representatives made it possible for those at various education levels to see the point of view of others. For example, when discussing the various possibilities for changes to the school calendar, elementary and secondary teachers had differing views on the subject. After discussion at a DAC meeting, both groups better understood the need for compromise, which is what was eventually supported by the school board. The DAC met several times throughout the school year, but these meetings were discontinued after the 2012-13 school year opting to reallocate funds that had been allocated for this purpose.

School Structure and Student Support

- Attendance and truancy initiatives
- Increased student expectations
- Changes in support personnel
- Changes to the campus environment

Six years ago PV created and implemented a school-wide tardy policy. A school committee comprised of teachers and student support staff met to discuss issues related to students arriving late to class and possible solutions. The result was a school-wide policy which all teachers would enforce promoting a school-wide approach to this expectation rather than having different expectations and consequences, or lack thereof, from room to room. Students are now expected to report to Student Services or to the nearest campus supervisor to receive an admit slip to class. They are assigned a 30-minute detention for each tardy they receive and must serve it within 5 school days. Failure to do so can result in an assignment of Saturday School. Initial data reviewed showed that tardy rates had increased with the school-wide policy; however, this could be expected in an environment where teachers may not have been marking students tardy prior to the policy.

Since the last full self-study the District contracted with School Innovations & Achievement to implement their *Attention2Attendance®* program to track student truancies. This program helped Student Services staff to send truancy notices and schedule attendance meetings with families. In 2012-13, CUSD also established a School Attendance Review Board for secondary schools. These actions have helped to address both attendance and potential loss of credit issues for students at Pleasant Valley High School by coming up with solutions within the District to successfully support student achievement.

Student expectations have also increased in several ways. In 2010-11 the District, in conjunction with Butte County Behavioral Health, began work to establish greater expectations of our high school student athletes in regards to drug and alcohol use. After initial training of coaches, athletic directors, and administrators by John Underwood, founder and Director of the Life of an Athlete Human Performance Project, BCBH and CUSD collaborated to establish what is now known as the Athlete Committed agreement that student athletes make when they commit to playing a CUSD sport. This agreement is in addition to the CIF Code of Conduct agreement; it focuses on an athlete's lifestyle and how aspects of it – sleep, nutrition, training methods, and substance use – affect their performance. Students and parents are required to attend a meeting that includes the Athlete Committed educational portion prior to participation in their sport. Other student expectations have increased in the past two years at PVHS. In addition to Athlete Committed there are student and parent agreements for academic integrity, the use of technology, and dance expectations. However, these three agreements apply to all PV students rather than just athletes.

There have been changes to Student Support Services staff since the last full self-study. One of our long-time guidance counselors, Karen Olberg, retired; she was replaced by Laura Jorgensen. In 2013-14 we lost the 0.6 FTE Youth Counselor that had been at our school for many years, John Siebal. One of the many valuable services he performed at PVHS was to run an anger management group with students who either self-identified or were referred by staff members. CUSD also lost the School Resource Program funded by the City of Chico. These three officers, one of which was assigned to PV, were reassigned to other duties within the department to address the needs of the city. Their presence on CUSD campuses are greatly missed as both a response to incidents and as a preventative presence. While having lost some positions, in 2012-

13 PV was able to hire a part-time Targeted Case Manager (TCM). The person currently serving in this position, Mauricio Jaime-Arellano, has been very helpful in working with at-risk students and their families. In particular, his services have been invaluable to the administrative team when working with Spanish-speaking families as he is bilingual and many of the students and families establish initial connections with him during discipline conferences that endure for months or even years.

In 2009-10, Pleasant Valley closed its campus to the 9th graders during lunch. This idea originated through the Strategic Intervention Team (now called the Research Team) as a result of observing Chico High School implement a closed campus to their 9th graders one year prior to us. The rationale for doing so was to support academics and behaviors of the youngest students in our school by providing them with supervision and access to academic assistance during lunch. The following year we decided to include 10th graders who had failed one or more classes in the spring of their freshman year. Due to some challenges created by the split lunch structure in which this exists, including limited access to teachers for help, talks began regarding returning to one lunch with the intention of keeping the campus closed to all 9th graders and select 10th graders. Ideas for how to do this included installing fencing and having students use badges to exit for open campus lunch. During the summer of 2014 fencing was installed to accommodate this change. As a result, the 2014-15 school year began with a badge system for open campus lunch. This has allowed students to access more teachers at lunch and to spread out around campus during that time. It has also allowed administrators to close campus for students who have violated the Safe Schools Act or who have not served discipline consequences within the timeline permitted.

Schoolwide Critical Areas for Follow-up

During the last full self-study the stakeholders of Pleasant Valley High School identified the following Critical Areas of Need:

1. <u>Improve student achievement through increased rigor and relevance.</u>

1.1   Through a standards-based rigorous and relevant curriculum, the achievement levels of all students will rise by a minimum of 3% per year.
1.2   Staff will utilize formative and summative assessment data to accurately gauge levels of student learning.
1.3   Create and implement a pyramid of learning encapsulating a schoolwide, timely, and targeted system of interventions and enrichments.

2. <u>Improve communication within all areas of the school community.</u>

2.1   Create timely and comprehensive communication and monitoring systems to ensure high levels of student learning.

3. <u>Improve the campus-wide learning environment.</u>

3.1   All students will have access to a safe learning environment.

Additional areas identified by the Visiting Committee included the following:

1. Review and modify attendance and tardy guidelines to ensure that maximum instructional time is utilized by all students.
2. Devise a plan to address the learning needs of the disengaged learners that are able to learn but choose not to learn.

For a copy of the complete Action Plan from the last full self-study, please refer to the appendix.

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

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

Integration of Plans Into One Single Schoolwide Action Plan

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

Progress Toward Action Plan

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

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

Through weekly collaborative team meetings as well as during grant-funded summer work sessions, much progress has been made toward the development of pacing guides, learning targets and common assessments aligned with the essential standards of our courses.

Departments were recently surveyed as to their progress on these actions. World Languages, Health, Business, Science, English, and the Independent Study Program reported having established learning targets (or learning objectives) for all courses. Visual and Performing Arts, Social Science, Home Economics, Industrial Technology, Mathematics, and Physical Education reported that they had established learning targets/objectives in many of their courses but not all. Methods for communicating learning targets to students include handouts in student-friendly language, oral announcements at the start of class, writing the day's objectives on the board, and incorporating them into a question-oriented study guide for use during the chapter/unit to name a few.

In 2010, district ELA essential standards were re-evaluated and closely aligned to the CST blueprints. Since that time, English collaborative teams have identified learning objectives in all courses and have made varying progress toward the creation of common assessments. This is, in part, due to the shift to Common Core State Standards. Currently ELA teachers are working to align curriculum to the CCSS while also researching how to adjust their assessment methods to more closely mirror those that will be used on the SBAC assessments.

In Math, many courses have developed learning targets aligned to the California 1997 State Standards. Many of those courses have common unit assessments as well, having been one of the groups that have taken advantage of paid summer work sessions. Implementation of an Integrated Math sequence has begun with the 2014-15 school year. This will result in both curriculum and instructional changes in the Math Department as teachers address integrated content standards as well as the Standards for Mathematical Practice. Currently, Math C and Integrated Math 1 courses have been implemented with Integrated Math 2 planned for the 2015-16 school year. Teachers have been working during districtwide meetings and other collaborative opportunities to work on pacing guides, learning targets, and common assessments for these new courses.

Physical Education uses the California Physical Fitness Test as a common assessment multiple times per year, even beyond grade 9. Multiple administrations serve as a means for showing growth toward achieving performance standards throughout the year. As a result of

this approach, the percentage of 9th grade students meeting fitness standards at PV has continued to increase over the past three years.

Science has developed learning targets and common assessments in all courses. Over the past three years, Integrated Science I and Chemistry have been top courses in CST performance with Chemistry having the most consistent results and Integrated Science I having had 100% of students score at Basic or above in 2013. Social Science adopted the process of mapping backwards each year from the date of the STAR test to the beginning of the school year, using the CST blueprints to make sure all essential standards were covered prior to testing. This approach initially resulted in consistent annual CST growth for both World History and U.S. History. Both Science and Social Science collaborative groups are now working on addressing the NGSS and CCSS respectively by addressing their instructional and assessment methods to focus on the development of literacy and writing skills through their subject areas.

World Languages (formerly known as Foreign Language) developed learning targets in all courses and common assessments for each unit in Spanish I, II, and III. Common assessment results are discussed and then interventions and supports are offered through their tutorials for those students who need remediation and re-testing. Some adjustments have been made to curriculum sequencing in the past few years, which has resulted in adjustments to the learning targets and common assessments.

Providing ongoing professional development opportunities continues to be a focus, with the goal of increasing teacher knowledge and use of research based instructional strategies designed to increase student learning. Several examples of how this is supported and accomplished were discussed in the Significant Developments portion of this chapter.

One such example is contracting with ABEO School Change to provide teachers with such research-based instructional strategies and support. One goal of our work with ABEO is to develop the capacity of the participants to carry the work forward with their colleagues in future years. This work includes instructional support from peers through classroom observations and evidence feedback loops. It also includes using rubrics to assess the rigor of student work produced as well as assignments given to students.

We have also provided READ 180 literacy training for those teachers currently using, or wanting to implement, the READ 180 program in their courses. This program is currently used in an intensive intervention course titled Power Reading, which is in a double block with our English 9A course. In 2013-14 an RSP English teacher also used the program.

In 2011, PV sent a team of teachers and an administrator to the California Educational Research Association conference to increase staff knowledge of research-based practices such as the utilization of standards-based benchmark exams/common assessments and how implementing such practices and regularly reviewing data and making adjustments to instructional can have remarkable impacts on student achievement gains.

Other examples of teacher professional development that have had a large impact on student learning at PV include multiple Teacher Based Reform Program (TBAR) grants that have been funded through the California Postsecondary Educational Commission (CPEC). These grants are awarded to teacher teams that want to propose and implement their own creative educational reforms with data and research to support their choices. These grants have been described in greater detail on page 40 of Chapter 1 of this report. Our Chemistry teachers were recipients of the grant, and their CST results were some of the highest and most consistent in the school. From 2011 to 2013 all significant subgroups had 89% or more students score at Basic or above on the exam, and 89% was the lowest percentage. Most subgroups had 95% or more of the students score at Basic or above for all three years shown in the Chapter 1 Profile data tables.

As mentioned previously in the Significant Developments portion of this chapter additional electives courses, including CTE/ROP courses, have been offered for student enrollment in the past six years. Figure 16 on page 24 of this report shows that after a drop in 2010-11, CTE/ROP course enrollments once again increased to 612. While this number does not represent individual students (some students could be enrolled in multiple courses of this kind), it does represent the equivalent of 17 section allocations within the master schedule. There is concern, however, that the new Math graduation requirement of 30.0 units, increasing the overall graduation credit requirements to 235.0, may have a future impact on students' ability to enroll in more electives as they progress through high school. This still remains to be seen.

As a result of the efforts above, CAHSEE pass rates initially climbed consistently in both ELA and Math for the first three years since the last full self-study as shown in the Third-Year Progress Report written and submitted to WASC in 2010-11. Dropout rates have remained below 2%, ranging from a high of 1.9% in 2008-09 to a low of 1.0% in 2010-11. The dropout rate in 2012-13 rose slightly to 1.2%. During the same time period graduation rates ranged from 94.5% in 2008-09 to 92.2% in 2012-13.

Schoolwide, CST scores for ELA went from 56.4% scoring proficient or advanced in 2008 to 67.1% in 2011. In math, the percentage of students who were proficient or advanced increased from 34.2% in 2008 to 42.9% in 2011. History saw an increase as well, going from 52.6% in 2008 to 67.2% in 2011. Finally, end-of-course Science scores went from 56.6% scoring proficient or advanced to 67.4% in 2011. In 2011, comparing the percentage of students achieving Basic and above, the student subgroups with the best performance were the Hispanic/Latino ethnic group and the Low-SES subgroup. There were no consistent gains for any subgroups from 2011 to 2013. Most all subgroups peaked in 2011 and experienced declines after that. The peak was most likely influenced by the above-mentioned actions in conjunction with incentives and course pre-requisites established that were tied to STAR test performance for students.

Overall it would seem that there is evidence to support that implementing PLC's (developing learning targets, common assessments, and evaluating student progress in a timely manner),

increasing teachers' knowledge related to instructional strategies and student achievement, and maintaining a rich electives program have contributed to increased student achievement.

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

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

For students needing strategic intervention, most teachers have adjusted classroom instruction based on daily formative assessment feedback. Teachers who participated in KLT training and utilize minute-by-minute assessment techniques are able to make those instructional adjustments within the same class period. For students identified as needing intensive intervention, which teachers may discover through formative and/or summative assessments, students are "invited" to attend tutorials before or after school or during lunch as these are the best times that teachers can help students individually. This has been somewhat effective, but some teachers are beginning to wonder what sort of achievement gains we might experience if interventions were mandatory rather than invitational. This topic has been discussed in the school's Research Team, a "think-tank" style group open to all staff. Members of the team have analyzed relevant PVHS performance data included in Chapter 1, surveyed both PVHS students and staff on the topic, researched similar practices and results at other schools, and in November of 2014 presented this information to staff along with options for what this type of structure could look like built into our school day. This topic is currently in the learning and discussion phase with all staff, but initial surveys suggest that the majority of teachers are interested in some type of schedule that could accommodate embedded intervention and enrichment. It is a topic of discussion that some believe will help to keep more students on track to graduate, especially with the new graduation requirement of 235.0 credits.

For ELA students requiring intensive interventions, PV continues to provide a Power Reading course which targets students who are two or more grade levels behind in their skills. The READ 180 literacy intervention program is used during this course, and students' lexile scores are tracked for improvement. The SDC program utilizes the Accelerated Reader program to individually track student progress in reading. The district has adopted the Rosetta Stone language development program for use in ELD classrooms; however, this program has not yet been implemented at PV. In math, a Pre-Algebra course was designed to address the needs of students who were successfully completing the Algebra Readiness course yet still struggled when attempting Algebra I. The course was first implemented in 2011-12 and has since been replaced by the Math C course designed to address the CCSS. We also added a math support class titled Math Lab in 2012-13. The Math department developed

criteria for identifying struggling Algebra I students; this included CST scores (when available), course grades, course assessment performance, and teacher recommendations. Initial data shows that the support is working with only one student enrolled who failed Algebra I in the fall of 2013.

Because regular attendance contributes greatly to student success, site and district attendance policies have been reviewed and revised. At PV, we instituted a schoolwide tardy policy that has contributed to reduced tardiness. Rather than individual teachers deciding consequences for tardiness, there is now a school policy that anyone tardy to class must get an admit slip before entering their classroom. This way, students without a valid excuse for arriving late are assigned a 30 minute detention by Student Services, which must be served within 5 school days to avoid additional consequence. The district had also contracted with School Innovations & Achievement to utilize the *Attention2Attendance*® system in all district schools to aid in attendance management. Potential benefits were increased school revenue tied to increased ADA, recovered learning time, decreased dropout rates/increased graduation rates, and more opportunities to close the achievement gap. The 2011-12 school year was its first year of implementation at PV. Since then, the truancy rate increased slightly, but PV's overall attendance rate has also increased. Additionally, the district has sought to use the Saturday Alternative Program to help recoup ADA. At PV, we require students to bring 4 hours of classroom work with them, which also helps recover lost learning time from unexcused absences.

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

The Administrative Team at Pleasant Valley High School reviews the discipline matrix annually to make adjustments as needed. For example, the number of students assigned to SAP (Saturday School) was very high – in the hundreds at times. After review of reasons students were assigned to SAP, it was determined that using this consequence for students who have a period cut may not be the best use of the resource. Thus, students are now assigned detention instead if they have fewer than 4 period cuts in a day. Furthermore, the addition of fencing and closing the campus for lunch with an ID badge release system in 2014-15 has enabled administration to revoke the off-campus privileges of students with overdue discipline. This was widely announced to students in the spring of 2014; thus, many of them cleared their discipline prior to the start of this school year. As a result, the list of students that had been assigned SAP by early October of 2014 was approximately 60% the number of students who had been assigned SAP by the same time in 2013.

Security cameras have been installed and are operational to help monitor activities on campus. They have been useful in several different disciplinary situations; in addition, student knowledge of their presence on campus is often a deterrent to behavioral issues. With the addition of two new classroom buildings at PV, additional cameras are planned for installation prior to the start of the 2015-16 school year.

An additional deterrent had been the partnership between the Chico Unified School District and the Chico Police Department. CPD funded the School Resource Officer program, and PVHS was fortunate to have one on campus four days per week for several years. Like campus supervisors and administrators, the SRO was available for daily supervision needs as well as supervision of athletic or other special events. Unfortunately, due to community needs, the City of Chico is no longer able to fund this resource for the schools and officers have been reassigned to patrol duties.

The coordination of the use of CUSD facilities, including those on the PV campus, have been assigned to Facilities Use Coordinator Phil Morgan. He works closely with PVHS staff members whose job, in part, is to coordinate facilities use on the site. This includes classrooms, the library, the cafeteria, and the athletic facilities. Signs have been purchased and installed in the parking lots and around campus to help direct the traffic flow at peak times of the day and for those who are unfamiliar with the site.

In the past few years, due to budget cuts, facilities and maintenance positions have been cut back leaving PV with fewer man hours to attend to the 42-acre campus. Of particular concern have been issues that affect the Physical Education/Athletics playing fields. We have had issues with un-level ground due to a gopher infestation, which is of particular concern to our Physical Education students and outdoor sport athletes. To address this issue, some of the affected fields were leveled and replanted to make them safer for students. The Sports Boosters Club has been instrumental in helping to provide improvements to facilities. In addition, local business people and organizations have donated services such as painting the inside of the gymnasium.

Evidence of a safe learning environment exists at Pleasant Valley High School, and the above-mentioned actions have had a positive impact on that environment. The suspension rate has increased significantly since the last full self-study. In 2008-09 there were 233 student suspensions while in 2012-13 there were only 135. The expulsion rate has also decreased during that time. In 2008-09 there were 38 student expulsions while in 2012-13 there were only 16. Since 2008-09, as previously referenced, the graduation rate has consistently remained above 90% and the dropout rate has decreased to just above 1%.

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

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

meetings. Feedback from department members is then funneled back to the Instructional Council.

Communication to various stakeholders has improved over the past several years. Implementation of the *Attention2Attendance* ® system has prompted increased communication to families regarding the truancy process. The creation of a Pleasant Valley High School *Facebook* page has provided an avenue for delivering information to students and parents who join the page. There is also a separate page for the Counseling Department, and Student Government has a Twitter account that interested stakeholders can follow. A new format for the school webpage has improved when, where, and how information can be posted and accessible to stakeholders. [*Note: An area for increased focus here would be providing staff development time and training for more teachers to develop web pages*.] Since PV is such a large campus, continued utilization of the schoolwide communication tool (Shop Talk, formerly known as the Viking Loop) will help keep staff members up-to-date with campus events such as upcoming staff development opportunities, testing schedules for standardized tests, upcoming student events, recognition of student and staff achievements, etc. Additional ideas for how to get information to stakeholders can be pursued such as being able to subscribe to email groups for the Viking Voice and/or the Daily Bulletin. This is a topic that was recently discussed in detail with the Parent Home Group. The addition of the electronic marquee near the parking lot's exit to East Avenue makes announcing upcoming events and public recognition much easier as it is very visible to those who are in the parking lot and/or driving by the school.

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

Monitoring systems such as the Parent Portal and *Attention2Attendance* ®, has made it possible to provide timely feedback to parents and students about issues that affect their academic success. This, in turn, has led to increased student attendance and could potentially contribute to increased student achievement due to recovered learning time. It can also lead

to a more frequent grade feedback cycle that could allow students and parents to respond to deficiencies in a more timely manner. All of these systems working together have led to consistently high levels of student achievement as evidenced in CAHSEE results, CST results, and lowered class attrition rates.

Adjustments to the Action Plan

Some refinements have been made to the schoolwide action plan since the last full self-study visit (refer to the appendix for a copy of the entire Action Plan). In most cases, the refinements have been to eliminate some of the original actions identified to be taken to reach the goals. The elimination of these actions may be due to a need to reallocate the money originally planned for the step. For example, re-instituting an intra-mural program was an action step for goal #3. It was estimated to cost $5000 from the General Fund annually. When school budgets were reduced over the last several years, the money that had been planned for that expenditure either was reduced and inadequate or re-allocated to academic needs. Although important to the variety of enrichment and connection to school opportunities we make available to students, it was not as important as expenditures that were needed for services closer to the classroom. Another hurdle to this program was that with two lunches, PE facilities were constantly in use by other classes during each of the lunches. Thus, it was nearly impossible to accommodate enrichment sports activities when required classroom activities needed scheduling first. Now that we have returned to one lunch in 2014-15, the intra-mural lunchtime program has returned.

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

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

Other influences that will continue to cause refinements to future schoolwide plans will be the implementation of the Common Core State Standards and their assessment program (CAASPP) as well as further development of the PVHS pyramid of intervention.

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