

Focus Group Category A *Organization*

Focus Group Leaders:

Randy Gilzean *Social Science*
Brett Silva *Social Science*

Focus Group Members:

Cyndi Bailey *English*
Cateena Davis *Special Education*
Linda Elliott *Library-Media Teacher*
Bill Flory *Science*
Jenn Flory *English*
Jeff Hemmingsen *Mathematics*
Mike Huyck *Mathematics*
Sue Mieske *Counselor*
Gayle Olsen *Special Education*
Nancy Ritcher *Visual and Performing Arts*
Tony Tallerico *Physical Education*
Mike Vought *Social Science*

Focus Group Administrator:

John Shepherd *Principal*



Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
<p>The school has established a clear and coherent vision and mission.</p> <p><u>The PVHS Mission:</u> To promote individual student educational success via a 9-12 sequence of teaching, learning, assessment and support.</p> <p>This statement is similar to the wording of the district mission statement and has been around for several WASC cycles, but it has been reviewed and updated to keep it modern and relevant.</p> <p>While it has been widely reviewed by many of our stakeholders through a series of LCAP, student and community group meetings, the mission statement has yet to be embedded in the everyday machinations of the school. While access to the statement is available on the school website, on staff meeting agendas, and in staff binders, the five vision questions do more to focus decision-making.</p> <p><u>The PVHS Vision:</u> Supporting students by focusing on the 5 key questions:</p> <ol style="list-style-type: none"> 1. What do we want students to learn? 2. How will we know if they have learned? 	<ul style="list-style-type: none"> • Vision and Mission Statements posted on school website • Staff meeting agendas/PowerPoints with best practices presentations • LCAP process and Site Council approval of SPSA • District goals and mission statement on CUSD website • Master schedule • Teacher qualifications (Chapter 1 / School Profile) • California Public University Entrance Requirements (A-G) posted on school website



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?

This emphasis has provided students, parents, staff and other groups a true understanding of our focus on education as our main goal. While the questions focus our direction, the addition of the fifth question six years ago has created a true feeling of everyone being connected to the school and asked staff to look for ways to pull students on the fringe into our family. This feeling of family is demonstrated by the belief that we are all moving in the same direction as a strong educational institution, with highly qualified staff, students who want to succeed in their educational plan, and wonderful support from the community which provides resources to meet our needs. Students better understand the concept that we are here for them and to help them reach their goals. We are attempting to show them what is best for them, not simply "because they have to be at school."

The whole community has helped in pursuing this direction as many surveys, meetings and discussion groups have given us the information to head down this path. The LCAP meetings gave many community members a better insight to the educational process as well as important feedback to the school regarding the community needs. With the Site Council (which includes representatives of stakeholders) approval of the SPSA plan and the information disseminated by that process, much information was gained by all.

Hiring practices by the high school, reinforced by our district and state laws, has given PVHS a highly qualified staff with a great buy-in to our vision for PVHS. Many of the PV staff have spent time researching best practices and shared these ideas with staff during regular collaboration time and staff meetings. These best practices combined with an already challenging curriculum and refined through ABEO training have helped students excel in many measures of their success in education. With ROP programs and several career pathway programs (Culinary, Art, ACE-LIFE, and I-tech) PV is very much in touch with post-secondary career education and needs in those areas.

Additionally, in each classroom is a poster describing the Viking Learner Outcomes (VLOs) specifically outlining the

- [Previous PVHS WASC plan](#)
- [District Ed-Tech Plan](#) on CUSD website
- [VLO Posters](#) in classrooms
- [CUSD Board Policy 4000 Series: Personnel](#)
- Staff survey re: learning targets, common assessments, and standards alignment
- [Viking Family/Familia Shirts](#)
- Community Partners list
- [Course Registration Catalogue](#) on PV website



<p>Five C's, providing a link to the mission statement and the vision questions. This poster reminds staff to attempt to align lessons to the mission and vision of the school.</p> <p>The vision, mission, VLO's, and course learning targets are tied to the CCSS and Commerce/Industry standards. These are supported by extensive research performed by our data research staff, individual teachers and our Research Team (formerly known as the Strategic Intervention Team, or SIT) over time, to come up with a cohesive structure to help everyone focus their efforts on the same goals.</p>	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
<p>The school's vision, mission, and schoolwide learner outcomes (Viking Learner Outcomes) have been refined and/or revised since the last full self-study. Some of these refinements and revisions have been in response to the WASC self-study process (i.e. changes in terminology such as the ESLR's changing to SLO's) while other changes have been initiated due to our desire to narrow our focus and include key skills and/or standards associated with college- and career-readiness. The district's LCAP process and the site's SPSA planning have also influenced refinement of our vision, mission, and schoolwide learner outcomes.</p> <p>Generally speaking, the revision process includes a School Site Council annual review. When changes are needed, such as with the Viking (Schoolwide) Learner Outcomes, committees are formed to make recommendations of change. Feedback is requested from outside groups including local industry/business leaders in Rotary (Principal is a member). Professional standards are considered from our Culinary and ACE-LIFE Academy staff (Priscilla Burns and Laura Dietle), Industrial Technology department (Matt Joiner), Business and Technology department (Mike Peck) and our Art Department (Reta Rickmers). Most of these areas also have advisory committees to provide feedback.</p> <p>The school regularly seeks input from the annual</p>	<ul style="list-style-type: none"> • VLO meeting minutes and resources • Site Council agendas/minutes • Mission and vision on PV website • Viking Learner Outcomes committee meeting notes • CTE Model Curriculum Standards on CDE website • ACE-LIFE Academy Advisory meetings • ASB (Student Government involvement in site policy) • LCAP meeting agendas and minutes • SPSA



<p>parent/student/staff (climate) surveys, PTSA, our many Boosters groups, and our ASB/Rep Council.</p> <p>After receiving feedback, final revisions are made and returned to department heads to inform department meetings to discuss the changes and return feedback. The site council takes a final look at the items and they are then recommended and sent to the staff for final vote at a staff meeting. After approval is gained the new information is disseminated through the many avenues listed above.</p>	<ul style="list-style-type: none"> • Staff meeting agendas/minutes • Documents translated into other languages
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>There is ready access to the vision and mission statements as they are available on the school website, in teacher handbooks, on all school meeting agendas, in the Viking Voice (school newsletter), and Shop Talk (internal newsletter). The VLO’s are clearly stated and posted in all classrooms.</p> <p>All these items have been included in a Power Point Presentation used during many community meetings, as well as in the meetings with our student and parent focus groups for WASC. The PPT is also used at annual meetings such as Back-to-School Night, Frosh Parent Orientation Night, College and Career Night, and the International Baccalaureate Parent Meeting.</p> <p>PVHS parents and students on our School Site Council have a deeper understanding than the general public. Diverse stakeholders have been involved in SPSA updates. That committee of staff, administration, parents, and students annually uses new data on student performance to make necessary adjustments. This group has included many other community members which educates them on our vision, mission and VLO’s.</p>	<ul style="list-style-type: none"> • PV website – mission & vision statements, link to Viking Voice newsletter • Shop Talk (internal newsletter) sample email • Faculty meeting agendas • VLO posters in classrooms • Parent night PPT sample • School Site Council agendas



Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
<p>Pleasant Valley staff has consistently stayed current with educational practices and trends. The administration and staff understand the need to keep education focused and on track. PVHS has continually reviewed and revised all the tools which are used at the school. With three different principals in the last 10 years each has wanted a thorough review of the vision, mission, and VLO's. Through the WASC self-study and three year review these items have gone through some modification. The change in state standards (CCSS) has also caused us to revisit what is done to be sure best practices are being followed.</p> <p>With the strong history of educational research on the campus and the collaborative efforts of staff, the review/revision process is clearly understood and there is a professional respect when there is disagreement. People understand that they will be heard and allowed to express concerns. On a big campus with many different ideas and viewpoints it is difficult to please everyone. In certain cases staff and other stakeholders have been frustrated by decisions that were made. However, these people realize they were heard and a process was followed.</p> <p>The process we have used is a site-based collaborative approach based on extensive educational research (Research Team/Strategic Intervention Team and Site Council). There are numerous opportunities for students, parents and community members to get involved in our school and support the achievement of the vision, mission, and VLO's. For those who do not want to be actively involved there are still many other chances to have their voices heard.</p> <p>One area of concern on the campus, which is in contrast to national trends, is a significant reduction in our computer education classes. Both our School Board and site administration have chosen to greatly reduce student training through computer courses when society is moving further and faster into the technology age than ever. However, student</p>	<ul style="list-style-type: none"> • Research Team Agenda and Minutes • Viking Learner Outcomes committee meeting notes • School Climate Surveys • School Site Council agendas/minutes • Staff meeting agendas/minutes



access to technology during their classes has greatly increased in recent years due to the addition of Chromebook carts and additional computer labs for teacher use by reservation.	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The vision, mission, and schoolwide learner outcomes (VLO's) have been continually reviewed and at some points modified by a self-study process allowing all stakeholders the chance to view and make suggestions on these items. These changes were done both by choice of staff and as a result of change to processes (WASC, LCAP, and state standards). The school staff has committed countless hours to training and research to stay up with educational trends.</p> <p>Through a multitude of classes/programs (AVID, CTE classes, pathway programs, ROP classes, EL classes, Special Education, honors classes, Advanced Placement classes, the International Baccalaureate (IB) Programme and an extensive selection of core classes) the school has attempted to reach all students and provide opportunities to support and demonstrate successful learning.</p>	<ul style="list-style-type: none"> • Mission and Vision statements • VLO committee meeting notes and resources • Master schedule • School Site Council agendas/minutes • 2008-09 WASC Self-Study • LCAP meeting agendas/notes • Research Team agendas/minutes

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The PVHS Critical Learner Needs include increasing student engagement by increasing rigor and relevance within the classroom as well as increasing support for targeted subgroups, in particular for our English Learners.</p> <p>The school remains focused on attempting to meet the needs of all students. Wherever students land on the educational spectrum there is a true effort made to be sure the students' needs are the focus. The vision, mission and schoolwide learner outcomes (VLO's) have been blended into a focused target through the process of development, refinement and regular review. This has also been influenced by other processes (WASC, LCAP and SPSA).</p> <p>The results of these processes, such as adding the 5th question</p>	<ul style="list-style-type: none"> • PVHS mission and vision statements on PV website • 2008-09 WASC Self-Study report • SPSA • LCAP • Viking Learner Outcomes • Staff meeting agendas



to our vision statement, give staff a focus to be sure ALL students are included, engaged and have a connection to school.	
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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
<p>The policies and procedures of the Chico Unified School District (CUSD) in regards to the Board of Education are straight forward and listed in the District Policy and Procedures manual. Selection of the CUSD School Board is held through the general election process. To maintain consistency and direction the terms of the Board members are staggered. Positions are opened to the general public and are advertised through many different avenues including: the CUSD website, local newspapers, and radio and TV stations. Once people apply for the position, there is an interview process by several different groups including the Chico Unified Teachers Association (CUTA) to provide the community information on the candidates.</p> <p>The school board consists of five publically elected members. Each of the unions (CUMA, CSEA and CUTA) makes a monthly report. The high schools each have a student who rotates attendance at the meetings to give students a voice. The Chico Unified Board of Education meetings are held monthly, with workshops often added to the meeting schedule as specific issues arise. Workshops are a way of giving more time and focus to an item, so it can be more thoroughly covered. All meetings are open to the public for comment. All agendas are created early and posted at school sites, the District Office, online and usually highlighted with an article in the local daily newspaper, <u>The Enterprise Record</u>. The local public access television provides coverage of all Board of</p>	<ul style="list-style-type: none"> • Board meeting agendas, minutes, and meeting schedule on CUSD website • PVHS Calendars of Events • Student representation at School Board meetings • School Board members at school events, graduation and awards ceremonies.



<p>Education meetings so those unable to attend may still follow the proceedings.</p> <p>The CUSD District maintains a link to the CUSD Board of Education tab for information including all policies and procedures regarding the Board of Education. Included are all meeting dates, agendas, minutes, information about the board and profiles of the individual members. It is easy to contact any of the Board members through the website. The website also lists policies and procedures for the Board of Education.</p> <p>Most members become well known through the School Board meetings and their attendance at school events such as sporting events and student programs for music, art, and drama. Board Members also attend events such as academic award ceremonies and graduation ceremonies.</p>	
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Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the adequacy of the policies to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
<p>The CUSD vision and mission are reviewed each year by the School Board and are very similar to site vision and mission statements. Stakeholders from all schools participated in the creation of the District LCAP which resulted in a product that would support the achievement of the PVHS vision, mission, and Viking Learner Outcomes. Specifically, the District LCAP is committed to supporting teacher competency and professional development, CCSS-aligned curriculum, current technology and materials, high levels of student achievement in a broad range of courses, meaningful parent involvement, and a positive school climate.</p> <p>The District has adapted some practices to help staff adjust to changes within the educational environment. As an example the District, in cooperation with the School Board, has changed districtwide collaboration meetings (4 meetings in 2014-15) to a professional development format to allow staff to learn about and focus on different areas such as Common Core State Standards, writing in curricular areas, dealing with challenging students and developing computer-based classrooms. The staff is given opportunities to provide input</p>	<ul style="list-style-type: none"> • District vision and mission • VLO’s • District LCAP • CUSD Board agendas, minutes, and schedule on CUSD website • Superintendent’s Update posted on CUSD website & sent via email • CUSD Acceptable Internet Use Policy • CUSD Board Policies (website) • District surveys for CUSD P.D. • Districtwide meeting



<p>to the direction of these offerings. Once offerings are finalized, staff members may choose the session(s) they attend based on their professional interests/focus.</p> <p>In 2013-14 the Board Of Education modified the CUSD Graduation Requirements to add an additional year of Math. Beginning with the class of 2017, students will be required to complete 3 years of Math instruction. This will make students more competitive in post-secondary opportunities. The School Board understood the impact on electives and added 10 credits to the graduation requirement (changing the graduation requirement from 225 to 235 credits) to keep the elective program full and a vibrant part of our schools.</p> <p>The School Board is informed of District staff development through normal forms of communication including: Superintendent’s update, staff notification/email forwarded to the School Board, follow-up presentations at School Board meetings, and evaluations from staff about the staff development sessions. Furthermore the special Board workshops educate and inform the board regarding curricular and instructional practices.</p>	<p>agendas and schedule</p> <ul style="list-style-type: none"> • Graduation requirements on PV website
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Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>PVHS has several on-line classes (Health, PE, Theory of Knowledge, and The SAGA) and has been investigating other options (World History and Medical Terminology). There are specific requirements and guidelines for creating classes which must have School Board approval as well as PV Instructional Council approval. Through this approval process these classes are reviewed for alignment with our school and district vision and mission statements.</p> <p>While there is no list of non-district online classes our school will approve, there are CUSD online class guidelines. These classes must have Administrative approval for the class to count toward graduation.</p>	<ul style="list-style-type: none"> • Board agenda and minutes (CUSD website) • Descriptions and requirements of online classes in Course Registration Catalogue • Computer and Chromebook use records- PV Library • CIPA (Acceptable Use) Policy on CUSD website • Online class contracts (ROP)



To support online classes, the CUSD has developed a relationship with Computers for Classrooms to provide refurbished computers for all the schools. There are currently enough computers in the Library complex to have 4 classes in there at once. There are other computer labs on campus that serve as classrooms for Digital Arts/Photography, Architecture and Engineering computer-aided design (CAD), Audio and Video Production, and Introduction to Multimedia. Most of our Special Education classrooms are set up with multiple computers for student use, and all classrooms have a teacher computer and several have one or two student computers.

Most classrooms also are equipped with LCD projectors, overhead projectors, telephones and document cameras. Our newest Yale building is equipped with all the latest technology. For staff interested in staying in the classroom to work there are now three carts with 40 Chromebooks each to allow computer instruction in any classroom with our campus wi-fi system.

CUSD has a very knowledgeable IT department which constantly checks for the latest programs and technical information. Staff has had options to attend internet and technology safety sessions through the District in-service time. PVHS has used local experts to update staff on the dangers of improper internet use and the resulting problems.

The district has attempted to minimize any violations of CIPA by not allowing any downloads to the district system without prior district approval. Along with monitoring systems of computers in general areas (Library and Computers classrooms) by staff, student access to computer sites is limited by a strong filtering system. While there have been a few cases of hacking these have been recognized fairly quickly and dealt with according to CUSD policy.

Teachers give instruction on the consequences of improper use of technology, with specific examples to make sure students understand technology can be both good and bad.

- [Computers for Classroom](#) information on CUSD website
- [CAD classroom \(I-Tech\) information](#) in Course Registration Catalogue
- Professional development options through districtwide meetings
- Description of districtwide meeting session with deputy sheriff presenter

Understanding the Role of the Governing Board

Indicator: The school and business community understands the governing board's role, including how parents can participate in the school's governance.



Prompt: Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.

Findings	Supporting Evidence
<p>The CUSD in general and PVHS in particular have an immense involvement from the community. Because of this involvement many parents are knowledgeable in the processes of the school and the district. Parents often attend School Board meetings and communicate with leadership to freely express their feelings. Involvement in the school includes several regular gatherings such as: PTSA, Viking Booster Clubs (Band, Theater/Drama and Sports), School Site Council, and the WASC parent and student groups. The school also conducts many parent nights including Freshman Parent Night, Back-to -School Night, Junior College Planning Nights and parent meetings for individual programs such as the International Baccalaureate program, Athlete Committed parent meetings and athletic team parent meetings. Parents and community members are also involved in many of our school activities such as Mock Trial and the ACE-LIFE advisory board.</p> <p>The school also uses many avenues of communication to let parents know when there are issues and meetings of which the parents need to be aware. These include the school website, the daily bulletin online, the Viking Voice (a newsletter published 4 times a year), parent surveys, our school-wide phone dialer, the ASB texting line (which keeps students and parents updated) and the participation of our Principal in Rotary to inform our community members.</p>	<p>Meeting schedules for:</p> <ul style="list-style-type: none"> • PTSA • Band Boosters • Theater Boosters • Sports Boosters • School Site Council • Freshman Parent nights • Back to School Night • Junior night for college preparation • Parent meetings for IB • Athlete Committed meetings • Athletic “Meet the Vikings” parent meetings • WASC Parent/Student Home Groups <p>Other Evidence:</p> <ul style="list-style-type: none"> • Parent /student climate surveys • Daily Bulletin online • Viking Voice online • Auto-dialer sample message • ASB information texting program • Rotary – Tuesdays at lunch • Documents in other languages



Governing Board's Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>The school's vision, mission and VLO's are created at the school site with the input of stakeholders from all parts of the school. These are aligned with the CUSD mission and vision to avoid competing philosophy. The District vision and mission statements are used as guidelines in the creation and modification of site statements.</p> <p>After the completed site process mentioned previously the School Board is informed of the vision and mission of each school, but the School Board does not have direct involvement with the vision, mission or VLO's at our school site.</p> <p>Through the LCAP and SPSA processes and our many other meetings, numerous stakeholders give public response should they have disagreement of the concepts and could follow up with public input at School Board meetings. There has not been discontent verbalized after the whole process has been followed.</p>	<ul style="list-style-type: none"> • WASC Focus group meetings agendas/minutes • WASC stakeholder meetings agendas/minutes • CUSD Board agendas/minutes • SPSA presentations • LCAP minutes and notes

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

Findings	Supporting Evidence
<p>The Chico Unified School Board is the decision-making body for the district stakeholders. The Board gives direction to all staff. The CUSD staff researches and prepares reports for the School Board and decisions are determined through a public voting process. Per the Brown Act, meetings are public and televised on the public access channel. In watching the two groups work through this process it is clear that both the School Board and the professional staff are clear about the process. All items presented by the District and Site</p>	<ul style="list-style-type: none"> • CUSD Board agendas/minutes (CUSD website) • LCAP meeting notes



<p>Administration are discussed by the school Board and if needed voted upon.</p> <p>Public input is accepted at all School Board meetings and workshops allow time for feedback from the community. It is extremely important to have parents, students, staff and community involved with the new LCAP process to get a wide base of feedback.</p>	
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Board’s Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Supporting Evidence
<p>The School Board reviews and evaluates many programs in the CUSD during an on-going process. They continually oversee the fiscal health of the District and the site. Changes to the funding of many of the site’s programs (especially co-curricular programs) have been made due to limited funding at the District level.</p> <p>There have been many recent presentations and discussions with the School Board and district personnel on students in different programs from ACE-LIFE academy, ROP programs, College Connection and Inspire (the CUSD internal charter school). Site and district personnel have also presented at Board workshops with special interest topics such as CCSS implementation and college-prep program analysis. With public input at all board meetings on these issues and the new LCAP process there has been significant discussion and evaluation of almost all programs in the district.</p>	<ul style="list-style-type: none"> • Board agenda and minutes • Presentations/e-mails/memos-CUSD District finances • Budget reports • LCAP meetings agendas/minutes • Pathways, courses, and textbooks approved by School Board (minutes) • ACE-LIFE Board presentation • Board workshop presentation PPT sample (AP/IB)



Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.*

Findings	Supporting Evidence
<p>The Board of Education has a clear complaint process and an effective conflict resolution process. Complaint forms are available at all schools and online at the site and District websites. There is a clear chain of command in the conflict resolution process, to protect the rights of everyone, by hearing the grievance and following due process.</p> <p>In 2010 a Federal Title IX complaint was filed against the CUSD. As a result, a few deficiencies were cleared up such as the need to appoint a Title IX Coordinator. This appointment resulted in addressing the findings of the Title IX Complaint Committee.</p> <p>The Williams Act compliance information is posted in all appropriate areas in dealing with textbooks and student materials.</p>	<ul style="list-style-type: none"> • CUSD Parents’/ Students’ Rights & Responsibilities • Title IX Challenge • Williams Act information on CUSD website (and CDE) • Complain Form on CUSD website

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>While the School Board and the teachers union (CUTA) are at impasse at the current time, because of the understanding of the School Board as the decision-making body and the clear processes which have been in place for years, the daily affairs of the site and the district continue to move along.</p> <p>The return of the Staff Handbooks should help further the access of teachers to information and policies necessary for a smooth operation. All new teaching staff now attend a yearly two-day orientation to give them a detailed look at the district personnel, policy and procedures.</p> <p>There is in place a clear process of evaluation of programs, budgets and results. There are also many opportunities for stakeholders to give feedback and take concerns to the site and district level. Due to the effectiveness of complaint and resolution processes, the few times when there have been</p>	<ul style="list-style-type: none"> • Board agenda and minutes • LCAP minutes and notes • Staff Handbook • New teacher orientation agenda • IEP and SST meetings • School Climate Survey results • Grievance records



<p>conflicts, they were dealt with in a professional and civilized way. While everyone is not always happy with the result, they realize the process was followed.</p> <p>The Board of Education and District staff ask for input from stakeholders and discuss changes. Both the community (through public meetings and committees) and site personnel (through staff and department meetings) discuss new ideas and changes then pass the information back up through administration as feedback to the School Board.</p> <p>According to student surveys, 45% of students and 61% of staff feel they have the opportunity to give input before a decision regarding students is made by the school's decision making groups, and 76% of parents feel that PVHS encourages parent involvement in a variety of ways.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The PVHS Critical Learner Needs include increasing student engagement by increasing rigor and relevance in the classroom setting as well as increasing support for targeted subgroups.</p> <p>The widespread support and involvement of so many of the school stakeholders gives the different entities the ability to be heard and feel that their issues will be addressed. By having these stakeholders participate School Site Council, PTSA, Student Government, and attend Board meetings the Principal and school community are held accountable for making informed decisions about student learning and support.</p> <p>PVHS staff recognize that more stakeholders' involvement in various committees and informational nights would help to inform the school's ongoing improvement efforts.</p>	<ul style="list-style-type: none"> • Critical Learner Needs • PVHS Staff Handbook • Parent information nights • Agendas from stakeholders' meetings



A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
<p>The school’s stakeholders are committed to the PVHS planning process. This includes being informed by current educational trends, research-based best practices, and school-based data. Regular staff collaboration and participation in professional development activities also contribute to the planning process. Commitment to the planning process is evident by the work ethic of staff members and the quality programs their work has produced.</p> <p>A real strength of the PV process is the number of staff members involved in educational research. The school has a long history of staff doing extensive research and analyzing data (often on their own time) to guide the development of our educational planning. The understanding of testing data and grades has created a solid base line of the school as it moves through the planning process with all the different committees and stakeholders. We have an extremely helpful District Office (Michael Morris and Jennifer Bevers) to provide meaningful testing and grade reports.</p> <p>Over the last few years the school has developed even more sources of data and ways to spread the information. The Research Team (formerly the Strategic Intervention Team) has been around for some time but we have added positions on our staff (.2 teacher release) devoted to research, data collection, instructional support and assistance with educational technology (Aeries, Illuminate, Google Apps, etc.). While these positions are supportive, the teachers doing research and sharing best practices on their own time has been</p>	<ul style="list-style-type: none"> • Lunch Bunch • SPSA Plan • Staff meetings agendas/minutes/PPTs • Research Team agendas/notes • Common Core PLT workday records • Professional Development application records • Michelle Martin – release period • Marcelle Gregoire – release period • Brett Silva • Ray Barber • Chapter 1 profile data • ABEO/AIW targets • Collaboration Team Planning Sheets • Facilities Master Plan – CUSD website



more than admirable. There has been a group (the Lunch Bunch) who met for many years to discuss education and the latest trends. Others are constantly doing research and gaining a grasp of testing and test scores (STAR, SAT and ACT) and their relationship to education.

The Faculty of PVHS (with District encouragement) has asked for a waiver of the union contract to set up a weekly 38 minute collaboration time which, prior to this year, had mostly been PLT's of teachers of the same course with some crossover of different departments. This year, while there are still teachers in many course-alike PLT's, there is more flexibility for teachers to have the opportunity to be with their normal PLT some weeks, while going off to work with other disciplines or general groups (i.e. Google classroom) to broaden the experience they gain to become more effective teachers.

With this great understanding of data and testing, when we go through the planning process with all our meetings and stakeholders we have the scientific knowledge and educational foundation from which to build. During the last year at our faculty meetings a portion of each meeting has been used to share best practices. Staff modify these demonstrations to use in their classrooms.

Staff has continually had access to some of the best technology to tabulate student work and common assessments. Prior to 2012-13, staff used Edusoft as its analytics program for administration and analysis of student assessment results. In 2012-13 CUSD migrated to the web-based program Illuminate, using document cameras in most classrooms, which has made assessment results potentially more accessible to all users.

With the arrival of Common Core State Standards teachers have been working both collaboratively and individually to implement lessons and practices which will increase students' ability to succeed on the SBAC assessments in the future. District collaboration time has been refocused to additional in-service time to allow teachers the chance to focus on areas of need to help implement the CCSS.

Departments have regular monthly meetings to discuss issues. Most of the onsite collaboration times were used for course-alike planning. Over the last two years other collaborative groups have developed. Last year a cross discipline group of



Social Science, Science, and English teachers worked on concepts and practices to improve writing across the curriculum. This year a Google group has been formed to bring more computer skills and activities into the classroom.

The CUSD and site have worked to create a new facility plan to modernize our facilities. Over the last three years 26 portable classrooms and restrooms were removed and a new classroom building (Yale) was built. During the removal and building process it put a strain on our facilities and staff. With the opening of the Yale building there has been a relaxation of the tensions. The opening of the Yale building also helped us meet a Critical Area of Need from the 2009 WASC Report –Improve the campus-wide learning environment. Moving from portable classrooms to the state-of-the-art classroom center has definitely changed the learning environment. There are plans to further improve much of the field space and athletic facilities; however, this may not happen immediately.

Having had two academies and several other pathways on campus has addressed a whole other segment of our population. With ACE-LIFE, Culinary, ROP and Art pathways we have given students an opportunity to gain training, certifications and experiences many other students do not gain until college. Many of the students in these programs are career ready and being hired full-time right out of high school. Additionally, the site will be adding three new pathways to allow students an opportunity to prepare for post-secondary opportunities in Bio-Medicine, Medical Careers, and Audio and Visual Media Arts. As stated previously, some of these pathways have advisory boards to assist in providing feedback for school and program planning.

There is a strong effort to give other students a chance they never thought they had –to go to college, through the strong presence of the AVID program on campus. Through the experiences in this program many students realize what it takes to go to college and succeed.

These fantastic programs are complimented with strong programs at the other end of the spectrum as students are offered honors, AP and IB classes where students are challenged to reach to the highest levels of knowledge.

Three cohorts of CUSD teachers have participated in the ABEO College Prepared Project training over the last four



<p>years in an ongoing effort to improve rigor and relevance for all students. Some PV teachers have formed cross-discipline PLTs to continue work around designing instruction and tasks that will produce Authentic Intellectual Work from students.</p>	
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School Plan Correlated to Student Learning

Indicator: The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
<p>With the SPSA plan going through an extensive adoption process which included coordination with the WASC process and the understanding of the LCAP plan, the main step left was to tie it into the immense amount of educational research which goes on at the school.</p> <p>Approximately 12 years ago the school went through a complete process of every department selecting essential content and creating pacing guides. The next step was to create learning targets and then common assessments for each unit. While many departments finished the process some have not carried them through with the changing of staff . Other departments continue to review and update them on a regular basis. For some the process is updated during morning collaboration while other groups choose to do it every summer as part of a review of the whole curriculum and modifying common assessments.</p> <p>The school is able to ensure student achievement by having a highly qualified and diversified staff which uses the data, and research along with test scores in a collaborative process to meet Critical Lerner Needs in their department. Staff have developed learning targets (some as collaborative process and some individually) in some departments and understanding of state standards and essential content in others to develop a relevant and rigorous course of study. Collaborative sessions are again used to evaluate test results and effectiveness of both the teaching and learning process.</p> <p>District and school staffs continue to update the teaching staff</p>	<ul style="list-style-type: none"> • SPSA plan • Staff qualifications – Chapter 1 • Staff meeting agendas/minutes • Learning targets survey and examples • PVHS Critical learner Needs – Chapter 3 • District Collaboration meeting offerings • Site collaboration meeting notes • Master Schedule • PD applications



<p>about the latest research in education. Teachers have access to and sometimes receive printouts of test results and educational data which help to make sure teachers are aware of the students' educational needs.</p> <p>With extensive research and a multitude of programs on campus staff can create an individualized program to meet each student's interests and abilities.</p> <p>The school has attempted to establish consistency for the students by agreeing to teach and utilize certain skills such as Cornell notes and MLA formatting of papers. Some teachers do use other methods in order to offer the students options and a wider knowledge base to be able to use in the future.</p> <p>In many of our singleton classes, performing arts, and CTE classes the focus is on state and industrial standards to be sure students within those areas can excel as well.</p>	
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Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

Findings	Supporting Evidence
<p>There is a direct correlation between the SPSA plan and the Critical Learner Needs identified in the WASC process, which has been extended to the LCAP funding process. The PVHS staff has worked hard as these different items needed to be developed and correlate to each other as much as possible.</p> <p>There has been a concerted effort by all levels of decision makers to dovetail these different philosophies, documents and funding mechanisms into a streamlined educational-centered plan for PVHS to follow.</p> <p>The school uses many different communication tools to be sure stakeholders understand and support a unified and streamlined process. Through the use of the auto-dialer, emails, individual letters home and school newsletters, every attempt is made to ensure our community is aware of the path we are on. Most of the stakeholders are very supportive and are willing to help financially due to limited district funds.</p> <p>Modernization of our campus continues with the addition of the Yale building. Teachers have availability of excellent and</p>	<ul style="list-style-type: none"> • SPSA Plan • LCAP agendas and minutes • Master schedule • CUSD Technology Committee • Chromebook carts • Computer labs • Parent nights • PVHS Library schedule • Frosh orientation/Link crew • 9th grade parent meetings



updated technology. Most staff are encouraged and allowed to go to conferences and workshops in which they are interested. All these items are necessary to implementing our cohesive plan.	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>This criterion is being met very successfully through a staff that enjoys keeping up with educational trends and doing the research to support their practices. The collaborative process and the sharing of information with each other and our stakeholders pulls all members of the educational community together. With a focused effort on consistency of our philosophies, practices and appropriate allocation of resources based on a thorough process of development, we are able to meet the needs of our students in many different areas.</p>	<ul style="list-style-type: none"> • Lunch Bunch • Research Team • PV website • Parent information nights • Collaboration Team Planning Sheets • Collaboration meeting notes • SPSA

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>We are a very diverse staff able to meet their professional responsibilities and still create personal connections to help understand the needs of their students. By understanding each student, using their expertise, focusing on the Critical Learner Needs (aided by educational data and collaborative discussions with others) we are able to pull everything together into an appropriate and rigorous education for the students.</p> <p>This criterion does not have a negative impact, but instead gives more of a clear view of a unified process between many different educational tools we need to address.</p>	<ul style="list-style-type: none"> • Staffing information – Chapter 1 • Research Team • Collaboration Team Planning Sheets • Collaboration notes • Master Schedule • Critical Learner Needs – Chapter 3



A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Indicators with Prompts

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
<p>Pleasant Valley High School follows the CUSD policies and practices for recruitment and selection of staff as outlined in CUSD Board Policies, the Chico Unified Teachers Association contract, and the California School Employees Association local contract.</p> <p>When a certificated vacancy occurs at PVHS, the job description is reviewed and updated by the Principal. The vacancy is then announced to internal (CUSD) candidates first via the district website, the staff room bulletin board, and at least one other place within the school building. Written notice must also be provided to district candidates that have requested a transfer if they meet the qualifications of the vacancy.</p> <p>In the event that no internal candidate is selected, the vacancy is announced externally (usually on EdJoin.org). The Principal and other staff members screen candidates for interviews based on their applications. Interviews are scheduled and an interview committee, comprised of staff members and sometimes community members, conducts the interviews. After interviews are complete, the committee ranks candidates and recommends finalists. The Principal checks references and recommends one candidate for hire to be approved by the Superintendent and the CUSD Board.</p> <p>When a classified vacancy occurs, a similar process is followed. First, the job description is updated and advertised internally within CUSD. CSEA members wishing to be considered may submit a letter of interest. In the event that no internal candidate is selected, the vacancy is announced</p>	<ul style="list-style-type: none"> • Board Policy series 4000: Personnel • CUTA Article 11.5.3 • CSEA recruitment/hiring procedures and contract • Chapter 1 profile data



<p>externally (again, on EdJoin.org). Interested parties must submit an application by the successfully complete the examination process to be placed on the eligible list for the classification to which they've applied. This list is then used within CUSD to fill positions of that classification for up to six months.</p> <p>In 2012-13 98.8% of PVHS teachers met ESEA highly qualified requirements, and only 2% of teachers were instructing outside their credentialed areas.</p>	
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Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on staff background, training, and preparation and are qualified for their responsibilities.*

Findings	Supporting Evidence
<p>As stated in the findings for the previous prompt, Pleasant Valley High School utilizes an application process in which potential employees are screened and interviewed based on their background, training, and preparation. New teachers have participated in the BTSA program as well as new teacher training prior to the beginning of school in August. Staff assignments are made based on Board Policies and current credentials and/or certifications. Requests from staff members and recommendations from department chairs are also considered when possible and appropriate.</p> <p>Supervision and evaluation procedures, as outlined in Board Policy 4115 and Administrative Regulation 4115 as well as in the CUTA and CSEA contracts, help to identify if/when professional development may be need to be provided or offered.</p> <p>District and site-based professional development opportunities are regularly offered. External professional development (workshops) are advertised and funded based on staff requests. These requests are granted based on the content of the workshops and their applicability to the Viking Learner Outcomes and the school vision and mission.</p>	<ul style="list-style-type: none"> • Board Policy Series 4000: Personnel • School Profile/Chapter 1 – BTSA participation & teacher qualifications • Districtwide meeting offerings • Staff meeting PPTs (PD) • Evaluations done according to District policy – BP 4115 and AR 4115



Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.

Findings	Supporting Evidence
<p>In the spring of each school year teachers receive a preference survey in which they can make requests about their assignments for the following year. The master schedule is built to accommodate student requests as best as possible. Department Chairs then meet with the Principal to decide tentative teaching assignments based on students' needs, teacher requests, certifications, and teacher expertise. Then tentative assignments are distributed to staff members prior to summer.</p> <p>Occasionally changes to those assignments are made prior to finalizing the master schedule in August based on individual needs, new staff members' expertise/certification, etc.</p> <p>Staff members report prior to the first student day for professional development activities as well as a site staff meeting and department meetings. All of these activities, as well as the first two weeks of teacher collaboration time on Wednesday mornings, offer opportunities for staff orientation to their assignments and the establishment of the year's collaboration teams (PLTs). Collaboration teams establish team norms and goals for the year and communicate their goals to Administration through Collaboration Team Planning Sheets. Weekly collaboration supports the implementation of curriculum, instructional practices, assessment of student learning, and data-based decisions for next steps based on assessment results.</p> <p>All sports coaches are required to complete a certification process before they can be cleared to work with athletic teams. Coaches must first attend an orientation provided by the Randy Gilzean, Teacher on Special Assignment for District Athletics. Additional trainings must also be completed in the following areas for a coach to be cleared: CPR, First Aid, TB test/clearance, DOJ clearance (fingerprinting), completion of CIF Coaches Certification online course, completion of Concussion Training online</p>	<ul style="list-style-type: none"> • Copy of staff request form (spring) • Master Schedule • Wednesday bell schedule • Collaboration team meeting notes • Collaboration Team Planning Sheets • Coaches certification process – sample email and coaches list



<p>course, and completion of Heat Illness Training online course. Mr. Gilzean is responsible for overseeing the clearance process of coaches for all seasons within the district. Once all criteria have been met, a Coaches Clearance Card is issued and is to be kept with the coach at all times while performing coaching duties.</p>	
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Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Most written policies for administrators and faculty are available in the Staff Handbook. The handbook includes general information about school as well as charts outlining responsibilities of site and district administrators and classified staff in Student Services. Additional written policies in the handbook include those for attendance, school rules, grading procedures, textbook fines, absence reporting, purchases and expenditures, guest speakers, field trips, and other site-based policies that are distributed to students and parents annually. School safety policies and procedures are also in the handbook. Other written policies - such as duties outlined by CUTA and CSEA employee contracts, employee use of technology policy, and use of technology in instruction policy - are available on the CUSD website under various department tabs.</p> <p>New teachers to the district are expected to attend a four-day training prior to their first day of work at the site. This orientation helps to define their daily responsibilities and orients them to the tools that are involved in completing those (such as using Aeries for attendance and grades).</p> <p>There currently is no flow chart in the Staff Handbook representing the decision-making process for the site; however, creating and including such a document would provide more clarity for newer employees to the site.</p>	<ul style="list-style-type: none"> • Staff Handbook • CUSD website – employee and student policies and procedures, Board Policies, etc. • New teacher training materials/agenda



Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
<p>PVHS has a variety of effective structures in place for internal communication, planning, and resolving differences.</p> <p>Email is the primary source for internal communication at Pleasant Valley High School as well as within the Chico Unified School District. Employees are expected to open and read their email daily and respond as appropriate. Communication with groups within the school is also easily facilitated through this method as there are several email groups available to whom one could send a message. Some examples of groups include the following: staff, teachers, administrators, AP secretaries, counselors, departments (such as English or Physical Education), department chairs, etc.</p> <p>Email is also the method of distribution for the Principal’s <i>Shop Talk</i> internal newsletter, the <i>Superintendent’s Update</i>, the <i>Viking Voice</i> parent newsletter, and the daily bulletin. Many of the above-mentioned items are also posted to the school’s webpage.</p> <p>Various groups on campus meet regularly as part of fulfillment of the CUTA contract and/or voluntarily. Faculty meetings and Instructional Council (department chair) meetings happen once per month and are required meetings of attendance. Other groups who meet voluntarily each month include the Research Team and the International Baccalaureate teachers. Counselors and administrators are assigned as liaisons to departments and various programs on campus and attend those meetings as often as possible.</p> <p>Some groups meet weekly in order to effectively plan activities and distribute duties. Site administrators meet weekly on Monday mornings to plan for the week’s supervision assignment and discuss important topics related to school operations. Representatives from Counseling, Athletics, and Student Activities attend this meeting also. Other groups that meet weekly are collaboration groups</p>	<ul style="list-style-type: none"> • Copies of <i>Shop Talk</i> • Dept. mtg. notes • Collaboration mtg. notes • IC mtg. minutes, agendas • Admin duty chart in Staff Handbook – liaison to depts. and programs on campus • Copy of approved PD applications • Viking Voice on PV website • Superintendent’s Update on CUSD website • IB meetings on first Monday of the month • Research Team meeting dates/agendas • Administrative meeting agendas • Teacher mailboxes • Marquee • Daily bulletin on PV website • Aeries SIS • School Messenger



(PLTs) and the counseling staff, all of whom meet on Wednesday mornings.

Beginning with the 2014-15 school year, there is a site professional development application that emphasizes adult learning around the Viking Learner Outcomes and how the adult learning will apply to daily implementation of curriculum and instructional planning. An administrator is assigned as a liaison to provide support to teachers as they bring what they've learned back to the site and try to share and implement their new expertise.

There are also informal methods of communication, planning, and resolving differences on campus. One such example is the administration's "open door" policy, which lends itself very well to all three of those activities. Staff members are able to access site administrators, when available, to resolve issues on campus as well as provide feedback that may impact activities such as future professional development, events, site policies and procedures, etc. Another example of informal methods of communication would be the Thursday lunch group that has formed. Staff members organize a potluck lunch once per week on Thursdays in the staff room. It is a great opportunity for staff to relax and enjoy social time with colleagues they may not regularly see on a daily basis.

All staff members, both certificated and classified, have mailboxes in Student Services. These boxes are for daily delivery of U.S. mail, inter-district mail, meeting notices, and internal communications that are made available in print form. The school bulletin is read over the intercom daily at the start of 2nd period. Announcements submitted in the bulletin are primarily for informing students of upcoming events and opportunities.

Our student information system (SIS), Aeries, has the ability to use a mass email function to parents. Teachers can email students and parents individually or as a group, and front office staff can use the query application to create groups to whom emails can be sent. For example, all Advanced Placement students' parents received an email this year announcing the AP exam registration window and exam prices. We also utilize an auto-dialer (School Messenger) to send phone messages home for various purposes. The auto-dialer's most common use is to notify parents of absences and tardies on a daily basis. This program also allows



<p>parents to leave a message within the program as a response to the automatic call. This is a very effective method for verifying student absences.</p> <p>The marquee next to East Avenue near the staff parking lot serves as a means to announce upcoming school and community events as well as recognize students and staff for their achievements.</p> <p>Even with all of these methods of communication currently in use, we are always considering how to communicate more effectively with our stakeholder groups.</p>	
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Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
<p>At Pleasant Valley High School the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs are considered to be highly effective by staff.</p> <p>An annual review of schoolwide data as well as program- and department-specific data is part of the continuous cycle of improvement at PVHS. We are always seeking ways to improve. In recent years, the AP and IB programs have taken a close look at student pass rates, both overall and within specific subject areas. Teachers, district and site administrators, and classified staff met to discuss ways to improve subject area performance as well as overall performance. Several strategies emerged from these talks.</p> <p>In IB, increased support has been provided to students for the Extended Essay and completion of CAS hours, both of which are requirements to earn an IB diploma. Also, classes that were formerly combined with an AP course of the same subject have been split into separate section allocations</p>	<ul style="list-style-type: none"> • Master schedule • Chapter 1 Profile Data • Release periods for IB (Beth Burton, Amy Besnard) • EAP group – release time, prompt, results in Illuminate • Wednesday bell schedule • Split lunch bell schedule • Math Lab data (<i>Shop Talk</i>, 1/17/14) • Tardy policy (Staff Handbook) • Perimeter fencing



when possible (based on student course requests). In 2013-14 classes such as AP Chemistry and Math IB SL were allocated their own sections. The results have been very positive. Since 2011, the percentage of IB candidates earning the diploma has increased from 45% to 65% in 2014. In addition, overall pass rates have increased for both programs. From 2011 to 2014, AP pass rates increased from 72% to 80% and IB pass rates increased from 63% to 80%. Individual exam pass rates also improved in the courses mentioned above. For IB Math, the pass rate improved from 75% in 2013 to 82% in 2014 while the AP Chemistry pass rate improved from 64% in 2013 to 79% in 2014.

In 2013-14 a group of Science, Social Science, and English teachers worked collaboratively to teach expository writing such as is tested by the EAP. This group of teachers wanted to see if a concerted effort across disciplines would have a positive effect on student performance. In the fall they created a writing prompt, administered it to their students, and graded all essays together using a norming process. From there they met periodically to share instructional strategies and their results. There is some evidence that their strategy had an impact on student learning as the percentage of PV students scoring Ready for College on the EAP improved from 28% in 2013 to 33% in 2014, which was the largest one-year increase in the past several years. In fact, the percentage of PV students scoring Ready for College had been steadily decreasing by 1% annually since 2011.

The Research Team (formerly known as the Strategic Intervention Team) was established prior to the last WASC Self-Study. This group, which meets once per month, was formed out of staff members' desire to affect positive change on campus. Throughout the years, as mentioned in Chapter 2 of this report, ideas that originated from this group have been implemented on campus and have had an impact on student achievement as well as student behavior. Teacher collaboration time embedded within the school day was the first campus change born from this group. Without this time for teachers to work together, PV's instructional program would not be where it is today.

The Learning Center was another idea that originated from the Research Team. This was a lunchtime program staffed

- Badge system
- SAP comparison of lists (Sept. 2013 vs. 2014)



by teachers and peer tutors designed to support struggling math students. One of the challenges to this program was that it occurred during the student lunch. While the split lunch resulted in greater attendance by students during that time, it was still a struggle to reach all students who needed the help. The Research Team discussed how to provide this support during the student's instructional time. Suggestions from PV Math teachers resulted in the Math Lab, a course designed to support students in meeting the Algebra I graduation requirement. Now in its third year, the data in Chapter 1 regarding the shrinking number of upper classmen enrolled in Algebra I suggests that the Math Lab is successfully helping students meet this graduation requirement.

Creating a split lunch to facilitate keeping freshmen on campus during that time was another result of discussions in the Research Team. This was implemented several years ago with the rationale that keeping freshmen on campus would keep them safer and increase their access to academic supports, Math in particular. In addition to the Math results mentioned above, the suspension rates for PV also declined during this time. In 2009-10 there were a total of 196 suspensions with 86 of those being freshmen. By 2012-13 suspensions had decreased to 135 with only 45 of them being freshmen. Expulsion rates also decreased from 30 in 2009-10 to 16 in 2012-13.

Since the last WASC Self-Study a committee of administrators, teachers, and classified staff formed a committee to address student attendance issues – specifically, students arriving tardy to class. The result was a schoolwide policy that centralized tardy reporting and created consistency in consequences as well. Initially tardy rates increased, although this is likely due to a more consistent approach to reporting tardies. After a couple of years of implementation, the committee met again to discuss and create a second tier of consequences for habitual offenders. At present time more data collection is needed to measure the effectiveness of these policies.

One of the most recent changes to campus came as a result of staff feedback and desire to return to one lunch for all students. This idea was discussed in a variety of venues including Instructional Council, department meetings, Research Team meetings, and stakeholder meetings. The



general consensus was that the split lunch had created positive changes for students, but in some ways the split had negatively impacted campus as well. For example, most teachers were still teaching during the first lunch so freshmen did not have access to all teachers to get academic support during lunch. This also posed a challenge for clubs, as they were used to holding meetings during lunch. Separate factions of clubs had to be created for freshmen; as a result, our clubs did not prosper during this time. Staff members who were previously able to use lunch as additional collaboration time were not always able to do so because the teachers' lunch was now also split to accommodate student schedules. Finally, staff comradery was impacted because the split lunch did not allow for whole-staff get-togethers during most days of the school year.

As a result of these concerns being raised and revisiting the split lunch purpose, a compromise was designed. To maintain the positive results of the closed campus to freshmen, a badge system was implemented and fencing was installed to facilitate the ability to maintain a closed campus environment for some while allowing all students and staff to share the same lunch. Initial results include a more positive campus climate among both students and staff, an increase in availability of teachers to provide help to students, and more opportunities for teacher collaboration. In addition to those positive results, the number of students clearing discipline assignments initially increased as well. This was due to the ability to keep *any* student on campus based on the badge issued to the student. In the spring when Student Services staff promoted that students with outstanding discipline at the end of the 2013-14 school year would start their next year with a closed campus, many more students worked to clear discipline owed by August rather than carry it over to the next school year. When comparing the Saturday School list in September of 2014 to the list in September of 2013, the number of students who owed one or more Saturday Schools had decreased by nearly 50%. Additional adjustments to the badge system may further impact the number of students with overdue discipline; longitudinal data will need to be collected and analyzed to inform the process of improvement for this policy.



Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning*

Findings	Supporting Evidence
<p>All instructors of online courses are also classroom teachers. Thus, they have access and opportunity to participate in the same professional development offerings as other classroom teachers.</p>	<ul style="list-style-type: none"> • Master schedule

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
<p>There are several groups at Pleasant Valley High School that play a part in monitoring the impact that policies, curriculum, and programs have on student learning.</p> <p>Site Administration meets on a weekly basis, each Monday morning, along with representatives from Athletics, Student Activities, and Counseling. Administrators and program representatives discuss upcoming activities, policies and procedures within the school, and how those affect the campus learning environment. The administrative team further discusses issues that directly affect staff, curriculum, instruction, and student learning.</p> <p>Instructional Council, which consists of department chairs and administrators, is a decision-making group that shares the responsibility of overseeing student learning results. Their monthly meetings serve as a conduit for communicating with all staff members through department and faculty meetings, which also occur once per month.</p> <p>The Research Team, which is a think-tank group rather than a decision-making body, meets once per month and regularly reviews school data to inform suggestions for school improvement. Members of the Research Team then prepare and share presentations at faculty meetings to inform all staff of their findings.</p>	<ul style="list-style-type: none"> • Administrative meeting agendas • IC meeting minutes/agendas • Faculty meeting agendas • Research Team meeting minutes/PPT presentations to staff • Walk-through feedback forms • Leadership meeting agendas • SAC agendas and notes



<p>Site administrators also do classroom walk-throughs and record their observations on a form that can be used to provide feedback to the individual teachers as well as to help identify schoolwide trends related to instruction and student engagement. However, there is recognition by the school that this strategy might produce more reliable data if it were done more frequently.</p> <p>Site administrators also participate in district level meetings where district and site progress is reviewed and student learning is discussed. All site and district administrators attend a monthly Leadership meeting. Common topics within these meetings are those that affect all sites – testing results, the LCAP process and site plans, CCSS implementation strategies, etc. Additionally, secondary principals attend a monthly meeting called the Secondary Administrative Council (SAC), a meeting in which district administration also participates. This is a decision-making group that discuss and decide upon policies and procedures at the site that will positively impact student learning as well as establish consistency among the secondary sites.</p> <p>All of these groups are responsible for monitoring actions of the leadership and staff to ensure that our focus is on student achievement. While not all staff are aware of the different meetings that administrators attend, the feedback gained from various site meetings and the “open door” policy of administrators allow for their viewpoints to be represented in those meetings.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Policies and procedures in CUSD and at Pleasant Valley High School ensure that the staff is highly qualified. Responsibilities, daily operational procedures, and decision-making processes are clear to staff as outlined in CUSD Board Policies, the PVHS Staff Handbook, the CUTA contract, and the CSEA contract. PVHS has highly effective structures in place to facilitate communication among staff members and other stakeholders of the school community. Staff are motivated to follow lines of inquiry around student performance and how their daily duties impact student</p>	<ul style="list-style-type: none"> • Board Policy Series 4000: Personnel • Staff Handbook • CUTA contract • CSEA contract • Stakeholder meeting agendas/minutes • Research Team



success. By seeking regular feedback through a variety of avenues to review policies and procedures, PVHS is able to successfully support the achievement of the academic, college- and career-readiness standards.	<p>agendas/notes</p> <ul style="list-style-type: none"> • ABEO CPP materials
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>By following established policies and procedures, engaging in inquiry around student achievement and success, and involving school stakeholder groups in the processes to monitor progress and institute change, Pleasant Valley High School will be able to address both the Critical Learner Needs of increasing student engagement levels (through increased rigor and relevance) and increasing support for targeted subgroups.</p>	<ul style="list-style-type: none"> • CUSD Board Policies • Staff Handbook • CUTA contract • CSEA contract • Research Team



A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
<p>The support of adult professional learning is adequate. Pleasant Valley High School’s budget for Title II funding is approximately \$35,000. In past and current years, some of this categorical funding has been allocated for release periods to support adult learning in the areas of data collection and analysis as well as instructional support. The staff member with a period release for data and instructional support this year, Michelle Martin, regularly helps teachers learn how to utilize features within Aeries gradebooks, Illuminate, Google, and new technology features in Yale classrooms.</p> <p>A specific example of training that has been provided for teachers in the past few years was for the software program READ 180. This intervention software is utilized in the Power Reading literacy support class. When the program was upgraded, training was arranged for Chico High and PV teachers who were current or potential users of the program. Several teachers and Instructional Aides from both schools attended and learned how to best implement the program.</p> <p>Another specific example of training that has been provided is our work with ABEO School Change from the Seattle, WA area. Since 2011-12, three cohorts of PV teachers (over 20 total) have been through the College Prepared Project (CPP) facilitated by Chris Hoyos and Joe Hall. During the CPP institutes teachers learned about what it means to be college-prepared from reading excerpts of David Conley’s <i>College Knowledge and Redefining College Readiness</i>. They also learned how to recognize that in the educational setting from reading excerpts from Fred Newmann’s <i>Authentic Instruction and Assessment and Teaching for</i></p>	<ul style="list-style-type: none"> • Release periods – Michelle Martin, Marcelle Gregoire • PVHS Professional Development Applications • LCAP • SPSA • IB Training each summer • AP training each summer • PVHS Department-specific collaboration each summer. • ACE-LIFE Academy in-service days. • Districtwide meeting offerings • Title II budget • Sample printouts from Aeries and Illuminate for grades and test scores • Collaboration mtg. notes



Authentic Intellectual Work: Standards and Scoring Criteria for Teachers' Tasks, Student Performance, and Instruction. The consultants from ABEO have developed what they call "targets" based on Newmann's standards and scoring criteria. Teachers were asked to bring student work and teacher tasks to the institutes, and while there they learned how to compare these items to the targets to determine the level of rigor within the task and demonstrated by the student work. This exercise is designed to help teachers reflect upon task design in order to produce more rigorous tasks. There were three institute sessions each year, and on the day following each of the institutes Joe Hoyos provided site support to PVHS. During those days teachers organized peer rounds and learned how to design professional dilemmas or lines of inquiry about their instruction while observers would gather evidence and provide feedback following the observations.

Of the teachers who have participated in the College Prepared Project, there are a handful that have continued to organize peer observations periodically throughout the year. There is an expertise on our campus; however, it is in pockets. There is a desire among some to spread this expertise to all staff possibly as professional development through faculty meetings. However, the current approach to grow this work has been more organic in nature.

While professional development funds have always been available for staff request to attend workshops and request release time/extra assignment compensation for work related to curriculum, instruction, and assessment, the process to do so was not widely known.

In 2014-15 the Professional Development Application was developed and implemented to make that process more transparent. It also ensured that there would be a plan for how the PD requests granted would benefit other stakeholders at the site. For example, the applications requires that the requesting staff member(s) articulate how the PD relates to the Viking Learner Outcomes. It also requires the staff member(s) to create a plan for how they will assess the applicability, viability, and effectiveness of the professional development. Finally, the application states that, if the request is approved, the staff member(s) will be responsible for presenting what they learned to others in suggested settings or one they design on their own.

- ABEO CPP resources on wikispaces: [chicoteacher/abeowiki](#)
- T-BAR grant information in Chapter 1
- READ 180 training materials
- Master Schedule
- [Wednesday bell schedule](#)



In past years districtwide collaboration days were organized by department to collaborate and create SMART goals based on state (and sometimes local) testing results. Beginning in 2013-14 the districtwide days were organized to allow staff members to choose sessions related to a topic in which they had professional interest. These topics were organized to support CUSD goals and have been focused on the areas of use of technology, literacy and writing skills, campus safety (internet safety, student drug use, etc.), strategies for working with students with special needs, and others as suggested by staff. While attendance has improved with these types of sessions, there is still much room for improvement. Meeting sessions tend to be organized at the last minute with vague agenda topics, and there does not seem to be a clear measure of the effectiveness of these trainings.

Weekly collaboration has also been a structure to support professional development and adult learning. This time allows for teachers to collaboratively design lessons and assessments, evaluate student work, and determine next steps based on results.

Although not supported by school funds, several teacher groups were awarded T-BAR, or Teacher-Based Reform program grants through CSU, Chico's Teachers' PD Inc. Program. As mentioned in Chapter 1, teachers from various disciplines including Art, Chemistry, World Language, and Library Media were awarded research grants to focus on instructional strategies that would impact student learning. These grants focused more specifically on the following areas:

- Flipping classroom lessons to allow for more time during class to engage students in deeper conceptual learning and application
- Increasing intellectual work in the classroom using feedback from peer observations around teachers' self-identified dilemmas
- How media literacy improves student learning
- Incorporating 21st Century art skills and current technology to make learning experiences more relevant to students' lives



Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Pleasant Valley High School follows CUSD Board Policy and articles in the CUTA and CSEA contracts for supervision and evaluation of staff.</p> <p>Supervision consists mainly of classroom walk-throughs with feedback forms available for the teacher to review with the visiting administrator. This practice is not frequent, and there is recognition that more effort should be made by administration to visit classrooms more frequently.</p> <p>Some teachers on campus periodically organize and carry out peer observations in which the protocol involves the following steps:</p> <ol style="list-style-type: none"> 1. Teacher being observed identifies a line of inquiry or a dilemma about his/her teaching practice. 2. A pre-brief occurs where the teacher being observed explains the dilemma to the others that will be gathering evidence for him/her. 3. Two to three other teachers observe a lesson and record factual feedback (not opinion or conclusions). 4. During a debrief session, the gathered evidence is shared using a protocol, and the teacher observed listens and reflects to decide what this evidence means in regard to the dilemma. <p>Again, this practice is not widespread, but those who engage in it believe the feedback and the instructional adjustments that they consider because of it make the process worthwhile.</p> <p>For formal evaluations, temporary and probationary teachers are evaluated annually by the Principal. Permanent teachers are evaluated by site administrators every other year (or every 5 years if employed by CUSD at least 10 years, NCLB compliant, the previous evaluation was at “meets standards” or above, and there is mutual agreement). If a permanent teacher’s evaluation is “practice not consistent with minimum standards” on ½ or more of the elements of any one teaching standard, the teacher is to be evaluated annually.</p> <p>The CUTA contract has established timelines for evaluation procedures. First, teachers are notified that they will be</p>	<ul style="list-style-type: none"> • Evaluation Packet Materials (criteria/rubric, final evaluation tool, subject area standards, CUTA Contract Article 12, certificated evaluation timeline and process, PVHS classroom observation tool, initial conference agreement, alternative evaluation agreement) • BTSA stats in Chapter 1 • Walk-through forms • CUSD Board Policy Series 4000: Personnel • ABEO peer observations schedules and protocol



<p>evaluated and they are provided with all pertinent materials. An initial conference is then held to agree upon the method of evaluation (traditional vs. alternative). Traditional evaluations consist of classroom observations and post-observation conferences. The alternative evaluation consists of a project of the teacher's choosing, which the supervising administrator must approve, that relates to achievement of the state standards as well as the professional standards of teaching.</p> <p>While some staff report that they have not been evaluated on schedule, administrators have been making an effort over the past five years to catch up on teacher evaluations that are overdue so that they can remain current with this process.</p> <p>BTSA training is provided for those who qualify, and additional training is provided based on the needs of the curricular area. For example, teachers of AVID, CTE, ELD, AP, and IB must regularly attend trainings to remain current with the changing content and standards of their programs.</p> <p>Classified employees are evaluated by site administrators in accordance with the CSEA contract guidelines.</p>	
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Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>As stated previously, all teachers of online courses are also classroom teachers. Thus, they have access to the same professional growth activities as all other teachers. Teacher training specifically related to a more effective facilitation of online learning is available upon teacher request.</p>	<ul style="list-style-type: none"> • Master schedule • PV Professional Development Application



Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>There is evidence that professional development has had a positive impact on student learning. One example is the increase in AP and IB course offerings and the steady increase in exam pass rates for both programs. Another example is the collaboration among Science, Social Science, and English teachers to address expository writing in their disciplines. In 2014, the percentage of students scoring Ready for College on the EAP for English Language Arts increased by 5%.</p> <p>While there is a commitment to provide funding and opportunities for professional development to staff members, the current approach is by request and rather broad (CCSS). Improvements have been made to this process with the implementation of the Professional Development Application, which requires staff members to design and articulate their own method of assessing the effectiveness of what they intend to learn. This new process also includes assigning an administrator as a liaison to support how this professional development comes back to the site, which is an added level of accountability. However, there is currently no consequence if the requesting staff member does not follow through by presenting his/her learning experience and expertise to others.</p> <p>Arguably the best evidence of professional development's impact on student learning can be found in the T-BAR grant documentation.</p> <p>Some staff members have expressed a desire to have a more cohesive approach with a narrower schoolwide focus (such as focusing on one Viking Learner Outcome at a time). If this is to be the direction in which site professional development goes, methods to assess the effectiveness of the PD could include increased administrator walk-throughs and peer observations as well as regular (formal) review of</p>	<ul style="list-style-type: none"> • Chapter 1 Profile Data • PV Professional Development Application • ABEO (coaching) • T-BAR grant documentation • Districtwide meeting agendas • Faculty meeting agendas • Title II budget • LCAP • SPSA • Walk-through forms • Wednesday bell schedule



student work in faculty meetings.	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
While there are ample opportunities to participate in professional development activities, there is a need to improve the methods for sharing new information and/or techniques to have a greater impact on student success. We have taken some steps to address this with the implementation of the Professional Development Application, although we still need to develop a detailed plan to assess the effectiveness of professional development in relation to student learning.	<ul style="list-style-type: none"> • Districtwide meeting agendas • Faculty meeting agendas • Wednesday bell schedule • Professional Development Application • Title II budget

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>One of our Critical Learner Needs focuses on increasing student engagement by increasing rigor and relevance within the classroom setting. While opportunities exist for professional development, there will be a need to increase adult learning and focus it on the specific topics outlined within the CLN.</p> <p>Another Critical Learner Need is focused on increasing support to targeted subgroups. Integration of the site LCAP, the SPSA, and the WASC action plan will allow us to better focus financial resources on professional development that will target subgroups (training for ELD teacher and aide, training for counselors who and teachers who work with at-risk students, etc.).</p>	<ul style="list-style-type: none"> • LCAP • SPSA • Title II budget • Walk-through forms



A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>To a large extent, resources are allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, the academic standards, and the college-and-career-readiness standards.</p> <p>The SPSA, which is approved by the SSC annually, outlines expenditures and the justifications for these. Student achievement data informs the allocation of funds for such expenditures based on the needs identified by the data. Other recommendations for expenditures may come from Instructional Council meetings, Research Team recommendations, the CUSD Categorical Funding Director, and the site LCAP goals.</p> <p>In addition to the funds already allocated to support alignment to the Five Guiding Questions of the PV vision, the implementation of the Professional Development Application has made it possible to track allocation of funds aligned to the Viking Learner Outcomes.</p>	<ul style="list-style-type: none"> • SPSA • Title II funding allocation process • P.D. application • Instructional Council meetings • Research Team recommendations • CUSD Categorical Funding Director recommendations • LCAP Goals • P.D. aligned to Viking Learner Outcomes • P.D. aligned to the Five Guiding Questions in our vision.



Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Prompt: Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>The budgeting process at PVHS is highly effective. There are four CUSD/PV administrative budget meetings each year. Budgets are delivered to schools in timely manner and are accessible using Escape software at any time. Allocations of unrestricted funds are determined by section proportionality using a weighted formula. LCAP and Title II funding is allocated based on the Single Plan for Student Achievement and LCAP goals.</p> <p>ASB utilizes a four-person signature requirement for each ASB purchase or allocation. ASB also undergoes an internal audit every year.</p>	<ul style="list-style-type: none"> • Instructional Council meeting minutes. • CUSD/Admin. calendar showing budget meetings. • SPSA • Individual department budget allocation spreadsheets • LCAP Goal sheet • Professional Development Application • Perkins application • ASB Purchase Order process

Facilities

Indicator: The school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

Findings	Supporting Evidence
<p>The school’s facilities are approaching adequacy. While new construction has resulted in state-of-the-art technology available to all students in some buildings, other buildings are becoming increasingly unhealthy and unsafe. The physical</p>	<ul style="list-style-type: none"> • New Yale Building • Modern Center for the Arts facility



<p>education and athletic fields are in poor condition. Due, in part, to the district-wide use of the PVHS Athletic Facilities, the conditions of the fields have deteriorated quickly. There are plans drawn to upgrade these facilities.</p> <p>In the Spring of 2014, the Yale building was opened, replacing 29 portable classrooms in existence since 1993. The Center for the Arts is also a newer building on campus with a state-of-the-art theatre as well as classrooms for both Band and Choir. Renovations have occurred to the M-4 classroom to include a “green room” for use by Video Production students. Also, computer labs have been renovated with newer computers and, in some cases, virtual desktops to increase the speed of operation.</p>	<ul style="list-style-type: none"> • Upgraded landscaping • Renovated P.E. grass area from removed portables • Renovated computer labs • Renovated Video Production Lab. with “Green Room.” • Lionakis/Verde P.E./Athletic Facility Master Plan.
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Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Supporting Evidence
<p>The policies and procedures for acquiring and maintaining instructional materials and equipment at PVHS are adequate.</p> <p>When instructional materials such as textbooks are needed, there is a process for submitting requests to the CUSD Board for adoption. In recent years there have been very few new purchases, other than replacement texts, in an effort to try and wait for textbooks aligned to the CCSS. The district is currently prioritizing the needs of secondary textbook replacements.</p> <p>Equipment needs are submitted and prioritized to fund based on availability of funds. Computer labs and teacher computers have been updated through Computers for Classrooms.</p> <p>Instructional technology tools were included in the classrooms of the new Yale building, and other technology tools on</p>	<ul style="list-style-type: none"> • CUSD Purchase Order process • ASB Purchase Order Process • Use of CUSD Visa for emergent situations • IT Department • Computers for Classrooms



<p>campus have been provided in recent years by both site budget allocations and the PVHS Foundation mini-grant program.</p> <p>Most software programs in use at PV have been provided by the district's IT Department. Programs more specific to classroom instruction, such as READ 180, require a site license and are funded through the site budget.</p> <p>PVHS attempts to prioritize and provide as many requests as possible through site funds, but given limited budgets not all requests can be met. Community partners, such as the PVHS Foundation and Boosters clubs, help to provide equipment as well.</p>	
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Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.*

Findings	Supporting Evidence
<p>Adequate resources are available to hire, nurture, and provide P.D. for a well-qualified staff. 100% of the teachers at PVHS are NCLB Highly-qualified.</p> <p>Staff has access to Title II funding through the PVHS Professional Development Application. Funds have been allocated to support a variety of training opportunities for both teachers, administrators, and other staff.</p>	<ul style="list-style-type: none"> • Use of EdJoin to hire staff • Master Schedule • CUSD Master Teacher List • P.D. Application • LCAP Goals • SPSA • IB Training each summer • AP training each summer • PVHS Department-specific collaboration each summer • ACE-LIFE Academy in-



	<p>service days.</p> <ul style="list-style-type: none"> • De-escalation training provided by Butte County Sheriff's Office • Nurtured Heart training
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Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The district and school's processes for regularly and effectively examining a long-range plan needs improvement, but are currently under heavy scrutiny and are a priority. Through the LCAP lens, the CUSD and PVHS are establishing S.M.A.R.T goals supported by funding. Additionally, the site is pursuing grant funding to develop Career Pathways in CTE fields, specifically in the Engineering, Manufacturing, and Health Care sectors. The site is also investing in the development of a Youth Apprenticeship program.</p>	<ul style="list-style-type: none"> • LCAP Planning • SPSA • BGCPC Grant • VLO's • BCOE Road Show meeting with County-wide constituents

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The resources that the school receives through the district allocation process are used to support the school professional development, instructional materials, facilities, equipment, and technology to maintain a learning environment in which students can prosper. While there are currently community and business partnerships that support the school, there is always a need to explore more opportunities of this sort to further support student learning.</p>	<ul style="list-style-type: none"> • SPSA • LCAP • Budget • PVHS Foundation mini-grant list



Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>While there have been adequate resources to support student achievement at high levels, the identified Critical Learner Needs may require additional funding or re-allocation of current resources in the future. Addressing the CLNs will involve updating instructional resources and additional professional development as well as considering ways to provide additional support to struggling students (such as hiring a youth counselor and/or Academic Intervention Coordinator).</p>	<ul style="list-style-type: none">• SPSA• LCAP• Budget• Critical Learner Needs• Research Team agendas/minutes



WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

1. The school's mission, vision, and schoolwide learner outcomes (Viking Learner Outcomes) are tied to the Common Core State Standards, Commerce/Industry standards, and 21st Century Skills. The five Guiding Questions of the vision drive everyday decisions about student learning.
2. The School Plan (SPSA), which is now informed by a detailed district LCAP process including a variety of stakeholders, allocates resources tied directly to student learning as prioritized by the stakeholders. This includes an adequate budget to provide ongoing professional development to staff.
3. There is a long-standing history of a professional growth mindset among staff members who regularly engage in educational research considering both current educational trends and local student performance data.
4. There are several parent and community organizations that contribute both human and financial resources to the school.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

1. While there is a history of educational research and a professional growth mindset at the site, there are few recent attempts to implement staff-wide professional development.
2. While there has been no formal process or metric identified for measuring the effectiveness of professional growth activities in the recent past, the addition of the Professional Development Application provides a start for such a process to develop (which could include increased supervision).
3. There is some desire for a more focused and organized staff-wide approach to professional development that is organized around the Viking Learner Outcomes.
4. While there are a variety of processes and avenues through which stakeholders may currently provide input, a more formalized process specific to the site LCAP plan may want to be considered to educate and involve those stakeholders who are not currently part of an official school-based group (such as SSC, Instructional Council, ASB, etc.).



Focus Group Category B *Curriculum*

Focus Group Leaders:

Jason Davison	<i>Special Education</i>
Laura Jorgensen	<i>Counselor</i>
Michelle Martin	<i>World Language</i>

Focus Group Members:

Tamara Allspaugh	<i>Visual and Performing Arts</i>
Jesse Bremm	<i>Regional Occupation Program</i>
Mary Bruch	<i>Science</i>
Christine Callas	<i>Social Science</i>
Dave Crawford	<i>Health</i>
Monica Egbert	<i>Mathematics</i>
Liz Hankins	<i>Science</i>
Janet Johnson	<i>Independent Study</i>
Matt Joiner	<i>Industrial Technology</i>
Misty Ludwig	<i>Special Education</i>
Martha Mayr	<i>English</i>
J.J. Mitchell	<i>Physical Education</i>
Stacia Morrissey	<i>English</i>
Ryan Parker	<i>Special Education</i>
Tom Phelan	<i>Industrial Technology</i>
Rahlna Rollins	<i>Mathematics</i>
John Wiggins	<i>Social Science</i>

Focus Group Coordinator:

Cindy Hopkins	<i>English & Art / WASC Self-Study Teacher Coordinator</i>
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Category B: Standards-based Curriculum Student Learning:

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program the prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
<p>Students at Pleasant Valley High School have access to a rigorous academic program that complies with the standards set forth by the State of California. In the majority of departments the collaboration, curriculum and instruction focus on standards alignment and student success as set forth in our school vision statement responding to what we want students to learn and how we will intervene for both achievement and enrichment.</p> <p>To that end, over 20 teachers have participated in the College Prepared Project (ABEO) training (based on educational research of Fred Newmann and David T. Conley) with four teachers continuing the work as a collaborative group using peer observation and task design to guide their work.</p> <p>In honors courses, teachers have continued to attend AP and IB trainings as the examinations cycle through changes and new teaching staff need support.</p> <p>Career/I-Tech courses focus on 21st Century Skills to improve and increase programs in Video Production, Welding, and CAD.</p> <p>The Math Department, through a change to the Integrated Sequence, has increased collaboration and vertical articulation between all sites.</p>	<ul style="list-style-type: none"> • CPP Wiki page (digital resources, ppts, etc.) – <i>chicoteacher / abeowiki</i> • New AP/IB courses, AP course updates (see course enrollment table in Chapter 1) • Master schedule • Sample approved PD applications • Site LCAP goals • Notes from Viking Learner Outcome committee meetings • Agendas from Districtwide meetings, faculty meetings, and collaboration meetings • Copy of science grant (NSTA, HASPI, Project Lead The Way)



Many teachers have increased formative assessment in their classrooms and have made modifications to their summative assessments based on data from Illuminate benchmark exams and collaborative discussions due to additional professional development opportunities.

The 2014-15 school year saw the creation and implementation of the Professional Development Application form which now focuses on the Viking Learner Outcomes and how effectiveness of training will be assessed. This made PD fund allocation both transparent and accountable. NCLB training is also available for teachers to become highly qualified in single subjects.

In the summer of 2014 a committee revised the Viking Learner Outcomes (formerly ESLRs) focusing on the CCSS, drawing from the 4Cs of the 21st Century Skills, the CUSD Graduate Attributes, and the IB Learner Profile to create a combined PV learner profile, the VLOs.

The transition to the Common Core State Standards has had the greatest impact on our trainings and curricular transitions. This is evident in our LCAP site goals as well as our curricular changes in English, Math and Science.

The Science Department recently received a science grant (through Project Lead the Way) to develop a health pathway to meet current need in real world. Also some teachers participated in training on Next Generation Science Standards (NGSS). One teacher also attended the National Academy Foundation conference.

Our AVID teacher is well trained at the AVID Summer Institute and is required to complete an Initial Self Study to evaluate the AVID program year by year.

Many of our teachers belong to professional associations and use those connections to collaborate and receive training at conferences. Some examples of professional organizations are as follows: American Council on the Teaching of Foreign Language (ACTFL), California Language Teachers Association (CLTA), California Association of Japanese Language Teachers (CAJLT), American Association of Teachers of Japanese (AATJ), Journalism Education Association (JEA), National Scholastic Press Association (NSPA), and Photo Imaging Education Association (PIEA).

- NGSS Training attendee list
- Copies of agendas and minutes from district-wide math meetings
- [Verification Process for Special Settings \(VPSS\) available in California](#)
- AVID ISS documents
- Workshop brochures



<p>Four guidance counselors will be attending the California School Counselor Association Conference which offers workshops focused on college and career readiness.</p> <p>Our districtwide meetings, faculty meetings, and collaboration work focus on mapping curriculum and instruction to the CCSS. Teachers have expressed a desire to have more time to revisit curriculum in working and training opportunities.</p>	
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Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements.*

Findings	Supporting Evidence
<p>Courses in both core and elective subject areas follow California academics standards. ROP and Special Education courses follow state standards as well. Many courses have pacing guides and learning targets based on the California Content Standards. The International Baccalaureate and Advanced Placement programs receive external feedback through the external auditing process.</p> <p>A-G course descriptions are evaluated through the application process for UC/CSU approval as well as AP and IB courses.</p> <p>Individual, course-alike, and/or department grading policies and course expectations are developed and articulated in some departments and submitted to the principal for review.</p> <p>Many core subjects had established Essential Standards and many courses had developed common assessments based on CST blueprints and are currently in the process of developing the same for the CCSS. Due to the new integrated math curriculum and three year math graduation requirement, district secondary math teachers have been working together to develop pacing guides and learning targets for new courses as they are implemented. These teachers have been working to identify and adopt a sequence</p>	<ul style="list-style-type: none"> • Course Registration Catalogue • AP Course Ledger • A-G UC approved list • Copies of syllabi, grading policies and course expectations • Copies of Essential Standards, common assessments, pacing guides • Copies of standards covered by SBAC practice tests in ELA and Math for Gr. 11 • Graduation requirements • Math pacing guides • Math acceleration options



<p>of acceleration for students who excel at math. They've also been working to develop a bridge math course (titled Integrated Math Essentials) that students can take in between IM 1 and IM 2 or after IM 2 that will satisfy the third year requirement. This course is designed for students who have struggled and may not prove to be successful in the IM 3 course.</p> <p>In science, some teachers will attend the new NGSS standards training (for 2016 implementation).</p> <p>The World Language department is in the process of realignment with the ACTFL IPA (Integrated Performance Assessment) which links the IPA directly to the California and national World Language Standards.</p>	<ul style="list-style-type: none"> • Staff survey results re: standards, learning targets, and common assessments
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Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>Online courses are aligned with current classroom curriculum and state standards. Online courses currently offered at Pleasant Valley High School are Health, Independent Study Physical Education (ISPE), The Saga (online newspaper) and Theory of Knowledge. These programs are not outsourced and are taught by faculty members who teach or have taught the same course in a traditional classroom setting.</p>	<ul style="list-style-type: none"> • Course outlines for Online Health, Independent Study P.E., The Saga, and Theory of Knowledge

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>At Pleasant Valley High School students can see the relevance and rigor expected of them in the Viking Learner Outcomes (VLOs) posted in every classroom. As the VLOs are new (2014-15) teachers are beginning to integrate them into their daily lessons and unit plans. We are currently considering</p>	<ul style="list-style-type: none"> • Pacing guides • Writing skills vertical articulation document - English • CPM Outline of



<p>how to implement PD focused on the VLOs during staff meetings.</p> <p>The VLO guidance document (draft) contains examples of how students, teachers and administrators will support the learners to become critical thinkers, communicators, collaborative, creative and persons of character.</p> <p>The VLOs overlap the World Language Standards which are based on the 5Cs (communication, cultures, connections, comparisons and communities) providing students many opportunities to strive to demonstrate the learner outcomes. The World Language department is moving towards proficiency based assessment.</p> <p>Our science-based units come from state/national standards. In the future we need to compare standards to the Viking Learner Outcomes.</p> <p>The Common Core State Standards are skill-based and expository reading- and writing-based – we are currently transitioning toward this in English classes.</p> <p>A critical area of need that the staff identified is to align curriculum to CCSS and our VLOs.</p>	<p>standards</p> <ul style="list-style-type: none"> • VLOs: Implications for Students, Teachers, and Administrators (draft document)
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Student Work — Engagement in Learning

Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>On a daily basis, teachers examine student work for evidence of learning and engagement. The Viking Learner Outcomes were revised in spring/fall 2014. Some teachers are beginning to develop lessons that focus on and integrate the VLOs. In CTE courses some teachers use PBL (Project-Based Learning).</p> <p>Staff observations and examination of student work and discussion of data help to improve student achievement and increase student engagement. Another area of growth is data collection in reference to the VLOs and course alignment.</p>	<ul style="list-style-type: none"> • Student work samples • Classroom walk-through evidence forms • Evidence from Instructional Rounds walk with Joe Hall • Learning targets • Common assessments • Career and College



<p>An examination of representative samples of student work has shown that the VLO most commonly addressed through instructional tasks is critical thinking. Many assignments in English, Social Science, I-Tech, Science, Math, VAPA, Special Education, and Independent Study require students to read, analyze, make connections, and draw conclusions based on evidence. This skill set is also very prominent in the CCSS.</p> <p>Communication is the next most commonly addressed VLO with many of the tasks focusing on oral or written communication to state claims and support them with evidence.</p> <p>Recently Joe Hall from ABEO School Change facilitated Instructional Rounds at PVHS to begin data collection around student engagement. Teacher teams visited 17 different classrooms to script what they saw and heard. They brought their observations back and, through an established protocol, organized those observations into evidence of what Pleasant Valley High School students know and can do. The process included making a recommendation, based on this snapshot of evidence, about the greatest area of need in terms of professional development for instruction. The area identified was one of the VLOs, student collaboration.</p> <p>In some cases, new data resources (Illuminate) have hindered well-established processes of examination of student work. For example, Social Science teachers used to use Edusoft printouts of student assessment results to compare results by teacher. However, with the move to Illuminate those types of reports have not been available. We are currently seeking ways to make this type of data analysis possible again.</p> <p>The World Languages Department creates many hands-on learning opportunities including studying the practices, products and perspectives of the target culture through communication in the target language.</p>	<p>Readiness work with ABEO (samples of realigned assignments)</p>
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Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

Prompt: Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Supporting Evidence
<p>All students are encouraged and expected to take rigorous courses. In 2013-14, 84% of PVHS students were enrolled in one or more UC/CSU A-G approved courses. Teachers and counselors support students via personalized learning, grade data reviews, and individualized connections to students. Teachers use a variety of instructional methods to engage students. Just under 50% of PVHS students graduate having met the UC/CSU A-G requirements.</p> <p>All students, including students with IEPs and English Learners, have access to rigorous college preparatory and elective courses. Special Education students also have access to core subject area courses, taught by Special Education teachers, based on their individual needs. These courses are designed to help students achieve the state standards by adjusting curriculum and instructional methods to meet their individual needs for doing so.</p> <p>Bilingual and Instructional Aides are assigned to Special Education and ELD classes as needed, and in some cases are “pushed out” into general education classes to support learning of all students. General education teachers carry out accommodations for individual students as described in their IEPs.</p> <p>There is very little articulation about relevance and coherence at this time, but teachers have expressed interest in having time for this type of discussion and planning.</p> <p>PVHS has developed and implemented courses designed to support students who are achieving below grade level in English, Math, and Social Science. English 9A, English 10A, and Pre-Algebra/Math C are non-college preparatory core courses designed to support student learning and achievement of grade-level standards by modifying instruction and, in some cases curriculum, based on the needs of the students in</p>	<ul style="list-style-type: none"> • Walk-through forms • A-G data table in Chapter 1 • AVID, AP, IB, and SpEd enrollments & exam participation – Chapter 1 data tables • IEP invitations and feedback sheets • Collaboration between general and Special Education by email, IEP attendance • Master schedule • Math Lab & Power Reading reports • <i>Shop Talk</i>, 1/17/14



the courses. In 2014-15 non-college preparatory courses in World History and U.S. History were also introduced to try to address the failure rate in these courses by students in special programs such as Special Education and English Language Development as well as students who have consistently demonstrated skills below grade level. Traditionally these English classes and now the Social Science classes have been populated with students who are reading below grade level. Methods for identifying these students have been state assessments, classroom performance, and teacher recommendation. The Pre-Algebra/Math C students have been identified in a similar manner through their previous coursework in math as well as state assessments.

PVHS has also developed and implemented Power Reading and Math Lab, support classes that students take in addition to their core courses (such as English 9A and either Pre-Algebra/Math C or Algebra I/Integrated Math I). Both of these courses have utilized instructional software and/or supplemental online learning resources that identify the proficiency levels of individual students and address their identified skill deficiencies through differentiated instruction provided by these programs. Power Reading utilizes the READ 180 educational software program, and Math Lab has utilized the Catchup Math online remediation and intervention resource.

In 2013-14, all students enrolled in Power Reading passed both the Power Reading course and their English 9A course for both semesters, and 44% of the students enrolled in both courses improved their letter grade from the fall to the spring.

In the same year, all students enrolled in Math Lab along with Algebra I passed both courses during both semesters, and 37% of the students enrolled in both courses improved their Algebra I letter grades from the fall to the spring. Two additional students in Algebra I courses were identified to have been struggling in the fall and enrolled in the Math Lab course for the spring. Both students' Algebra I grades improved dramatically – one student having earned a D- in the fall improved to a C while the other earned a D in the fall and improved to an A+ in the spring, both with the added support of the Math Lab.

The Math Lab instructor surveyed her students after the fall of 2013 to gather feedback about the course. These survey results were shared with all staff in the January 17th *Shop Talk*



<p>internal memo. These results revealed that students were pleased to have improved their grades over years prior, some of whom had never experienced success in math before. In addition, students reported that they gained greater insight as to why they were unsuccessful before – not completing homework, lack of understanding, and failing to study for exams. They cited that receiving help from tutors, having time to work on homework during class, learning alternate ways to work math problems, getting extra practice, and “double learning” (having concepts taught to them multiple times) all proved to be useful strategies for student success.</p> <p>New AP and IB course offerings such as AP World History, IB Math SL, and AP U.S. Government and Politics have increased the number of honors courses available to students on campus, which has contributed to the increase in honors course enrollments over recent years. It has also resulted in an increase in exam participation for both programs.</p>	
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Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>The only online courses we offer are Health, ISPE, The Saga, and Theory of Knowledge. All are designed based on existing or former classroom-based curriculum.</p>	<ul style="list-style-type: none"> • Course Registration Catalogue

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Cross-curricular integration occurs in pockets across the campus. In some cases, there is coordinated collaboration and integration among teachers/courses. Some examples of this exist in the smaller learning community ACE-LIFE Academy where teachers of English, Home Economics, and Social Science work to integrate curriculum focused on career</p>	<ul style="list-style-type: none"> • New courses and HASPI labs • ACE-Life Academy description (Course Registration Catalogue) • Sample writing



exploration in Education and Human Services. Another example of this sort is the integration of the ROP Sports Medicine class formerly integrated with the College Preparatory Writing course.

In 2006 at the sunset of the Smaller Learning Communities Grant, teachers realized a need for increased collaboration time and thus proposed and passed a waiver to the teacher contract to embed collaborative time in the work day once per week. For the first few years, teachers established course-alike or department groups for this work. In 2013 teachers expressed a desire to broaden the scope of their collaboration, and this opportunity increased teacher interest in cross-curricular integration.

Some departments are working to align curriculum and articulate expectations between levels but would like more time to work on this. The Science department is developing a medical careers pathway to help integrate curriculum into a program. The trigonometry class uses ratios to design a fender of a car and uses transformations to move figures on AutoCad to integrate with I-Tech.

One math teacher has also attended training to incorporate lessons that are cross-curricular with welding and engineering. A Business teacher is in the planning phase for integration between the capstone video course and a technical writing unit for use in an English elective class to possibly be introduced in 2015-16.

In Independent Study units in American Literature and U.S. History overlap as do math, writing and science in a food unit.

In 2013-14 a team of six teachers (English, Social Studies and Science) formed a collaborative group to focus on a project to address critical reading and expository writing skills (such as those tested by the EAP prompt) that are essential for success in college and career work.

English and Social Science teachers are currently working together during districtwide meetings to analyze the SBAC practice performance task and design instruction to prepare students to meet the standards/expectations of the analysis and writing tasks. Social Science also has a Veteran's Day program.

Physical Education teachers in the 9th grade have integrated a Word-of-the-Day project during the Indoor Games unit to support student literacy as well as reinforce teamwork,

prompt(s) and rubric from EAP writing group

- Districtwide meeting agendas and materials distributed and used by participants
- [Wednesday collaboration schedule](#)
- Collaboration Team Planning Sheets, 2013-14 and 2014-15
- Greg Ford – Geometry
- [Word-of-the-Day list for Indoor Games Unit](#)



creativity, and admirable traits in athletic participation as well as teamwork settings.	
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Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
<p>There is no official districtwide cycle for consideration of changes to graduation/credit requirements. However, departments at individual sites, if interested, may bring these types of conversations to districtwide collaborative meetings for discussion and consideration.</p> <p>One example of this is the addition of a 3rd year of math instruction and a corresponding additional 10 credits required for graduation beginning with the Class of 2017. Following the state’s adoption of the CCSS, Chico Unified secondary math teachers began the discussion of whether to continue with a traditional pathway of instruction or transition to an integrated pathway. Through districtwide meetings and discussions, this group decided transitioning to the integrated pathway would best benefit students as would an additional year of math instruction. The new graduation/credit requirement supports student achievement of the state standards as well as the likelihood of greater post-secondary educational success.</p> <p>CUSD used to have a textbook adoption cycle for consideration of new instructional materials. However, the district has not utilized this cycle for several years now. In addition, the state adoption and local implementation of the CCSS has also impacted the timeline in which departments are choosing to review and adopt new materials. While there is recognition that there is a need for more up-to-date instructional materials that are aligned to newer standards, there is also recognition that waiting for more choices within the textbook market would be wise. As such, we have chosen</p>	<ul style="list-style-type: none"> • Collaboration documentation (agendas, minutes) • Board Policy 6141 • A-G course list • AP course ledger • Timeline of course approval



to first focus on aligning instructional practices to the CCSS. One exception to this would be the recent adoption of new math curriculum districtwide for grades 7-12, which is a result of the decision to transition from a traditional pathway to an integrated pathway.

Currently, the District is prioritizing textbook needs for replacement. There is hope that this will once again produce a local textbook adoption cycle that will allow all subject areas to periodically evaluate existing curricular materials and replace them as needed. In the meantime, this practice is left to departments and/or course-alike groups to decide as they see a need. This group has determined that this is another area of need.

ROP courses have curriculum reviews with an Industry Advisory Committee to evaluate the validity of content, relevance of instructional techniques, and current equipment.

Other departments review their curriculum through weekly collaboration time. For example, recently the P.E.

Department has introduced new sports into their curriculum - spike ball, Frisbee golf, cricket, and volley tennis. P.E. also ties units with current sports names having students name their teams after current college and professional teams while in game play within the unit.

Although a new course must be approved by the Instructional Council, other CUSD secondary sites, and the CUSD School Board, we do not re-evaluate our curriculum on a regular cycle for the reasons stated above.

Existing Advanced Placement courses have syllabi approved by the College Board. There are periodic changes to the exams/courses, and if changes result in the need for new or additional instructional materials those needs are submitted for funding. The International Baccalaureate program has external feedback and content guidelines, and when changes occur instructional materials are evaluated and needs are submitted for funding.

Wednesday (late start) Collaboration provides staff with the time to collaborate by department, course-alike, vertical, or other focused professional learning teams. While teachers have free choice of the type of collaborative group in which to participate, most groups tend to be course-alike. In addition to departments, it is in these groups that grading and homework policies are most likely to be discussed and



<p>established to provide consistency in student grades within a particular course or department. However, this is not a requirement at this time, and it is unknown as to how many courses and/or departments currently have established a consistent grading and/or homework policy.</p> <p>While key stakeholder groups are involved in the discussion and/or establishment of many of these types of policies, PVHS could improve its efforts to involve parents and students more in this process.</p>	
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Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
<p>Teachers are encouraged to monitor assessments, identify the concerns and use this data to improve student achievement. Several core content area teachers have requested curriculum writing time to develop department pacing guides to help ensure the rigor of teaching is consistent in all classes.</p> <p>Some departments use benchmark assessments to inform instruction and guide interventions and re-teaching.</p> <p>Math has used several districtwide collaboration days to solicit ideas for curriculum, evaluate it, and now implement the choices made.</p> <p>Teachers can choose training to gain further expertise as needed. The curriculum is governed by state standards (we can change how we teach, not what we teach).</p> <p>In English, some teachers research and collaborate on the transition to CCSS but more time is needed for discussion of quality over quantity and evaluation and review of the curriculum.</p> <p>The Social Science Department noted that with the decreased emphasis on the STAR test there has also been a decrease in collaboration and accountability.</p> <p>However, teachers in English, Social Science, and World</p>	<ul style="list-style-type: none"> • CUSD collaboration agendas for math • Conference and training information • State Standards • District mission statement • Copies of Learner Outcomes/Targets



<p>Languages expressed that we need a clearly defined curriculum review cycle. Materials are outdated and in some cases lacking relevance or appropriateness. Members of the Parent Home Group expressed concern for the condition of textbooks, although no specific concern was mentioned about the content.</p> <p>Math is creating learning targets and common assessments for Math C and Integrated Math 1 that align with CCSS, implementing CCSS one course at a time starting in 2014-15 (to replace the traditional math sequence.) Math teachers also meet each week during collaboration and have implemented a "Connections Series" for Algebra I, Geometry, and Algebra II that began in 2009.</p> <p>Through grants, collaboration and training, VAPA, Home Ec., I-Tech, Health, and Business departments are updated regularly and measured against an industry or community standard. The Independent Study program and Special Education Department use the same curricular materials as other courses on campus and the teachers attend all professional development and meetings offered to staff.</p> <p>As with the previous prompt, PVHS could improve its parent and student involvement in these processes.</p>	
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Additional Online Instruction Prompt: *Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
<p>At this time, PVHS does not use outsourced curriculum for its online courses. The same processes are used for evaluation of curriculum and its effectiveness in these courses as for classroom-based courses.</p>	<p>See previous section</p>



Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>Pleasant Valley High School counselors maintain constant communication with the feeder schools and have access to placement information and testing results at the local community college and university. Some teachers also have informal collaboration and communication with college and university professors about articulation of programs and expectations.</p> <p>Incoming 8th grade students may sit an exam for Honors English class placement and in other subject areas students are enrolled by choice and counselor recommendation after individual consultation with each student at an enrollment outreach. English teachers also meet with junior high teachers, use data from the EAP and the Butte College Assessment test and attend ERWC training (College Preparatory Writing) to increase communication at all levels.</p> <p>For the 2014-15 school year, an SBAC performance task-style writing prompt was administered to all Chico High and Pleasant Valley High School 11th grade English students. This was followed by a day in which teachers from CUSD junior high schools, Chico High, PVHS, Butte College, CSU Chico, and other area schools got together to establish a norming process and grade the essays in small groups of teachers from varying schools and levels of instruction. The day was a success. Key areas of growth in our teaching of writing were identified. A plan to address these areas is in the beginning stages of development.</p> <p>In the Fall of 2014 the Math department chair and an administrator from PV attended the first-ever Math and English CCSS/College Readiness Summit hosted by Butte College. Teachers and administrators from high schools in Chico and surrounding areas, Butte College, and CSU Chico attended the summit. Course expectations and learning outcomes for ELA and math courses from these schools were</p>	<ul style="list-style-type: none"> • College admittance information • Graduation rates – Chapter 1 • 2+2 Articulation document • Butte and CSU Chico data • ERWC binder • DSS students visit Butte • CSU Chico and Butte Community College relationships • 2+2 Articulation for credit in CTE courses • Gr. 11 SBAC prompt, rubric, and results • CCSS/College Readiness Summit flyer • State Fiscal Stabilization Fund Postsecondary Indicator C11 report



shared and discussed in relation to the CCSS. This information was then brought back to PV and shared with the English and Math departments.

All Special Education students visit their intended school of attendance prior to enrollment in high school. PVHS hosts a spring Parent Night as well as a Freshman Visitation Day where students tour the campus, learn about program offerings, and meet upperclassmen.

World Language teachers at PVHS communicate via email, at district collaboration afternoons and through an electronic Dropbox account to share curricular materials and assessments and to ensure vertical articulation between junior high teachers and all language levels on site.

Home Ec., I-Tech, Health and Business all work closely with Butte College. In VAPA teachers have 2+2 agreements with Butte College and collaborate on an Art Advisory Board with Butte College and CSU Chico staff members. Art and music teachers collaborate with their junior high counterparts.

In Physical Education this year a junior high teacher joined the staff to share collaboration and create progressive units of instruction. Districtwide meetings have also provided opportunities for P.E. teachers to collaborate and compare curricular units and instructional practices.

According to the State Fiscal Stabilization Fund Postsecondary Indicator C11 report from DataQuest on the CDE website, approximately 84% of Pleasant Valley High School's graduates from 2008-09 enrolled in some type of postsecondary within 16 months of graduating from PVHS. While the school surveys its seniors annually regarding postsecondary plans, there is a need and desire to gather more concrete data to track actual enrollments and, if possible, graduation rates from programs beyond PVHS.

In Science, the HASPI and grant will follow students who choose the health pathway.

The Reg-to-Go Program helps Independent Study, Special Education and regularly enrolled students prepare for Butte Community College entrance.

The ISP program collaborates with the PVHS, Chico HS and Oakdale School staff members while encouraging ISP students to concurrently enroll in community college classes.



Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Pleasant Valley High School students have access to rigorous and relevant curriculum aligned to state, industry, and program (AP, IB) standards. Approximately 50% of the students graduate having successfully met the UC/CSU A-G requirements, and there is data to support that the majority of PV graduates enroll in postsecondary education.</p> <p>The school’s curriculum review, evaluation, and review processes need to be improved to ensure student needs are being met through the curriculum. While there is no clear process or timeline for review of existing curriculum, some departments have done this through Wednesday morning collaboration time, requested release time, and/or districtwide meetings.</p> <p>The process to include key stakeholders is not clear to all staff, and we need to seek more parent and student input in this process. Although a new course must be approved by IC, other sites and the school board, we do not evaluate our curriculum or revisit it after establishment very often.</p> <p>A critical area of need that the staff identified is to fully align curriculum to the CCSS and our VLOs.</p>	<ul style="list-style-type: none"> • Course Registration Catalogue • A-G course ledger • AP course ledger • Percentage of PV students completing UC/CSU A-G requirements – Chapter 1 • State Fiscal Stabilization Fund Postsecondary Indicator C11 report, 2008-09 • Collaboration notes • Districtwide meeting notes • Essential standards, learning targets, common assessments, and pacing guides • Graduation requirements

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Pleasant Valley High School has a rigorous and relevant curriculum available to all students. However, not all courses are fully aligned to the CCSS and the Viking Learner Outcomes at this time. Establishing a clear process and timeline for review and updating curriculum, pursuing more consistent grading policies, and continuing to integrate curriculum across disciplines will have a positive impact on our ability to address both Critical Learner Needs identified by the school community.</p>	<ul style="list-style-type: none"> • Course Registration Catalogue • Staff survey re: standards alignment, learning targets, and common assessments



B2. Curriculum Criterion

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>PVHS provides a variety of opportunities for college and career exploration. There are multiple programs on our campus which focus on hands-on, industry-based learning. The Regional Occupation Program and ACE-LIFE Academy both teach entry-level job skills and provide students with the opportunity to participate in internships and job shadow rotations. Both programs contain courses that are articulated with Butte College. There are also plans to develop an Engineering & Manufacturing pathway through the Butte-Glenn Pathway Consortium as well as Health pathways supported by Project Lead The Way.</p> <p>Our AVID Program continues to prepare and support students in their pursuit of attending college.</p> <p>ISP students may enroll in up to two classes each semester on the regular campus. Yearlong individual learning plans are mapped out with students when they enroll in the independent study program. Students are given weekly assignments in 3-week blocks. These plans are reviewed weekly and revised regularly. Transcripts are updated each quarter.</p> <p>Pleasant Valley also has a Career Center located in the library staffed daily from 12:00-4:00 and by appointment. In the Career Center students have access to the following resources: college and career books, college catalogues, scholarship resources, financial aid information, resume and job tips, personal assessment tests, web-based study aids, college-readiness assessment (SAT, ACT, AP) study aids, and military information. The Career Center is also where</p>	<ul style="list-style-type: none"> • ROP • ACE-LIFE • AVID Program resource binder • Planning Guides • Master Schedule • Course Registration Catalogue • Butte-Glenn Career Pathway Consortium • Project Lead The Way • HASPI • Independent Study Program Guidelines • PVHS Career Center



students may apply for and obtain a work permit.	
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Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college/career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

Prompt: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college/career and/or other educational goals.

Findings	Supporting Evidence
<p>Parents, students, and staff collaborate regularly to create and monitor student plans. Educational goals are established early on during 8th grade registration when all students are provided the opportunity to meet with their counselor and go over the Academic Planning Guide. Our Academic Planning Guide was created with the objective that students will be able to identify a post-secondary goal and the subsequent classes they will need to take to achieve that goal. The guide also includes graduation, A-G, and NCAA eligibility requirements to make students aware of the many options available to them. Parents are included in the process of establishing this plan through Freshman Parent Night. Additionally, parents are asked to sign their student’s course selection sheet. This collaboration is ongoing each year during the registration process where the student’s initial plan is revisited and adjusted with their counselor/signed by parent. Parents may request individual meetings to go over this plan at any time during the school year as we consider them to be fluid and ongoing. These plans are currently tracked through AERIES.</p> <p>In addition to the process mentioned above, Special Education case carriers schedule IEP meetings during which team members (parents, student, case carrier, administrator, counselor, current teachers, and other parties requested by the parents) review current progress as well as future course selection and career plans.</p>	<ul style="list-style-type: none"> • Academic Planning Guide • Course Selection cards • Freshman Parent Night PowerPoint • Copy of learning plan • IEP meetings



Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).

Findings	Supporting Evidence
<p>As mentioned in the previous section, we consider student plans to be fluid and regularly adjusted based on the needs of the student. Typically the process of evaluating student plans takes place during the registration process (February-April) and at the beginning of each semester. Many factors are considered during these phases - credits and progress towards graduation, course prerequisites, and post-secondary goals. During registration, transcripts are evaluated and teachers provide recommendations for course selections. Teachers and counselors cross check these recommendations at the end of the semester to confirm that course prerequisites are met. Formal guidelines for class changes and course prerequisites have been established and are listed in the Course Registration Catalogue.</p> <p>Student plans are also monitored at each grading period (progress reports and semester grades). Counselors receive a list of all students receiving a D or F to identify and meet with students that are struggling to create an Academic Improvement Plan. Class changes may be made at the semester if needed based on the student's educational goals and learning needs. For Special Education students, appropriate changes may also be made throughout the semester based on the student's individual learning needs. These changes are usually the result of a team decision made in conjunction with parents through an IEP. For students who are struggling, 504 Plan meetings and Student Study Team Meetings are conducted by counselors.</p>	<ul style="list-style-type: none">• Class Change Forms• Class change policies• Course Registration Catalogue• Academic Improvement Plans• 504 Plans• SST Documents



Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Supporting Evidence
<p>There are a variety of programs in place at PVHS to facilitate the transition to college, career, and other post-secondary options. We have a strong relationship with Chico State and Butte College, which we have established many partnerships with to assist in the transition. An example is the Butte College Reg-2-Go Program. The Reg2Go Program provides an opportunity for local high school seniors to apply to Butte and register for classes for the upcoming semester prior to the end of their senior year. Assessment tests and orientation are provided through the joint effort of Butte College and PVHS. Last year 33% of the senior class participated in the Reg2Go Program. Representatives from Butte College and Chico State also participate in our Cash for College Financial Aid Workshop and College Night. A Chico State admissions representative also presents to juniors and seniors in October. Outreach programs, such as Educational Talent Search and Upward Bound provide extra support and counseling for low-income and first-generation students planning to attend college. Students participating in Upward Bound also have the opportunity to earn additional high school credits by attending a summer program at Chico State.</p> <p>Transition goals are written into IEP's for Special Education students.</p> <p>Students have access to the College and Career Center which assists students in researching colleges, careers, scholarships, summer programs, internships and job opportunities. Students may also participate in skill assessment tests and speak with representatives from various colleges and the military. The Career Center Coordinator utilizes Career Cruising as a tool for exploration and has recently reinstated an annual College and Career Fair for all high schools in the district. We would like to encourage our students to access the College and Career Center more often as it is currently underutilized.</p>	<ul style="list-style-type: none"> • Reg2 Go Data • Cash for College Financial Aid Workshop • College Night PowerPoint/handout • Educational Talent Search Enrollment • Educational Talent Search Curriculum Guide • Upward Bound Enrollment • IEP Transition Plans • Career Center



Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Pleasant Valley High School students have access to the school’s entire program including college and career exploration and preparation through the course offerings at the school as well as the many opportunities for students to utilize and/or participate in other available resources at the school.</p> <p>Staff is committed to student success, and a regular review of student performance and progress toward graduation and postsecondary goals helps to keep students on track and/or adjust current academic plans as necessary to meet the students’ long-term goals. There is a belief by some staff that a more regular review of this, such as through classroom curriculum or periodic advisory-type activities would help students to see the relevancy of their everyday academic endeavors and possibly have a positive effect on student engagement. An increase in linking daily lessons to real-world application could be one way of accomplishing this.</p>	<ul style="list-style-type: none"> • Course Registration Catalogue • Master Schedule • Academic Planning Guide • Learning Plan • IEP, 504, and SST meetings • Reg2Go • Educational Talent Search • Upward Bound • Career Center

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>One of the critical learner needs identified by PVHS is to increase student engagement by increasing rigor and relevance in the classroom setting. By providing programs and resources for college and career exploration as well as assistance with a personal learning plan to prepare students for pursuit of their goals, PVHS is able to address both rigor and relevance in the academic setting.</p> <p>The other critical learner need identified by PVHS is to increase support for targets subgroups, specifically English Learners and students who are currently or at risk of becoming credit deficient. The regular review of student progress lends itself well to identification of students in need of academic support. However, we currently lack consistent schoolwide systemic strategies/structures to more successfully intervene prior to failure.</p>	<ul style="list-style-type: none"> • Critical Learner Needs • Master schedule • Career Center • ROP • ACE-LIFE • Learning Plans



B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared for success in college, career, and life.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
<p>Students are able to apply real world skills through ROP, ACE-LIFE, and Work Experience. ROP Welding students engage in metal fabrication project-based learning that involves applying multiple skill-sets (technical drafting and design, materials estimation, sheet metal equipment, hand tools, multiple welding processes, etc.). ACE-LIFE students do job site research, do job shadows, and write reflection papers about their experiences. Work Experience, a class in which students may enroll, are employed through local businesses; thus, the nature of their work is a real world experience.</p> <p>The Home Economics offers courses that are directly related to real world skills that students need. Life Management is a course in which students explore careers, learn to prepare healthy food, and participate in field trips to colleges and businesses. Teen Topics is a course in which students learn about the following: relationships with family, friends, and within the workplace; career and life planning; decision-making and leadership skills; and personal finances. Finally, Senior Survival is a course that focuses on money management. Students learn how to rent an apartment, apply for and use credit, balance a checkbook, file a tax return, save and invest money wisely, purchase insurance, complete loan applications, and apply for a job by completing an application, creating a resume, and learning interview skills.</p> <p>Special Education students are encouraged to participate in the Workability Program which connects them with a paid job in the community. IB students participate in a wide variety of CAS Projects which provide them with a chance</p>	<ul style="list-style-type: none"> • Samples of student work • ROP • ACE-LIFE • Workability Participation • CAS Project List • Work Permit list • Master schedule • CAS project by Mary J. and Chloe H. (video) • Home Economics course descriptions



<p>to engage in meaningful and experiential learning involving creativity, activity, and service. Students are also encouraged to work in a team setting for these projects. Two current PV students proposed and completed a project by interviewing PV students and staff members representative of a variety of programs. Their intention was to demonstrate a variety of perspectives on campus. This project was designed by the students to help inform the WASC self-study process.</p> <p>Twelfth grade students have the opportunity to participate in the College Connection Program. College Connection allows students to attend their senior year at Butte College in order to earn college credits while completing their diploma requirements. ISP students complete a Life Skills course and receive help writing resumes and completing job, college, and financial aid applications.</p> <p>We would like for there to be more opportunities for real world application, however access is limited, in part, by the master schedule.</p>	
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Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>PVHS monitors graduation requirements through AERIES and transcript review. There is English and Math support through Math Lab and Power Reading. Both classes focus on remediation and skill building at the freshman level with the goal of strengthening their skills early so they will be successful in completing graduation requirements and passing the CAHSEE. The math department chair meets with students who have not passed the CAHSEE a few weeks prior to the test to review curriculum included in the test.</p> <p>Academic Support only exists for RSP students at this time as our Learning Center (math, English) closed with the elimination of two lunch periods. Certain departments (Math and World Language) have created tutorial calendars to provide students with extra support before school, during lunch, or after school. Students have access to peer tutoring</p>	<ul style="list-style-type: none"> ● CAHSEE pass rate ● Math Lab/Power Reading course outlines ● Math Lab/Power Reading data ● Tutorial Calendars ● Peer Tutoring Log



<p>and free tutoring through the Chico State CAVE Tutorial Program.</p> <p>In cases where students have failed courses, credit recovery options for electives courses through the Independent Study Program have potentially enabled more students to remain at Pleasant Valley High School without having to attend Fair View, the alternative secondary school within the Chico Unified School District, to recoup lost credits.</p> <p>We would like to provide more opportunities for structured intervention prior to failure.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Pleasant Valley High School consistently graduates more than 90% of its students annually. The dropout rate is consistently below 2%. Approximately 85% of our students are enrolled in one or more A-G courses, and nearly 50% of our seniors graduate having successfully met the UC/CSU A-G requirements. Of the 426 graduates in 2008-09, approximately 84% of them enrolled in postsecondary educational institutions within 16 months of graduation. Both AP and IB exam participation and pass rates have consistently improved in recent years, and total honors enrollments have increased. These are all indicators of a strong academic program.</p> <p>Even so, there is a desire to provide more opportunities for structured intervention prior to failure. Reinstating and possibly expanding the four year plan through the Counseling Department is one step in that direction.</p>	<ul style="list-style-type: none"> • Chapter 1 profile data – graduation rates, dropout rates, A-G enrollment, A-G completion rates, Honors/AP/IB program data • Learning Plan • State Fiscal Stabilization Fund Postsecondary Indicator C11 report

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>One of the critical learner needs identified by PVHS is to increase student engagement by increasing rigor and relevance in the classroom setting. By beginning and continuing to align curriculum to the CCSS, as well as address changes through instructional strategies, there is an expectation that rigor will increase. However, there is a need</p>	<ul style="list-style-type: none"> • Pacing guides, learning targets, common assessments • School Climate Surveys – student results



to make more connections between the skills taught in core subject area classes and the real-world application of those skills in order to have a greater impact on student engagement. Involving more school stakeholders (such as teachers) in the regular review of student learning plans could also have a positive impact on student engagement.

Current practices within the Counseling Department provide a means by which students can and are currently identified for intervention. However, in order to increase support for targeted subgroups, we need to develop a more systemic and consistent schoolwide plan for implementing the intervention needs of our students prior to failure. Also, investigating additional options for credit recovery of core subject-area courses is a desire as students must currently repeat failed courses in order to recoup lost credits.

- Learning Plan
- Counselors' regular review of student progress



WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

1. PVHS students have access to a rigorous and relevant curriculum that prepares them for postsecondary experiences as demonstrated by strong performance on college-readiness indicators such as AP/IB/SAT/ACT tests and consistently graduating more than 90% of its students annually, most of whom go on to postsecondary educational institutions after graduation.
2. The school offers a variety of methods, both within its courses and through other resources and opportunities, to explore and experience college and career options.
3. Staff members are committed to preparing students to successfully graduate from PVHS and pursue college and career options.
4. There is a desire by teachers to write and update curriculum and to develop and/or revise department pacing guides to ensure the rigor of teaching is consistent in all classes.
5. There is a desire among staff to investigate and address current issues around student engagement and its relationship to relevance and rigor.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

1. There is a need to fully align curriculum to the CCSS and our Viking Learner Outcomes as well as focus on real world application of skills, particularly within the core subject areas. This would also include focusing on greater consistency within courses, departments, and across disciplines.
2. There is a need to increase effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum. This process needs to be on a regular cycle, clear to all key stakeholders, and involve parent and student feedback.
3. There is a need for more structured, systemic, and consistent interventions to address students' needs prior to course failure. Part of this system could include expanding the 4 year plan to look even further beyond high school (such as 8 or 10 years) and design a system for more frequent student and stakeholder interaction with this plan.



Focus Group Category C *Instruction*

Focus Group Leaders:

Tom George *Science*
Marcelle Gregoire *World Languages*

Focus Group Members:

Ray Barber *Science*
Valerie Barber *Mathematics*
Amy Besnard *English*
Mike Brooks *Social Science*
Laura Dietle *Home Economics*
Christina Fisher *English*
Bill Haley *Special Education*
Karen Olson *Special Education*
Russell Olson *Special Education*
Julie Parker *School Nurse*
Corina Peruzzi *Physical Education*
Rochelle Richman *Counselor*
Reta Rickmers *Visual and Performing Arts*
Debbie Rosenow *Mathematics*
Frank Thompson *Independent Study*

Focus Group Administrator:

Deanna Holen *Assistant Principal / WASC Self-Study Administrative Coordinator*



Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school’s observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>Instruction at Pleasant Valley High School aligns with California Content Standards, the California Common Core Standards and the University of California / California State University A-G requirements for college entrance along with industry standards for our Career Tech Ed (CTE) courses. Student achievement data and exposure to research-based instructional strategies influence our instructional decisions. We have recently refined our School Wide Learner Outcomes, which we call our Viking Learner Outcomes (VLO’s), and many of us intrinsically plan our instruction to highlight these outcomes. That said, there is no formal process to use them in planning and implementing instruction at this point.</p> <p>There are a variety of challenging learning experiences across the campus. Students are often engaged in discussion and group work as we focus on substantive conversations to increase rigor and relevance. We have evidence of all types of instructional strategies that range from direct instruction to flipped classroom. There is collaboration amongst teachers to discuss learning expectations and instructional strategies to increase student learning. Students participate in a variety of learning experiences that get them to think, analyze, synthesize and apply their knowledge. While there is no</p>	<ul style="list-style-type: none"> • Samples of student work • Walk-through forms • Instructional Rounds process with Joe Hall • Flipped classroom lessons (use Current Unit links on left) • Collaboration meeting notes • ABEO peer observation teams • Band performances/ concerts • Theater/Drama productions • Art Shows (Art Studio) • Competition results (FHA-HERO, House of BLUE, Silver Dollar)



schoolwide structure for peer observation, some teachers are trained and voluntarily collaborate to refine student tasks/ assignments/ activities to gather data on student learning.

We have a variety of opportunities for students to participate in authentic learning experiences to make their learning relevant. Our Performing Arts Department produces band, choir and theater performances. Our culinary students participate in culinary competitions and intern at local restaurants and catering businesses. The department also supports their own catering business (iHOST). The visual arts department has student driven art shows multiple times through the year. Art students also participate in local community service art projects. The students in the ACE-LIFE /Heroes pathway put together career portfolios. Our International Baccalaureate Program provides opportunities for students to participate in local, national and international service learning (CAS projects). We have an active Student Government class that gives students opportunities to develop their leadership skills.

In English and Social Science students engage in inquiry to complete research projects as well as use analysis skills to produce argumentative writing, stating claims and supporting them with evidence from multiple sources. One such example is teachers' recent work to simulate SBAC Performance Task items within the classroom setting.

Science students must also use analytical skills to produce evidence-based claims in lab reports after they have participated in lab experiments to investigate hypotheses.

Math students use critical thinking skills to prove mathematical arguments using previous knowledge when they describe proofs in written form. Students in the IB Math SL class produce a written paper that demonstrates the application of their skills and knowledge. The paper involves investigating an area of mathematics that can be found in real life and within the course syllabus. Part of the process of writing this paper is peer editing with a provided rubric. Students must look for and identify evidence of each section of the rubric during this process.

Fair entries, Skills USA)

- IB CAS project list
- Master schedule
- Gr. 11 SBAC prompt



Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<p>Pacing guides and timelines for online courses are established in advance and clearly communicated to students both online and, in the hybrid courses, in person as well.</p> <p>Online Health has a calendar of assignment deadlines on Mr. Crawford’s website. Ms. Hopkins meets with students in the Journalism class, The Saga, to organize story ideas and establish publishing deadlines. Mr. Jackson and Mrs. Jackson meet weekly with all Independent Study P.E. students to collect student work and provide the following week’s assignments. When students fail to meet deadlines in the P.E. course, truancy notices are sent home (similar to the policy established in the Viking Independent Study Program). Ms. Burton also has established deadlines that are available online. In addition, she meets with students in person to reinforce these and other important information.</p>	<ul style="list-style-type: none"> • Online Health • Theory of Knowledge • The Saga – course syllabus • Independent Study P.E.



Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
<p>Most of our courses have outlined student objectives to communicate expectations and levels of proficiency. Some courses have developed learning outcomes in student friendly language and share those with the students at the beginning of each unit of study. These outcomes are created based on the content standards for each course, industry standards for our career and technology education courses and the Common Core State Standards.</p> <p>Printed learning targets are given to students at the beginning of each unit in World Language and Social Science. Printed study guides with questions that address the learning targets are given out in Science. Various departments write their learning objective on the board as part of their daily agenda and in P.E. learning objectives are communicated orally prior to the beginning of instruction and sometimes followed up by a study guide in print or online at the end of each unit.</p> <p>In a staff survey given over the last four years, teachers report that they agree student expectations are clear and clear to their students. In the past year we see a move towards teachers strongly agreeing that student expectations are clear to the students.</p> <p>Students believe that learning expectations are communicated by learning targets and assignments being written daily on the board.</p> <p>Our Online Health and Theory of Knowledge courses have learning targets available to students online.</p>	<ul style="list-style-type: none"> • School Climate Survey results - staff • Staff survey re: standards, learning targets, and common assessments • Student Focus group meeting minutes • Samples of World Language and Social Science learning targets given to students • Samples of Science study guides • P.E. study guides • Theory of Knowledge learning objectives • Online Health learning objectives on initial page of each chapter • Journalism learning targets

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
At Pleasant Valley High School instruction is primarily	<ul style="list-style-type: none"> • Vision statement



differentiated by our course offerings.

We use our 3rd and 4th guiding questions from our vision, “What do we do if students haven’t learned?” and “What do we do if students have learned?” to do our best to accommodate the different stages of learning through remediation and enrichment.

Many courses differentiate instruction using technology. The use of Chromebooks and/or iPads to individualized instruction in a variety of subject areas such as Social Science, Science, English, and ELD is increasing based on increased availability of the resources. We currently have three sets of 40 Chromebooks on carts that are available for teacher check out. One teacher also has 20 iPads available for student use to facilitate instruction, formative assessment, and collection of evidence during lab investigations.

Chemistry, Biology and Earth Science teachers are using a modified “flipped classroom” to differentiate instruction. This “flipped” strategy allows students to learn knowledge and concepts at home and then apply them immediately the next day in class through labs, discussion and group work.

In World Language advanced Spanish students use Wiki spaces to communicate with each other in the target language outside of class. Many teachers have created Quizlet accounts for their students to reinforce concepts taught in class.

There is increasing use of Google Classroom, Google Apps for Education (GAPE) and Schoology in a variety of classes for student collaboration on projects, presentations and reports. In Art Studio classes students create personal web sites to showcase their art. Students in the Arts, Media, and Entertainment CTE pathway create and orally present digital portfolios that include the following:

- **Custom designed webpages** that are hosted live on the internet (Graphic Design and Marketing)
- **Professional Resumes** (Marketing)
- **Personal Media Reel**-A highlight reel of their best photos/videos/editing. (Required by film schools and industry professionals seeking to hire.)

Relevant experiences are available to ISP students in that students are able to choose their own research projects. ISP students can also personalize their elective options by studying subjects they are interested in (i.e. astronomy,

- [Flipped videos from Science](#) (use Current Unit links on left)
- Chromebook reservation calendar (library)
- Teacher emails describing how they use Chromebooks for instruction
- iPads – R. Barber, Science
- Video Production digital portfolios ([google doc](#))
- Sample pages Schoology pages from Mr. Silva



<p>specific periods in history, welding, or construction projects). We are not sure of the impact of all of the new technology strategies on student learning. We have some anecdotal data that the new technology strategies increase student engagement and interest in learning.</p>	
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Student Perceptions

Indicator Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>Students have mixed perceptions about course and curriculum relevance to the real world and their daily lives. Some believe the skills they learn in courses will help them in college and or a future career. We have many students in career and technology education pathways that use their skills in the real world as interns. Some students don't find much relevance in our core academic offerings outside of preparing them for higher education. Students report that the English curriculum is relevant because of the need to be able to read, write and comprehend well. In the student survey given over the last four years, on average, students consistently report that learning is not relevant to real life.</p>	<ul style="list-style-type: none"> • Student Home Group meeting notes • Christina Fisher's student responses • Tamara Jensen's feedback from students (email documentation)

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Students at Pleasant Valley High School are engaged in educational experiences involving substantive conversation (through class discussions and peer collaboration), direct instruction, flipped classroom lessons, inquiry/research, and authentic learning experiences. Students are often expected to think, analyze, synthesize, and apply their knowledge in these and other settings. Learning objectives are clear, although they are not always provided to students in a written format. The introduction of newer technologies into classroom</p>	<ul style="list-style-type: none"> • Walk-through forms • Student samples of work • Flipped classroom lesson examples • Learning target samples • Chromebook cart schedule (library)



<p>instruction has more easily facilitated differentiated instruction, which in turn could lead to higher levels of student interest and engagement in learning.</p> <p>For the most part, students are aware of what is expected of them and realize that the instructional experiences designed for them are to ready them for life after high school. Student interviews revealed that they wish more teachers, especially in core content-area classes, would more clearly articulate and help them to connect the skills they are learning with their real world application.</p> <p>While there is no schoolwide structure for teacher peer observations at this time, there are some teachers who engage in this type of work.</p>	<ul style="list-style-type: none"> • Library schedule • Yale building classroom technology • School Climate Survey – student results • Student Home Group meeting notes • ABEO peer observation teams
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>There is great potential to address both of our critical learner needs through increased use of newer technologies in classroom instruction. While further adult learning is needed in this area to spread its implementation further across the school, increased access to and use of technology can directly impact the ability to provide more differentiated instruction and creativity with assignments. Students have expressed a desire to utilize technology in meaningful ways in their classes. If we continue to do so, this will likely create more engagement in learning as well as teach relevant real world skills for the 21st Century. The ability to differentiate instruction also helps to address the achievement gap and provide greater levels of support to targeted subgroups.</p>	<ul style="list-style-type: none"> • CUSD survey regarding professional development needs • Student Home Group meeting notes



C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers participate in a wide variety of professional development activities to keep current in their content area and researched-based instructional strategies. Some groups of teachers have been awarded T-BAR grants to work through a two year process of action research on improving teacher quality. There is evidence in every department on campus of the use of formative assessment techniques based on the work by Dylan William. In the past four years some teachers on site have been actively working with the College Prepared Project, with educational consultants from ABEO School Change, to increase the rigor and relevance of our instruction and student tasks.</p> <p>Our teachers participate in teacher-led districtwide workshops (4 times a year) that focus on researched-based instructional strategies and resources. Some current examples of this work include training with Google Classroom, writing to support the Common Core, using authentic resources in reading, writing and listening in the World Language classes, and using new techniques to assess and report Physical Fitness Testing results in P.E. Former use of Fitnessgram software enabled teachers to provide performance printouts to students. Now there is schoolwide use of the digital submission form to the state, which has replaced the Fitnessgram software as well as scantron submission forms.</p> <p>Our Advance Placement and International Baccalaureate teachers attend training to keep current on the test and curricular changes as well as to learn new instructional techniques for those courses.</p> <p>We have also had a group of teachers attend the Leadership</p>	<ul style="list-style-type: none"> • T-BAR grant descriptions in Chapter 1 • Walk-through forms • KLT training materials • CPP resources on wiki: <i>chicoteacher / abeowiki</i> • Districtwide meeting agendas and notes • AP summer training • IB summer training • Professional Development Applications approved for Leadership Matters



<p>Matters workshop series through Tehama County Office of Education that brings educational specialists in the areas of formative assessment, literacy and implementation of the CCSS to the North State. These teachers then share what they have learned with their collaboration groups and other colleagues.</p> <p>Math teachers are currently spending their collaboration time and district meeting time to train in CPM for the curriculum shift of the new CCSS in Math.</p>	
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Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>There is no formal system for evaluating the teacher technology competencies during online learning. The PV teachers that have been assigned to teach online courses already possess the technology skills required to facilitate this type of learning environment. In the event that training is needed, a request is made and training is provided.</p>	<ul style="list-style-type: none"> • Online Health • Theory of Knowledge • The Saga • Independent Study P.E.

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
<p>This year the district has appointed two teachers as part time instructional coaches in the areas of Math and ELA/Literacy. Our Library-Media teacher serves as a coach for research and technology use in the classroom. We have provided a .2 release (one period) to provide on-site peer support for data and instruction. This teacher utilizes one period per day to assist teachers with the use of educational technology and accessing Aeries and Illuminate. We have other teachers who informally coach in the areas of technology, data collection, instructional strategies and assessment tools. There is evidence of pockets of teachers collaborating, coaching, and doing peer observations with each other to improve instructional strategies. Teachers also share their instructional strategies with staff at faculty meetings.</p>	<ul style="list-style-type: none"> • Debbie Rosenow, High School Math Coach • John Klein (CHS), High School ELA/Literacy Coach • Michelle Martin, 0.2 release for Data and Instructional Support • Linda Elliott, Library-Media teacher • Yale technology collaboration group • ABEO peer observation



<p>Teachers at PV act as coaches in their classrooms to facilitate learning. Teachers use formative assessment techniques to quickly assess students and then make appropriate instructional shifts in real time based on the data collected. Our Economics teachers use problem-based learning to facilitate student learning about supply and demand. We have teachers from all disciplines serving as advisors to students for the Extended Essay required for the International Baccalaureate program.</p> <p>P.E. teachers create teams with student coaches. Coaches teach skills and rules for game play. Coaches develop team warm ups used daily. Art teachers facilitate art critiques of student art work that involves all students in critical thinking. CTE teachers coach their students in specific industry skills related to culinary, video production, welding and architectural design and engineering along with Education, Child Development, Human Services, Emergency Services and Fashion Design.</p>	<p>teams</p> <ul style="list-style-type: none"> • Faculty meeting presentations by staff (Chemistry teachers, AVID teacher, Power of Zero presentation by Math teacher, etc.) • Walk-through forms • List of Extended Essay advisors • Samples of rubrics used for art critiques
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Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Teachers use a variety of strategies and resources to engage students in accessing prior knowledge and give them many tools to create new knowledge by research, inquiry or discovery. In the ACE-LIFE program student create portfolios to highlight their knowledge and skills in their chosen career field. Students also job shadow. In English students create writing portfolios that demonstrate their ability to research, analyze and synthesize information and literature. In College Prep Writing students write reflection papers and the end of each unit communicate what they have learned and the skills they have acquired. The use of 4 Corner Conversations in</p>	<ul style="list-style-type: none"> • ACE-LIFE portfolio • English writing portfolio • CP Writing reflection papers • 4 Corner Conversations (English) – sample prompt • Skills USA awards • House of BLUE video



<p>English gives students a situation and has them make predictions and look at implications. It allows them to look at evidence and evaluate their own perspectives. Students in Welding create products that are critiqued and judged on a state level in the Skills USA program. In Video Production students use their skills and knowledge to create award winning Public Service Announcements as well as create digital portfolios to showcase the skills they have learned. Art students write artist statements that have them reflect on the knowledge and skills they have learned over the course and display them along with their art in a show at the end of the year. In Biology students are analyzing and synthesizing lab results and then writing their lab reports collaboratively using GAFE. Students are also turning in assignments via Schoology or GAFE. Web-based literary discussion groups have been implemented in ISP because students have different days that they attend ISP.</p>	<p>award winners (PSA)</p> <ul style="list-style-type: none"> • Video Production digital portfolios (google doc) • Artist statements (reflection) • Biology lab sample using GAFE • Printout of web-based literacy discussion group from ISP • Sample Schoology page from Mr. Silva
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Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>In journalism (The Saga), students start with the research and then analyze it as they write their article. They have to comprehend their topic to be able to accurately report on it in a balanced fashion. Once the articles are written, they are uploaded to the back end of our website where the editor reads and edits the story. Then they communicate with the writer, online, all changes that need to be made. Once the editor approves the story they email the advisor and it is either approved and made live, or sent back for additional editing. Stories that do not meet the journalistic standards of the paper do not get published. That is the final assessment of the process. Student progress is available through Aeries Parent Portal.</p> <p>In Theory of Knowledge, students are asked to submit written work as well as participate in online discussions. As evidenced in the student work submitted by Ms. Burton, students are able to access source materials, conduct independent research, draw conclusions from course lectures, form their own arguments, present their ideas in both written and discussion formats, address classmates claims, and pose</p>	<ul style="list-style-type: none"> • Samples of student work • Aeries Parent Portal



<p>additional questions that contribute to the general knowledge addressed in the inquiry. Student progress can be monitored via Aeries Parent Portal.</p> <p>In Online Health, students access assignments via the web, complete the assignments, and submit them via email. There is opportunity and encouragement to communicate with the teacher to ask questions and get clarification or help in advance of deadlines, which are posted on a calendar available on the class webpage. Online communication between the teacher and students consists mainly of contact via email, but course progress can be monitored by students and parents through the Aeries Parent Portal (as is true with all classes).</p> <p>With Independent Study P.E., there is weekly communication in person and/or electronically between the teacher and students for submission of activity logs and weekly assignments. When students are not meeting course requirements/deadlines, teachers have in-person and/or electronic conversations with students and notices are sent to the parents via U.S. mail. Progress can also be monitored via Aeries Parent Portal.</p>	
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Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Within the English and Social Science departments, students write for a variety of purposes. Students research, analyze, compare, and contrast different types of content (movie vs. novel, for example) in order to produce evidence-based argumentative writing. Students also apply their understanding of course content to real-world situations. One example comes from the American Literature course in which students read and study the Declaration of Independence prior to using it as a model for writing their own declaration about something interfering with their own success. Students also produce creative projects to demonstrate their understanding of course content. In U.S. History students are asked to</p>	<ul style="list-style-type: none"> • Student work samples • Daily lesson plans • Assessment rubrics • Meeting agendas / schedules for training peer mediators • Course Registration Catalogue – ROP course descriptions • AVID tutorial resources



produce project board with a family timeline and investigate how their family “came to America.” The project board is then presented to class orally, creating an environment in which students learn about the cultural diversity of the U.S. while also following a line of inquiry that is personal.

In Industrial Technology courses, students are asked to learn and apply multiple skill sets in project-based real world scenarios. For example, welding students are asked to create a tool tray using their skills in technical drafting, sheet metal equipment, hand tools, and resistance welding. In Engineering Design & CAD, students must design a car no larger than 2” x 2” x 2”, produce a 3D model using the program “Solidworks,” and then produce a model using the 3D printer.

Science department students engage in regular investigation through lab experiments. They write reports to present their findings, and these reports sometimes include tables and graphs of the data collected from the experiments. One example includes students observing smears of human karyotypes and determining if there is a chromosomal abnormality that may indicate the presence of a known chromosomal disorder.

In Math, students access prior knowledge and apply their skills through daily skill-building activities. Many classrooms are physically designed to foster student collaboration in groups of two and/or four. Students are required to justify their answers by providing evidence to support their solutions. In the IB Math course, students write a paper that demonstrates the application of their skills and knowledge. The paper involves investigating an area of mathematics that can be found in real life and can be found in the IB course syllabus. Students can choose standards from the CCSS or IB standards that are in the Standard Level (SL) framework. As part of the assignment, students peer edit each other’s paper using a rubric that is provided.

In AVID one of the cornerstones of the course is inquiry. Students are asked twice per week to follow a line of inquiry around a problem they’ve encountered within one of their content-area classes. This is done in a group setting during the tutorial activity. Students go through the tutorial process with a peer tutor, reflect upon what they’ve learned, and then apply it to the original question prior to their next class



<p>assignment.</p> <p>ACE-LIFE students, as well as ROP students, engage in real-world experiences through job shadows and intern placements. Special Education students in the Modified Government class research and develop a booklet and/or PowerPoint to demonstrate their knowledge of the responsibilities of a U.S. citizen.</p> <p>The Counseling Department works to train students to be peer mediators. These students must investigate, think, reason, and communicate effectively in order to help other students work out social issues they are experiencing on campus with fellow students.</p>	
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Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Pleasant Valley students are regularly asked to use basic computer skills to type and submit schoolwork such as essays, research papers, and lab reports. In addition, students are asked to be creative by using graphs, charts, images, and video to enhance student project submissions. Programs such as Prezi, Google Slides, PowerPoint, and others are commonly used by students and teachers.</p> <p>In 2012-13 teachers began using Turnitin.com for student work submission. This has served as a way to emulate college work submission and has also proven to be a valuable tool for student feedback. It has also helped to reinforce academic honesty as it has the capability to help students identify when they have plagiarized and/or improperly cited work that is not their own.</p> <p>Beginning with the 2014-15 school year CUSD implemented our own Google domain (chicousd.net) for teacher and student use. As such, teachers and students are utilizing many apps available through Google Apps for Education such as Google classroom and Google Docs. Students are able to share, comment, review, and edit their work in a collaborative online setting through Google Docs. Teachers of different</p>	<ul style="list-style-type: none"> • Samples of student work • Teacher emails regarding use of Chromebooks • Screenshot from Schoology / Google Classroom • Parent/Student Portal (Aeries) • Turnitin.com • Chromebook cart schedule (library) • Yale teacher technology (sample lessons from Mrs. Rosenow's website – "Class Notes" column)



subject areas such as English, Social Science, Science, World Language, and Math utilize this Google app.

There are currently three Chromebook carts of 40 each available for teacher use on any given day. These carts are very popular with both teachers and students because they can be used within the classroom setting and operate at faster speeds than computers available in some of the labs.

Teachers use them in the following ways: conduct research, type and submit student work, create projects with Google Slides, take quizzes and surveys, use the camera feature to take pictures and create videos, update student blogs that are part of a class project, and to access e-textbooks that have digital resources that cannot be replicated in the classroom.

Some teachers are using learning management systems like Schoology or Google Classroom to communicate with and provide content to students. The IB 20th Century Comparative Government and Economics teacher (Mr. Silva) utilizes Schoology to facilitate classroom and web-based learning by posting assignments and class notes as well as creating and administering online assessments.

Teachers in the Yale Building utilize instructional technology frequently to enhance lessons and provide resources to students even once they have left the classroom. Mrs. Rosenow uses interactive whiteboard software (eBeam) to interact with her class PowerPoint. The lesson can then be saved as a separate file, which she uploads to her website. This allows notes she made on the PowerPoint during class discussion to be visible to students who access her website. Students use the Aeries Parent/Student Portal to track their performance in classes, and this practice is highly encouraged by all school personnel.



Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
<p>Pleasant Valley High School’s teachers design instruction to promote the use of various resources beyond the textbook to create a rich educational experience for their students that links to the real world.</p> <p>As previously mentioned, there are now three Chromebook carts available for teacher reservation. The Chromebooks are used for a variety of purposes including research/inquiry and creative projects.</p> <p>Primary source documents, such as the Declaration of Independence, are used in classes in the English and Social Science Departments. ROP and ACE-LIFE classes allow for student placement in the working world to do job shadows and participate in internships. In some cases, students are hired on at these businesses once their internship/job shadow hours are complete.</p> <p>Students are asked to create project boards, brochures, metal fabrications, 3-D model designs, internet-hosted websites, and artistic projects that demonstrate student learning and understanding. In Guitar, students are asked to write their own piece of music and then perform it for a weekly recital. In Digital Arts Exploration students designed a bookmark for Read Across America 2015. In Drawing, students created a design inspired by Chico that could be printed on a reusable grocery bag. Theater Arts students are asked to attend a live performance and write a review based on the terminology and aesthetics learned in class.</p> <p>Students have ample access to computers and the internet both through Chromebooks and the multiple computer labs on campus available for teacher reservation. Labs are primarily used for online research and typing and submitting classroom assignments either by print or through online management</p>	<ul style="list-style-type: none"> • Samples of student work • Chromebook cart schedule (library) • Library schedule



systems such as Google Classroom, Schoology, or Turnitin.com.	
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Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the-opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
<p>Many students have access to career awareness programs on the Pleasant Valley campus.</p> <p>Special Ed students can be part of the Workability Youth Build to get on-the-job-training. Both iHost and ACE-LIFE have job shadowing/ internships that get students off campus to a work site. The Home Economics dept. has many of its culinary students work/ intern at a local restaurant or catering business to gain valuable skill acquisition. The culinary ROP program caters throughout the community as a “side-business” where students plan, purchase ingredients, budget, and execute the plan to cater an event. Careers With Kids students job shadow at Innovative Preschool, Smart Start Preschool, two elementary schools, and with special needs classes at PV. HERO students job shadows at Enloe, Chico Fire and Rescue, Chico PD, Humane Society, In Motion, Avail, and Bidwell Jr. High. All HERO and Careers with Kids students have academic/career portfolios.</p> <p>Biology students are exposed to medical careers via the HASPI curriculum. Earth Science students are given information about careers in geosciences. ROP welding has students working in internships doing welding and CNC manufacturing. Also I-Tech teachers meet with Advisory panel members/employers to address those needs so students are industry-ready upon graduation. Some English students have been exposed to EPA/CTE.</p> <p>All of the IB students are involved with community projects of a local, state, or international scale. Students visited Cambodia this year to work in the community there with a water acquisition project. They worked in Costa Rica last year. Four years ago they worked on water acquisition in</p>	<ul style="list-style-type: none"> • Master schedule • Workability Program • Samples of student work • Course Registration Catalogue – course descriptions • HERO posters in C-4 and C-7 • List of peer mediators and sample referrals • CAS projects (PPT used for IB Sash Ceremony) • ABEO/AIW targets (Connection to World)



<p>Africa.</p> <p>The Counseling Department trains students to be peer mediators. These students work to help their peers successfully resolve social issues they are experiencing on campus. Referrals may come from any staff member; however, most come from counselors and administrators.</p> <p>The other departments are slowly incorporating lessons for both college readiness as well as career education using some strategies from The College Prepared Project.</p>	
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Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
<p>The Saga, a journalism course, is by nature a real world experience for the students enrolled. They meet periodically with the teacher, Ms. Hopkins, who facilitates story decision-making among the students and provides deadlines. Stories are written, edited, and then posted to the online publication.</p> <p>Independent Study P.E. (ISPE) students learn about health- and fitness-related concepts as well as participate in regular physical activities for course credit. These are life-long skills that teachers try to instill in their students during the course.</p> <p>Online Health, much like ISPE, involves learning about real world health, fitness, and nutrition issues. The skills and knowledge students gain from this course are directly applicable to the real world.</p> <p>Finally, Theory of Knowledge is a course that aims to develop students' ability to reflect upon, critically examine, and evaluate claims of knowledge in a variety of disciplines and to encourage students to make connections between disparate areas of their studies and their everyday life.</p>	<ul style="list-style-type: none"> • The Saga • Independent Study P.E. • Online Health • Theory of Knowledge

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Pleasant Valley High School students experience a variety of research-based and engaging instructional methods during their school day. Several staff members participate in professional development activities designed to support</p>	<ul style="list-style-type: none"> • Student work samples • Professional development requests funded (approved)



<p>implementation of the CCSS content-specific standards, the CCSS literacy-based standards, program-specific standards (AP, IB, CTE/industry, etc.), assessment techniques that inform instructional design, and utilization of educational technology. However, not all staff members participate in professional development activities beyond what is offered in faculty meetings, districtwide meetings, and through peer collaboration on Wednesday mornings.</p> <p>While there are currently only a few examples of teacher-to-teacher coaching, teacher-to-student coaching is a regular part of instructional design. Teachers utilize a variety of instructional strategies in which students gather, create, and communicate knowledge. There is an increasing availability of educational technology and implementation of flexible student learning options through online learning; however, there is a recognizable need for more teacher professional development for teachers to feel confident in the role of “coach” involving technology.</p>	<p>applications)</p> <ul style="list-style-type: none"> • ABEO peer observation teams • Student assessment rubrics • Chromebook carts • Computer labs • Online courses • CUSD staff survey results re: professional development needs
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>One of our identified critical learner needs is to increase the level of student engagement by increasing rigor and relevance within the classroom setting. Student survey results revealed that students do not easily recognize relevance in their learning opportunities. Student Home Group meeting interviews revealed that students have a desire to utilize technology in more meaningful ways during their school experience. The addition of new educational technology in classrooms and hardware available for student use will provide more opportunities to increase student engagement on a daily basis.</p> <p>Continued professional development and use of educational technology, which will assist teachers in designing options for creative and differentiated instruction, will provide opportunities for increased support for targeted subgroups, which is our second critical learner need.</p>	<ul style="list-style-type: none"> • Critical Learner Needs • School Climate Survey – student results • Student Home Group meeting minutes • Chromebooks • Computer labs • Yale Building technology • Professional Development Application



WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

1. PVHS students experience a variety of instructional methods that engage them in critical thinking, inspire creativity, and utilize technology.
2. Several teachers regularly seek out and participate in professional development opportunities beyond what is offered by the district and school.
3. Teachers utilize a variety of research-based instructional strategies to design lessons intended to support student achievement of the academic-, college-, and career-readiness standards.
4. There is a recent increase in teacher-designed student use of technology thanks to the recent increase in availability of hardware resources.
5. Some teachers on campus engage in peer observation and coaching with the intention of reflecting upon and improving their instructional practices.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

1. Relevancy of lessons, particularly within the core subject-areas, is not always clearly articulated to students, which can affect levels of student engagement.
2. While the structures for meaningful site-based professional development exist (collaboration and faculty meetings), a more cohesive plan for the professional development designed for this time (by teachers during collaboration and by site administration during faculty meetings) would benefit the instructional practices of the school and potentially have a greater impact on student achievement across all disciplines.
3. Very few teachers participate in peer observations as a form of professional development, despite its potential impact on the quality of instruction. We will continue to allocate resources and provide effective structures in which this work can continue and grow.
4. More technology resources (hardware) are needed across the school. The new Yale Building is the model for equipping classrooms with educational technology resources. Continued training is needed to more fully utilize what is currently available.
5. More training is needed to support staff use of existing technology – Illuminate, Google Apps for Education, Aeries.



Focus Group Category D

Assessment & Accountability

Focus Group Leaders:

Barbara Bertapelle *Science*
Pricilla Burns *Home Economics*

Focus Group Members:

Galen Anderson *Special Education*
Jason Becker *World Languages*
Mark Dickman *Social Science / Business*
Greg Ford *Mathematics*
Erinn Gulbrandsen *English*
Jessica Isern *Counselor*
Tamara Jensen *English / Visual and Performing Arts*
Lindsay Morine *English*
Bob Paddock *Mathematics*
Michaëlle Peacock *School Psychologist*
Ron Souza *Physical Education*
Tammi Taylor *Home Economics / Physical Education*
Machell Tucker *Social Science / English*
Camille Upton *Mathematics*
Rich Utterback *Special Education*

Focus Group Administrator:

Damon Whittaker *Assistant Principal*



Category D: Standards-based Student Learning: Assessment and Accountability

D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
<p>Pleasant Valley High School uses a wide variety of assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and other stakeholders within our community. State and course-alike assessments are examined from the perspective of the individual student, the professional learning community, and the school as a whole. State assessment results are disaggregated by subpopulations such as English Learners, students with disabilities, age groups, and ethnicity to monitor our progress within targeted groups.</p> <p>A few years ago, districtwide benchmark exams (Student Progress Assessments) were administered three times per year in English and Math in grades 9-11. These exams, which were full STAR mirrors, were designed to measure growth toward achievement of the standards within the English and Math courses. Districtwide days were organized to review results of these assessments. Due to the discontinuance of STAR assessments, these exams were discontinued so that teachers might focus their efforts on development of SBAC-aligned assessments. One example of this is the Grade 11 SBAC-style writing prompt given in January. Teachers from CUSD in grades 7-12 as well as Butte College and CSU, Chico instructors participated in a grading day that also served as teacher professional development (opportunities for vertical articulation). The day included an analysis of student trends and site-based teacher discussion time to plan next steps.</p>	<ul style="list-style-type: none"> • Disaggregated reports of CST and CAHSEE results by school for counselors, teachers, Special Education staff, and administration (upon request) • Gr. 11 SBAC-style writing prompt, results, and grading protocols • Illuminate access for all staff • Counseling – scheduling process • Wednesday bell schedule • Collaboration notes (documentation of assessments, results and discussion) • Staff survey re: standards, learning targets, and common assessments • Samples of student work



<p>Each year shortly after the student assignment process has been completed for all students, staff reviews the correct placement of students based on CST and grades for the core classes.</p> <p>Counselors review transcripts and progress reports to encourage or determine the correct selection of classes to achieve career and college readiness.</p> <p>Staff collaboration involves the use of assessment data to drive curriculum changes. Many departments have course-alike common assessments. Outsourced proficiency measures such as AP, IB, SAT, ACT, and EAP exams are also administered at PVHS. These exams measure student acquisition of skills and content knowledge as well as college-readiness. However, these exams are optional as some occur outside of the school day and/or involve a fee. Results from AP, IB, and EAP exams are used by PV teachers to inform future changes to curriculum and/or instructional design.</p> <p>Staff from Pleasant Valley High School meet annually to articulate courses with post-secondary (Butte College) and look at student data profiles.</p> <p>Perkins data is analyzed annually by business, community, teaching staff, and the advisory board to determine the number of pathway completers and post-secondary transition.</p> <p>Industry certifications are updated and documented by staff in line with industry standards, CTE standards and advisory boards.</p>	<p>(cover sheets)</p> <ul style="list-style-type: none"> • AP, IB, EAP, SAT, and ACT results and reports provided to teachers and/or available in Illuminate or DataQuest • Articulation meeting minutes, advisory minutes & Perkins data
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Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Over the past several years we have made great strides in aligning curriculum to standards, but we do not have schoolwide agreement around how grades should be calculated relative to student progress on the standards.</p>	<ul style="list-style-type: none"> • Common grading curve/scale in Aeries • Samples of common



<p>However, school-wide we came to consensus on a grading curve/scale this year. Many departments are working toward a common grading policy in course-alikes.</p> <p>Pleasant Valley High School teachers employ a wide variety of methods for allowing students to demonstrate progress on learning outcomes. These include portfolios (used by CTE and Visual and Performing Arts Departments), standard assessments (such as multiple choice), student performances, project-based learning (both group and individual), essays, interviews, and additional assessments for EL students.</p> <p>Many of our staff have participated in professional development over the past several years around professional learning communities, formative and summative assessments, Common Core strategies, Next Generation Science Standards, CTE and VAPA frameworks, and peer coaching to improve the quality of teacher lessons and assessments.</p> <p>Students and parents are informed through the use of the Course Registration Catalogue regarding the prerequisites for each course and the minimum requirements for most courses. CTE Certifications are available as assessments along CTE pathways.</p> <p>For 9th grade course placement in English and Math, teachers use 8th grade course performance and teacher recommendations as data points to consider. In English, students must take a writing assessment to serve as an additional data point for recommendation for Honors English 9-P.</p>	<p>assessments</p> <ul style="list-style-type: none"> • Staff survey results re: types of assessments given • Approved Professional Development Applications • Faculty meeting agendas/PPTs (PD) • Districtwide meeting offerings • Collaboration notes • Course Registration Catalogue • CTE Pathways Lists of Industry Certificates • HO English 9-P writing assessment prompt
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Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
The Online Health instructor has designed a series of assessment tools to assess progress toward attaining Health	<ul style="list-style-type: none"> • Dave Crawford – Online



<p>standards.</p> <p>Independent Study P.E. (ISPE) is a new course within the district which incorporates students engaging in physical activities independently (verified by an adult other than a parent) along with assignments which are submitted weekly either through online submission or in person to the teacher.</p> <p>The Theory of Knowledge (ToK) class moved from entirely classroom-based instruction to a hybrid online/classroom instruction model. Assessments are done online and projects/presentations are given in class.</p> <p>The Saga (Journalism) is also a hybrid course in which students meet with the teacher to discuss story ideas and establish deadlines for article submission and publication.</p> <p>All classes are run like classroom-based courses in terms of evaluation of assignments (by teacher of record). Most courses rely on the students' academic integrity to ensure they are doing their own work, much in the same way classroom-based courses do for assignments completed outside of the classroom. State testing results are used to inform program changes for these courses in the same manner as for classroom-based courses.</p>	<p>Health</p> <ul style="list-style-type: none"> • Pam Jackson – ISPE • Sterling Jackson - ISPE • Beth Burton – ToK • Cindy Hopkins – The Saga
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>A variety of standards-aligned assessment methods (including project- and performance-based assessments) and their results are regularly used by teachers to inform future instruction and curricular design. Various school stakeholders participate in the review of aggregate and disaggregated data to inform decisions around future behavior (students), changes to curricular and instructional design (teachers), needed interventions (students, teachers, counselors, parents, and administrators), future course placement (counselors) and resource allocation (all stakeholders). However, there is a need to create a regular review cycle of more types of student achievement data by all staff (ex: grade distribution by course, attendance/truancy rates, suspension/expulsion rates, etc.) to elicit more widespread stakeholder feedback for program review.</p> <p>There is some evidence of articulation with industry and post-</p>	<ul style="list-style-type: none"> • Samples of common assessments • Staff survey results re: types of assessments • Staff survey results re: standards, learning targets, and common assessments • Samples of student work • Samples of Illuminate reports for common assessments • AP, IB, EAP, SAT, and ACT results and reports



<p>secondary institutions to discuss assessment results for informing program changes.</p> <p>While districtwide assessments have been a part of student assessment in the past, there are currently few districtwide measures for use in cross-site collaboration and program evaluation.</p> <p>There is a schoolwide grading curve/scale to determine letter grades assigned to student progress; however, at this time there is no schoolwide grading policy (how grades should be determined). These policies are generally established in course-alike groups and sometimes by individual teacher.</p>	<p>provided to teachers and/or accessible in Illuminate</p> <ul style="list-style-type: none"> • Articulation meeting minutes, advisory minutes and Perkins data • Gr. 11 SBAC writing assessment & results • Schoolwide grading curve/scale in Aeries • Course syllabi – grading policies
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Assessment practices within the school are adequate to assess student achievement of the standards and program improvement needs. However, increased alignment to the CCSS and SBAC-style items is needed in all courses to equate the rigor of the new CAASPP testing program. Implementation of new technology resources will help to address acquisition of 21st Century Skills.</p> <p>Regular collection, disaggregation, and review of assessment data is crucial to achieving the critical learner needs identified by PVHS. Data analysis currently occurs in some subject areas more than others. Decisions about which subgroups are most critical to target and in which ways will be best informed by more consistent and increased data analysis.</p>	<ul style="list-style-type: none"> • Staff survey results re: standards, learning targets, and common assessments • Collaboration meeting notes • Samples of student work (cover sheets)



D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Many departments use course-alike formative and summative assessments to evaluate student progress. Common assessments involve looking at standards and aligning curriculum and instructional strategies to increase rigor and relevance to the curriculum. Rubrics are aligned to standards within course parameters.</p> <p>This year staff was surveyed to determine the types, quality, and frequency of assessments given within the departments. Survey results indicated that all departments have teachers that utilize formative assessment techniques (some teachers more than others). Departments most often utilizing formative assessments include Special Education, Visual and Performing Arts, Math, and World Languages.</p> <p>Common examples of formative assessments techniques used by PVHS teachers include the following: use of whiteboards for synchronous student response, thumbs-up or –down to indicate level of understanding, “no hands up” method of using index cards or popsicle sticks to randomly call on students to respond, diagnostic and/or hinge questions, exit tickets, and Illuminate assessments on-the-fly.</p> <p>All departments also report using a wide variety of summative assessments. Examples cited include the following: multiple choice, true/false, and short answer questions; essays; performance-based skills demonstrations; and project-based assessments. Specific examples include creative writing assignments, Prezi presentations, use of Chromebooks and</p>	<ul style="list-style-type: none"> • Teacher test data in math. Math C teachers – dates of planning for common assessments • Assessment scores with improvement - science • CTE industry certifications • Samples of student work • Staff survey results re: assessment methods • Walk-through forms • Gr. 11 SBAC writing prompt and rubric



<p>computer labs to administer online assessments, reflection papers, critiques, portfolios, and mentor evaluations.</p> <p>CTE Industry certifications are used to evaluate student performance and progress as well.</p>	
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Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Student achievement is demonstrated through a wide variety of national, state, and local assessments. Local assessments are created with learning targets that are aligned to state standards. Students with IEP’s have modified assessment needs based on their articulated IEP’s.</p> <p>Pleasant Valley High School’s API has consistently been at or above 800 for the past several years. CAHSEE pass rates are consistently high (at or above 90%) in both Math and ELA with only a handful of students not meeting graduation requirements because of failure to pass the CAHSEE. Graduation rates are consistently at or above 90% with a dropout rate consistently below 2%. The most recent EAP results showed that 33% of PVHS juniors scored Ready for College in ELA. In contrast, only 12% of the juniors scored Ready for College in Math; however, that percentage is higher than both the district (11%) and California (10%). PVHS has consistently had nearly 50% of its graduates successfully complete the UC/CSU A-G entrance requirements in the past several years.</p> <p>Analysis of the samples of student work reveal that the Viking Learner Outcome are currently being met by students. Of the samples submitted, 85% of them stated the student addressed critical thinking skills, 73% addressed communication, 53% addressed creativity, and 41% addressed collaboration. Only 25% of the samples submitted were described as having addressed becoming a person of character; however, this is not surprising as when we were refining the Viking Learner Outcomes it was our expectation that this would be</p>	<ul style="list-style-type: none"> • Chapter 1 Profile Data – student performance results • Pacing guides, learning targets, and common assessments • Samples of student work • Sample rubrics • IEPs • School pathway standards results



<p>demonstrated more through student behaviors within the classroom and campus rather than through daily assignments (other than timely submission and with academic integrity).</p> <p>Pleasant Valley High School students also perform very well on standardized college-readiness indication exams. Our overall pass rates for both AP and IB exams is at 80%. PVHS students also score higher than the state and national averages on the ACT tests. On the SAT, PV students score higher than the national average and just below the state average in both English and Math.</p> <p>We will be curious to see how our students perform on the new CAASPP assessments this spring.</p>	
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Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>As stated previously in this self-study report, all online courses are modeled after classroom-based courses in terms of curriculum and assessment as much as possible. Assignments and assessments are aligned to content standards and address the Viking Learner Outcomes.</p>	<ul style="list-style-type: none"> • Student work samples

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>Curriculum-embedded standards-based assessments in English, Math, and most other subjects are examined and revised as part of a course-alike cycle of review and planning. Recently, with the transition to the CCSS and the refinement of the Viking Learner Outcomes, there is more attention being paid to the types of questions and prompts used in assessments as well as the method for administration. The primary purpose of common assessments at PVHS is to assess and improve instructional practices to support student learning. As stated in the previous prompt narratives, there</p>	<ul style="list-style-type: none"> • Sample curriculum-embedded assessments • Staff survey results re: standards, learning targets, and common assessments • Staff survey results re: assessment types/methods



are a variety of both formative and summative assessment types utilized by teachers in all subject areas.

One specific example of recent changes to assessments is in the Math Department. Recent changes to the math pathway (transition from traditional to integrated sequence) have prompted the adoption of new curriculum with a different instructional sequence of standards. As such, teachers have been working collaboratively to create pacing guides, learning targets, and common assessments for the new Math C and Integrated Math 1 courses. The traditional courses that still exist at PV – Geometry and Algebra II – as well as those at the higher levels all utilize existing common assessments with some adaptations made to measure the achievement of the CCSS.

English courses have common assessment as well. In the World Literature classes students must complete a common term paper. In English 10H students write a common research paper. Other examples of common assessments in English include common oral and written finals and common essay prompts.

Results of the following tests help to inform the pacing and instructional practices of the curriculum within the ELD classroom: CELDT, Renaissance Learning STAR Reading Enterprise, curriculum-embedded standards-based assessments.

To more effectively assess the achievement of the CCSS in English and Math, further adjustments to existing assessments must continue to be made.

Use of common assessments to improve instruction. Please refer to previous section for common assessments by dept.

Results of the following tests help to inform the pacing and instructional practices of the curriculum within the ELD classroom.

- Renaissance Learning STAR Reading Enterprise
- CELDT test

Staff are informed of ELD students and their designations for curriculum modifications.

One example of English common assessments is a common term paper assigned to students in World Literature classes. Examples in other English courses include common oral and written finals and essay prompts, and in English 10H there is

- Samples of English and Math common assessments



<p>a common research paper.</p> <p>Writing is cross-curricular with the new Common Core Standards and CPM math curriculum, which encourages literacy through constructed response questions where students must explain their reasoning.</p>	
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Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*

Findings	Supporting Evidence
<p>Individual teachers provide students with feedback, but this is currently not done schoolwide. Examples of common student feedback include the following: teacher comments and suggestions for improvement to student writing, student self-reflections, peer editing exercises, peer evaluations, and scored rubrics.</p> <p>Teachers are using more formative assessments to aid in student learning (student feedback to teacher). Examples of formative assessment techniques were discussed in a previous prompt. Formative assessment happens in all departments, but not all teachers utilize this technique to monitor student learning.</p> <p>ROP courses have an end-of-course evaluation to provide feedback regarding the course, instructional supplies, job sites, and instructors. While some teachers regularly ask their students for feedback about course content, instruction, and assessment, a more formalized process for obtaining this type of feedback as it relates to program quality and student engagement would benefit our improvement efforts.</p>	<ul style="list-style-type: none"> • Exit strategies – warm ups, exit slips, formative assessments • Staff survey results re: assessment methods • Walk-through forms • Samples of teacher and peer feedback to students • Writing feedback. • Reflection feedback. • Individual examples of formative assessments and feedback given. • Peer evaluations • BCOE end-of-course evaluation • Individual teachers’ feedback from students regarding student engagement



Modification of the Learning/Teaching Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings	Supporting Evidence
<p>When state assessment (STAR) results were available they were analyzed and used to inform curriculum decisions in the core content areas. Results by strand were also provided guidance for instructional design alterations. Course-alike collaborative teams did use this data to help identify best practices. This has not been as strong in the last two years due to the discontinuance of STAR testing. Since new performance indicators are still being developed, analysis of statewide data is lagging behind the SBAC.</p> <p>Course-alike teams and departments are using common assessment results to determine curriculum and instruction modifications.</p> <p>Teachers of World Language classes give the same unit tests and use the test results to determine what needs to be taught differently. (Spanish I-III) Test question validity is also examined.</p> <p>Science courses have course-alike unit tests and semester finals. Data is not currently used to inform instructional practices in all course-alike groups.</p> <p>In CTE, California state frameworks, industry certifications and advisory boards drive what is taught in class.</p> <p>In Math all courses have common assessments. Math C and Math 1 teachers attend meetings to analyze curriculum, pacing, and student progress.</p>	<ul style="list-style-type: none">• CST data• Illuminate –use of assessment data• Copies of course-alike unit tests• Collaboration meeting notes



Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>PVHS provides students and their parents regular feedback every 6 weeks in the form of a progress report or semester report card which is given to students and mailed home to parents of students in danger of failing. Gradebooks, progress reports, and transcripts are available online through the Parent Portal of Aeries. The Aeries Parent Portal also offers feedback to students and parents on individual assignments and progress report grades. In the fall of 2013 the Research Team queried data regarding the use of the Parent Portal. By early October of 2013, 84% of PVHS students had Parent Portal accounts, and 60% of those users had logged in at least once. Of the 1414 parent accounts in existence at that time, 56% of them had accessed their account at least once. Many teachers update their gradebooks in Aeries on average every 3 weeks. Other teachers do so with more frequency (as often as daily) while some do so with less frequency. There is no schoolwide requirement for frequency of posting grades, aside from the requirement for progress reports and semester grades submission in 6 week intervals.</p> <p>Chico Unified School District mails home standardized testing results to the families of its students. Staff analyses of STAR test results have been used in the past to drive curriculum and instruction when those results were available. As a result, STAR test scores increased and our school API remained at or above 800.</p> <p>The number of students fulfilling UC/CSU A-G requirements has improved to nearly 50% of graduates. Our graduation rate has steadily remained at or above 90% for the past five years. Exit exam (CAHSEE) pass rate for sophomores have improved also, with the exception of the 2014 results.</p> <p>Parents and community members also have access to the PVHS School Accountability Report Card, which contains information regarding our school, such as demographic data, standardized testing results, school safety, school/district</p>	<ul style="list-style-type: none"> • Aeries Parent Portal use data (<i>Shop Talk</i>) • Chapter 1 Profile – student performance data • SARC • Class scheduling/registration process and timelines • Counselors' review of progress report grades • Learning Plan



<p>resources, and school expenditures. Although available each year, this informative document has not always been disseminated widely among the PVHS school community.</p> <p>Chico Unified School District has increased the graduation requirement for math instruction from 2 years to 3 years in response to a need for career and college readiness. In turn, the number of credits required for graduation increased by 10 credits to maintain enrollment in elective courses.</p> <p>The PVHS Counseling Department has a detailed system of monitoring student progress and informing parents and students of requirements and necessary adjustment to the academic four year plan. This process is described in greater detail in the Curriculum (B) section of this chapter.</p> <p>PVHS has developed a site-based program for credit recovery since the implementation of the Viking Independent Study Program in 2010-11 to assist students in completing high school graduation requirements.</p> <p>Parent, student, teacher, and counselor regular review of student progress along with timely updates to student grade information provide an adequate system for monitoring the progress of students toward meeting the standards and Viking Learner Outcomes.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Teachers at Pleasant Valley High School use a professionally acceptable assessment process. This consists mainly of curriculum-embedded standards-aligned assessments. In many cases, these common formative and/or summative assessments in like courses. While there is use of formative assessment techniques in all departments, not all teachers do so.</p> <p>Most course-alike groups have common assessments aligned to California Content Standards and at least some now aligned to the CCSS and/or industry standards and are working to align others. Continued alignment of assessments to the CCSS is needed. Student work and assessment results demonstrate an achievement of the standards and Viking Learner Outcomes.</p>	<ul style="list-style-type: none"> • Samples of common assessments • Staff survey results re: standards, learning targets, and common assessments • Staff survey results re: assessment methods • Walk-through forms • Samples of student work • Collaboration notes • Samples of feedback to



<p>While many departments use assessment results to inform curriculum, instruction, and assessment changes this process is not schoolwide.</p> <p>Teachers provide feedback to students regularly to help students and other stakeholders monitor their progress toward achievement of the standards and Viking Learner Outcomes. However, there is a need to establish a formal process for obtaining feedback from students regarding curriculum, instruction, and assessment in order to maximize improvements to the school program.</p> <p>There is also a need for increased schoolwide analysis and use of assessment and student performance results to inform school improvement. Specifically, CELDT score information is not systematically analyzed and used by teachers to identify potential schoolwide supports for English Learners.</p>	<p>students</p>
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Using assessment data to modify curriculum and instructional practices is crucial to addressing both critical learner needs identified by the school stakeholders. Data analysis practices are not currently schoolwide. Further training in the use of Illuminate to access student performance information is critical as well.</p> <p>In order to increase student engagement, rigor, and relevance we must first assess current levels. This is accomplished through review of student performance data and stakeholder feedback regarding the instructional program. Data analysis, in particular the analysis of CELDT scores and other identified metrics, will provide greater insight into more specific next steps to provide increased support to targeted subgroups.</p>	<ul style="list-style-type: none"> • Critical Learner Needs • CUSD staff survey re: professional development needs (technology) • Classroom walk-throughs • Chapter 1 Profile Data



D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>Students and parents can now be informed in an ongoing way about student progress through the Aeries Parent Portal to access tools such as attendance, current gradebooks, updated transcripts, and progress toward graduation. Progress reports are available to students and parents every 6 weeks.</p> <p>School results for state testing scores are published in the local newspaper for all to see, and school-specific school program data (including standardized test score performance) is available on the CDE website through DataQuest. Test scores are also available on Aeries including CAHSEE, SAT, ACT, STAR, and soon to be CAASPP results.</p> <p>Collaboration is utilized to review student progress, review assessments and adjust curriculum and instruction based on student assessment results.</p> <p>CTE advisory boards involve business and industry as stakeholders to validate industry standards and evaluate students and programs.</p>	<ul style="list-style-type: none"> • AERIES • Grade reporting timelines • DataQuest reports • STAR test results sent to district, parents, students, and newspaper. • CAHSEE – sent to district, parents, and students • Collaboration meeting notes • CTE – survey, advisory minutes. • Mentor evaluations on CTE students. • Workability Contracts • PERKINS data

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
<p>All students currently enrolled in online courses are also full-time classroom-based students at Pleasant Valley High School</p>	<ul style="list-style-type: none"> • PV online courses are currently designed for



as well. As such, they have the same access to state-mandated test results as other students and their results are reported in the same manner as for other students.	students wishing to go above and beyond a 6-period day (additional course)
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Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Parents are informed of student progress via email, phone calls, and the Aeries Parent Portal online.</p> <p>Parents and community members are informed of student activities and events that could impact student progress via PVHS’s webpage, the Viking Voice, and School Messenger (auto-dialer). Students and parents are informed of PSAT/SAT results, various parent and awards nights, and CAHSEE results.</p> <p>The Counseling Department regularly dispenses information regarding college entrance requirements and meets with all stakeholders regarding student progress toward academic readiness for post-secondary success.</p> <p>Administration reports at CUSD Board meetings and develops Principal reports on student progress for the Superintendent.</p> <p>Parents and students participate in the IEP and SST processes.</p> <p>Community members, parents and students all benefit from information displayed at the new PVHS marquee and within the Chico Enterprise Record and on the PVHS website.</p> <p>Industry advisory boards, industry-related assessments, and Perkins data are used to report and advise student progress.</p> <p>All stakeholders meet 4-5 times per year in the district sponsored LCAP meetings to work on district and site goals.</p>	<ul style="list-style-type: none"> • Aeries Parent Portal • Progress report timelines • Calendar of Events • Parent nights • Butte College Reg 2 Go • College Connection • LCAP Goals • Marquee • PV website • Industry advisory board meeting agendas / minutes



Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Through the use of regular progress reports, Aeries gradebook and student information system access (Parent/Student and Teacher Portals), publishing of schools' standardized test results in the newspaper and on the school's website, reports to the CUSD Board and school advisory committees, there is adequate involvement of all stakeholders in the assessment and monitoring process of student progress.</p>	<ul style="list-style-type: none">• Progress report timelines• Aeries Student/Parent and Teacher Portals• PV website – student performance data• Industry advisory board meeting agendas / minutes

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>In order to address the identified critical learner needs regarding increased student engagement and increasing support to targeted subgroups, the school will need to create a plan that more thoroughly informs, involves, and seeks feedback from stakeholders – in particular parents and students. One challenge to this is the type of program data on which the school has based decisions in the past – standardized test scores and student performance. The turn-around time of state test results are too slow to impact learning for the current school year since results are usually obtained in August. Stakeholders at PVHS will need to identify more site-based methods of gathering data and sharing it with stakeholders on a regular basis.</p>	<ul style="list-style-type: none">• Chapter 1 Profile Data• Critical Learner Needs



D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school’s program, its evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>At Pleasant Valley High School there is a history of the school using assessment results to drive changes in the school program, professional development activities, and resource allocations.</p> <p>To improve STAR test results, PVHS moved World History from the 9th to 10th grade year. U.S. History teachers then developed learning targets tied to state standards and established pacing guides aligned to the CST blueprints. As a result, student achievement in that course improved dramatically, which prompted the World History teachers to do the same (which produced similar results). More recently, World History teachers are once again re-aligning assessment practices to the new SBAC-style prompts. They were provided release time to spend learning about skills assessed within the Gr. 11 ELA sample Performance Task and then create assessments for their course requiring similar skill sets, including accessing technology. Other departments have been working to align content and assessments to the CCSS as well.</p> <p>The Learning Center was created to support struggling students with extra support provided by teachers and peer tutors. Several years later, the Math Lab was proposed and implemented to provide additional math instruction to students within their six-period day. The Learning Center, which was scheduled during lunch and mainly provided math</p>	<ul style="list-style-type: none"> • DuFour/Solution Tree Training/ABEO • Approved Professional Development Applications • World History – SBAC collaboration day • Chapter 1 Profile Data – increase in Social Science STAR scores • Staff survey results re: standards, learning targets, and common assessments • Chapter 1 profile data – CELDT scores • Master schedule – Math Lab and Power Reading • Districtwide meeting offerings • Math Lab and Power Reading grade reports



<p>support, has been discontinued now that we have embedded the successful support of Math Lab into the student day. The Math Lab and Power Reading have both proven, through student grade performance data, to be successfully supporting student achievement at PVHS.</p> <p>When multiple levels of a course exist, such as is the case for English and Math courses when students enter high school, course placements are based on various pieces of student evidence. STAR cores, past course performance, IEP/504/SST/ELD needs, and teacher recommendation are all considerations (as are CELDT test scores if available for a student). Based on these indicators, the vast majority of students are placed appropriately in PVHS courses.</p> <p>Several teachers are leading online assessment through the use of Google docs. There were several professional development sessions through the district on google docs.</p> <p>Teachers who attended DuFour and/or ABEO trainings have learned routines for collection of data points and how to use them for assessing the instructional program. Our vision statement including the 5 Guiding Questions, essentially how we make day-to-day educational decisions about program, are directly tied to educational research and professional development. These questions continue to guide our work as teachers utilize the professional learning team model during collaboration to make informed decisions about how to increase student achievement.</p> <p>LCAP will be the new tool to drive allocation of resources at sites.</p>	<ul style="list-style-type: none"> • LCAP • Course Registration Catalogue – course prerequisites
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The school has developed and implemented an assessment and monitoring system for determining student progress toward achievement of the standards and the Viking Learner Outcomes. Data from these forms of assessment, both internal and external, has informed curricular and instructional modifications in the interest of increasing student achievement.</p> <p>Stakeholders within the school community are involved in the regular review of student performance data and help provide</p>	<ul style="list-style-type: none"> • Sample common assessments • Collaboration meeting notes • Samples of student work • Chapter 1 Profile Data • Master Schedule



<p>feedback regarding possible modifications to be made as well as proposed professional development and resource allocation.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>In the past state standards, STAR tests, local course-alike assessments and CAHSEE results were all used to drive instruction to better serve students with IEP’s, ELD and other special learning needs. There is a desire among staff to return to a more comprehensive process of this involving all staff and schoolwide discussions.</p> <p>In order to address our critical learner needs of increasing student engagement and increasing support to targeted subgroups, these types of staff-wide conversations will be central to the evolving development of our action plan.</p>	<ul style="list-style-type: none"> • Improved STAR results • Collaboration notes • Critical Learner Needs



WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Teachers at Pleasant Valley High School use a wide variety of formative and summative assessment methods including project- and performance-based learning experiences in which students are evaluated.
2. There is widespread use of formative assessment techniques with teachers from all departments using formative assessment to make real-time adjustments to instruction for the purpose of having an immediate effect on student achievement.
3. Student work and assessment results demonstrate student achievement of the academic-, college-, and career-readiness standards as well as the Viking Learner Outcomes.
4. Teachers are currently in the process of aligning curriculum, instruction, and assessment practices to the skills associated with achievement of the CCSS and Viking Learner Outcomes.
5. There is articulation with both industry and postsecondary institutions through CTE advisory boards and articulation agreements.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. There is a need and desire to develop and increase the use of schoolwide assessment and student performance results to inform program improvements as well as professional development needs.
2. There is a need to continue to align curriculum, instruction, and assessment practices to the skills associated with achievement of the CCSS and Viking Learner Outcomes.
3. There is currently no schoolwide grading policy to inform how grades are consistently determined (which would make grade data more reliable); however, this has occurred and is still developing in some course-alike groups.
4. There is a need to establish a formal process for increased student feedback to inform program changes involving curriculum, instruction, and assessment practices for the purpose of increasing student engagement.



Focus Group Category E *School Culture*

Focus Group Leaders:

Beth Burton *Social Science / AVID*
Stefanie Volk *English*

Focus Group Members:

Lance Brogden *Science / Student Activities*
Mary Jo Brown *Special Education*
Lee-Anne Calhoon *World Languages*
Jeff Carr *Special Education*
Susan Christensen *Visual and Performing Arts*
Mark Cooley *Mathematics / Physical Education*
Amanda Ellis *Counselor*
Michelle Ferguson *Home Economics*
Ryan Heimlich *Visual and Performing Arts*
Pam Jackson *Physical Education / Athletic Director*
Sterling Jackson *Physical Education*
Mauricio Jaime-Arellano *World Languages / ELD / Targeted Case Manager*
Tim Keating *Mathematics*
Kay Kohen *Social Science*
Scott Lindstrom *School Psychologist*
Stephanie Marshall-Welton *English*
Mike Peck *Business / Health*
Sue Tippetts *Science*
Janet Topete-Tallerico *World Languages*

Focus Group Administrator:

Renee Spaggiari *Assistant Principal*



Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p><u>Site to Parent Communication</u></p> <p>Open communication between the school and parents is a key element of the Pleasant Valley mission. The primary tool for parent communication is the Aeries Portal. The Parent Portal is an online tool that tracks grades, attendance, course history, discipline issues, demographic information and health/immunization data. The Parent Portal also provides access for mass email distribution for class or course announcements.</p> <p>The Course Registration Catalogue is provided to parents when their child first enrolls and is also available digitally on the Pleasant Valley website. The handbook has details of course descriptions, instructional pathways and programs, general course information, graduation information, and NCAA information.</p> <p>Parents are notified through School Messenger (the auto-dialer) of upcoming events as well as possible attendance issues.</p> <p>The new digital marquee displays important information to parents and the community. Example messages include: student recognition of awards, modified day reminders, deadline reminders, current date, time, and temperature information, club meeting dates, athletic events, guest</p>	<ul style="list-style-type: none"> • Aeries instructions for Parent Portal • Link to Parent Portal HAC.chicousd.org • PV webpage • Course Registration Catalogue • School Messenger (auto-dialer) sample message • Marquee • Viking Voice • Aeries Grades screenshot – progress and semester grades • Phone call log • Back to school Night schedule • Viking Showcase brochure • Gym diagram



speakers on campus, community meeting information and other important upcoming events.

The Viking Voice is an informative newsletter published four times during the school year. It provides parents with important academic information, athletics, news, dates, activities, and services. It is available in both print and digital formats. Once published, it is emailed to parents and posted on the PV website.

Notification of Academic Progress

With the ease of the Aeries Portal, parents have access to updated student academic progress on a regular basis. Parents are provided with formal progress reports at the 6th, 12th and 18th weeks of the fall semester and the 7th, 14th and 21st weeks of the spring semester with a final grade given at the end of each semester. Students receiving a “D” or “F” grade will have a progress report mailed to their home address.

Parents may also receive a phone call, note home, or email notification by individual teachers to provide an informal progress report.

Back to School Night

Back to School Night is held within the first month of the school year and provides parents with an opportunity to tour the campus, meet the teachers and administrators, sign up for the PTSA and learn of the opportunities available at Pleasant Valley. The majority of the night is spent in the classroom presentations in which teachers provide a short overview of their courses, covering classroom expectations and how parents can support their children in their classes.

Viking Showcase/Incoming Freshman Parent Night

During the Spring semester the various programs at Pleasant Valley host the Viking Showcase and Incoming Parent Night. Parents and students are exposed to the academic, social and athletic opportunities that are available. A general session is held in which parents and students can visit the program tables, ask questions and receive information. Break-out sessions for Athletics, International Baccalaureate and Music programs are held for parents wanting more information.

- Athlete Committed handbook
- Dates of parent night presentations
- School Site Council members list
- SSC minutes
- [SSC meeting dates](#)
- List of available interpreters in district



Athlete Committed

Athlete Committed is a program designed to aid students in their athletic and life pursuits. It is required for all student athletes and their parents to attend prior to the start of their athletic competition. It is designed to educate students about the benefits of sleep and nutrition, and also demonstrates the negative effects of drugs and alcohol on training & athletic performance. The primary goal is to move the athletic culture and student culture towards higher levels of individual and team achievement. Each athlete and parent is required to sign in with their coach in order to verify participation.

School Site Council

School Site Council (SSC) is a committee of concerned/involved people who address a variety of issues pertaining to our school. The SSC is comprised of twelve (12) members: four parents, four certificated staff (teachers), two students, one classified staff and the principal. The SSC meetings are usually on the fourth Wednesday of the month and are always open to the public. Teachers, students, parents, staff, administration and the public are welcome to attend. In addition, the SSC plans and recommends expenditures for our school.

Translator and Interpreter Services

Translators and interpreters are available to assist parents and students. Languages offered are Spanish, French, Japanese, Hmong and American Sign Language.

Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p><u>ROP Business Partners</u></p> <p>Pleasant Valley is fortunate to have a wide variety of ROP course offerings as well as a community that is very supportive of providing real world experiences to our</p>	<ul style="list-style-type: none"> • Foundation Grant Application • List of PVHSF Grants



students. Current partnerships in existence include the following businesses and institutions: Build.com, Tre Creative Film & Photo, Video Maker Magazine, The Plant Barn, CDF Tree Farm, CSU Chico, and nearly 40 different food service establishments.

ACE-LIFE Partners

The ACE-LIFE Academy has an advisory board as well as business partners within the community who support real world experiences such as job shadow opportunities. The advisory board consists of representatives from partnering businesses and schools such as CSU Chico, Enloe Hospital, Marigold Elementary School, Chico Fire and Rescue, Chico Police Department, Smart Start Preschool, the PV ACE-LIFE Academy teachers, and an administrator (Renee Spaggiari). Examples of additional business partners include the Butte Humane Society, Avail Physical Therapy, and Firestorm Wildland Fire Suppression, Inc.

PV Foundation

The Pleasant Valley High School Foundation funds programs that allow PV students to achieve excellence in their academic, creative and social development. It funds grants that provide innovative programs designed to enrich Pleasant Valley's curriculum.

Career Center

The Career Center, located just inside the Robert Cranston Library, is a college and career resource center staffed daily from 12:00 – 4:00 and by appointment. In the Career Center students will find the following: work permits, college and career books, college catalogs, scholarship resources, financial aid information, resume/job tips, personal assessment tests, web-based study aids, SAT/ACT/AP study aids, and military material

CAVE

Partnering with CSU, Chico Education Department and Community Action Volunteers in Education (CAVE), PV has a continuous supply of classroom aides. Volunteers assist

Awarded

- [Career Center](#)
- CAVE Aide application
- [College Connection](#)
- [Educational Talent Search](#)
- [Upward Bound](#)
- [Far Northern Regional Center](#)
- [Donors Choose/Horace Mann](#)
- [Chico Nissan Hyundai Car Raffle](#)



teachers with students in the classrooms. This may include tutoring individual students, working with groups, or assisting in daily classroom activities.

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 their “official” freshman year of college. Program advisors/teachers assist students with college scheduling and course selection, communication and time management skills, learning about college options and resources, and career exploration through community service. The program aims at to get students acclimated to the college environment and to develop savvy educational consumers.

Educational Talent Search/ Upward Bound

ETS is a federally funded, national TRiO program that is committed to prepare and motivate low-income, first generation junior high and high school students for success in postsecondary education. ETS seeks students who have the desire, ability, and motivation to excel in their education. Joining ETS implies students and their parents are willing to make a commitment to their future.

Upward Bound is a year-round program for motivated students with academic potential who want to continue their education after high school. Additional programs include UB Math Science and UB STEM

Guest Speakers

Teachers occasionally invite guest speakers to visit their classroom in an effort to bridge the learning students do in



school with real world experience. Some examples of visitors to classrooms include those from industry – firemen, EMTs, military personnel, and law enforcement officers. An English teacher brought in a Holocaust survivor after reading a novel of related content.

Far Northern Regional Center

The Far Northern Regional Center offers community case management services for disabled individuals. Occasionally Pleasant Valley students are represented by Far Northern and case managers attend meetings such as student IEPs on campus. As part of the IEP team, Far Northern representatives help to coordinate services and support to allow our students to live productive lives as a valued member of the local community.

DonorsChoose / Horace Mann

DonorsChoose.org is a non-profit organization that connects teachers in need of supplies with individual donors who want to help. Horace Mann is a national sponsor of DonorsChoose, and Jack Danielson of Golden Apple Insurance and Financial Services of Chico visits schools to help staff post requests on the website. Several teachers have posted requests on the website, and at least two were funded in the fall of 2014.

Chico Nissan Hyundai Car Raffle

For the last five years Chico Nissan Hyundai has donated a new car to be raffled during the Almond Bowl (annual PV vs. Chico High football game played at CSU, Chico). The sale of raffle tickets benefits the athletic programs at both high schools. To date, Chico Nissan Hyundai has helped to raise well over \$400,000 for local schools.



Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>Pleasant Valley makes a concerted effort to ensure parent and school community understanding of the achievement of the academic standards and Viking Learner Outcomes. Examples of this type of outreach include parent information nights, the marquee, progress reports, School Site Council meetings, and PTSA meetings.</p> <p>In addition, recent revisions to the PV webpage make accessing school data and reports easier and more current. Links to the Aeries Parent Portal, the Viking Voice, The Saga, and the Daily Bulletin are also available and methods by which we attempt to communicate with stakeholders about student achievement.</p> <p>In addition to the above-mentioned methods, teachers also reach out to parents through phone calls and emails to communicate student success.</p>	<ul style="list-style-type: none"> • Parent information nights • The marquee • Aeries Grades and Test Scores pages • SSC • PTSA • Parent Portal • Viking Voice • Daily Bulletin • The Saga

Additional Online Instruction Prompt: *Evaluate the school’s processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Findings	Supporting Evidence
<p>Counselors consider students’ prior academic record to try and predict the potential success of students who must complete work independently without daily guidance and reminder. They have found that a student’s GPA is often representative of a student’s ability to be responsible, complete work, and meet deadlines with little oversight by school personnel. A general guideline for consideration of enrollment</p>	<ul style="list-style-type: none"> • Course Registration Catalogue • Independent Study P.E.



<p>in Online Health has been a GPA of 3.0 or better; however, this is only a recommendation.</p> <p>In Independent Study P.E., truancy notices are sent to parents when students are failing to meet requirements of weekly meetings and/or timely submission of weekly assignments.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Pleasant Valley High School utilizes a wide variety of methods to reach school and community stakeholders to involve them in the learning process. Methods of outreach include the following: online postings, auto-dialer messages, emails, the marquee, news/media stories, and parent meetings. The school also works in conjunction with several community organizations and local businesses to support a variety of school experiences that include job shadows, internships, field trips, guest speakers, classroom volunteers, and financial support in the form of donations. There are adequate outreach and attempts to assist parents and community members in understanding the student achievement of the academic standards and the Viking Learner Outcomes, although more support in the understanding of the CCSS and the refined VLO's should continue to be organized.</p>	<ul style="list-style-type: none"> • PV website • Marquee • Parent information nights • ACE-LIFE partnerships • CAVE • PVHS Foundation

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>While there is room for improvement, Pleasant Valley High School effectively utilizes community outreach methods to involve stakeholders in supporting student learning. The partnerships currently established with community organizations provide human and financial resources to the school and directly address the critical need to increase support to targeted subgroups.</p> <p>By involving industry and community members in the educational experience, PV is also able to address the critical need of increasing student engagement by increasing relevance within the curriculum.</p>	<ul style="list-style-type: none"> • Educational Talent Search • Upward Bound • Guest Speakers • Far Northern Regional Center • DonorsChoose/Horace Mann • Chico Nissan Hyundai Car Raffle • CAVE



	<ul style="list-style-type: none">• PV Foundation• School Site Council• ROP / ACE-LIFE partners
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E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p><u>Campus Environment</u></p> <p>Pleasant Valley is led by a passionate administrative team made up of one principal and three assistant principals. The PVHS administrative staff provides support for students, parents, teachers, and staff throughout the school year. With the philosophy that educators must be firm, fair, and friendly, the administrative staff are here to ensure students can concentrate on the excellent learning opportunities available to them at this school.</p> <p>Administrators, counselors and front office staff each are responsible for a section of the student population based on last name. During the formal and informal interactions these teams are able to build strong connections with the students. The peer mediator program has been established to allow students to successfully work through peer conflict with the assistance of a trained student mediator.</p> <p>Administrators, campus supervisors and front office staff have access to site radios for quick communication. All classrooms are equipped with phones and an emergency phone line is in place for immediate response to emergency situations.</p> <p>Administrators and Campus Supervisors monitor students before and after school, during lunch and passing periods. Pleasant Valley has implemented an identification card system requiring students to provide a valid school ID badge to leave campus for lunch. Freshman and students who have had off campus lunch privileges revoked are required to remain on campus and possess a white badge.</p> <p>With the implementation of the ID badge system the perimeter of the campus has had additional fencing and gates built. At the time of this report nearly 100% of the campus has secure fencing in place.</p>	<ul style="list-style-type: none"> • Administrators, counselors and front office staff list with student breakdown • Peer Mediators brochure • Radio Diagram • Emergency Phone procedures • ID badge examples by grade • Campus Map • Custodian log/ coverage map • Spiral emergency chart (classrooms) • Exit map • AEDs • MSD sheet • Lab safety instructions • Student Handbook • Viking Learner Outcomes • Viking Pride Card • List of Viking Pride Card recipients • Campus map



The campus has one full time day custodian and four night time custodians who are responsible for the cleanliness and general maintenance of the school.

Pleasant Valley High School is equipped with alarms and closed circuit speakers in all classrooms, offices and work spaces. The Yale building is equipped with magnetic door releases that will close doors in case of alarm or emergency. Emergency instructions are required in all classrooms with proper exit maps and procedures posted. Schoolwide Fire and Code Red Drills are held on a regular basis. Faculty, staff and students are alerted to the end of an emergency situation or drill with an “all clear” announcement by an administrator.

Pleasant Valley High School has three portable AEDs (defibrillator) located in the Varley Gym, the Health Office, and the Yale building.

District policies and material safety data sheets for science labs, art classrooms, culinary and cleaning supplies are available. Students also receive direct instruction from teachers on the safety procedures for the classes in which they are enrolled.

Students are provided the Student handbook as they begin their freshman year. The handbook clearly states expectations in the following areas: Academic growth, attendance, behavior towards school personnel, behavior towards other students, examples of unacceptable behavior, protecting the campus, assisting with administrative procedures, public health, safety and traffic regulations, parents’ responsibilities, parents responsibilities, the discipline process, dress code, the use of electronic devices, and student choices. The Course Registration Guide provides a description of courses offered at Pleasant Valley and sample pathways to fulfill A-G and IB diploma requirements.

Posters of the Viking Learner Outcomes are in place in all classrooms as students and teachers strive to incorporate the 5 C’s: Collaboration, Creative, Critical Thinkers, Communication and People of Character into their daily lessons and lives. Students who exemplify the 5 C’s may be rewarded a Viking Pride card and receive recognition and a gift card to a local business.

Facilities

Pleasant Valley High School covers approximately 40 acres with 74 permanent classrooms, main office, Library, Center for the Arts, two gymnasiums, two locker rooms, 16 student restrooms, 10 staff restrooms, 526 parking spots with multiple designated handicap spaces in various locations around campus.

Originally built in 1964 Pleasant Valley has seen steady growth over the

- Campus pictures (video tour)
- Campus blueprints
- Staff meeting dates
- Staff meeting agendas
- District meeting dates
- District meeting agendas
- Approved Professional Development Applications
- AVID strategies implemented in staff meetings (PPT)
- ABEO strategies implemented in staff meetings
- List of Teachers with credentials and trainings
- TEA program brochure
- Pictures with TEA teachers
- [Course Registration Guide](#)



past 50 years. In 2010 the Center for the Arts and in 2014 a state of the art multi- classroom building were completed. These two buildings have provided additional permanent buildings on campus and tie the campus together.

The four quads and Yale courtyard provide students and staff with open areas for lunchtime activities and congregating. Covered, ADA accessible walkways provide for a sheltered path around the campus.

Faculty Professionalism

The staff at Pleasant Valley embodies the ideals of professionalism. Collaboration is teacher-driven and administration-supported. Wednesday morning collaboration groups are held and the areas of collaboration are designed and led by teacher facilitators. The procedures and results of the collaboration are shared with the administration.

The faculty at Pleasant Valley is encouraged to expand their knowledge by attending professional development locally as well as nationally. Teachers have had the opportunity to attend conferences, trainings and workshops all across the country and then share what they have learned at department, staff and district meetings.

Best practices are shared and demonstrated across curriculum. Strategies from AVID and the ABEO School Change program are used on a regular basis in staff meetings and have been expanded into teacher observation teams

All teachers hold appropriate professional credentialing and have received the required training for the courses they teach. This includes AP, IB, AVID, CLAD, BCLAD, and SDAIE trainings.

Pleasant Valley has had the honor of hosting International teachers through the Teaching Excellence and Achievement (TEA) program. International Teachers are partnered with a PV teacher with the intent to enable mutual understanding between the people of the U.S. and other countries; strengthen ties by sharing educational and cultural interests; and assist in the development of friendly, sympathetic and peaceful relations between the U.S. and other countries. The program is funded by the Bureau of Educational and Cultural Affairs of the United States Department of State and administered by the International Research and Exchanges Board.



High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
<p>The staff at Pleasant Valley High School are caring individuals who attempt to create a comfortable and welcoming campus environment for students. Staff in Student Services and Counseling are approachable and treat students, parents, and staff with respect. Administrators have an “open door” policy for both staff and students to express concerns and bring forward ideas.</p> <p>Ms. Gulbrandsen organizes community mentors to work with students in English 9A. There are peer tutor and mediation programs on campus that help students to feel supported both academically and socially. Many teachers open their classrooms to students before school, at lunch, and after school as a place to get extra help or just hang out. All of these things help to make students feel like a part of the Viking Family.</p> <p>High expectations for student behavior both in the classroom and in the halls are evident in the school staff’s approach to supervision and discipline. Regular attendance and timely arrival to class are also expectations; there is a schoolwide tardy policy to which students must adhere. Pleasant Valley staff also have high expectations of students academically. Beginning with the Class of 2017, graduates must complete 235 credits to earn a diploma.</p>	<ul style="list-style-type: none"> • List of Student Services, Counseling, and Administrative staff • “Open door” policy • Community mentors • Peer tutor program • Peer mediator program • Viking Family shirts • Tardy policy • Graduation requirements

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
<p>Since 2010-11, the Pleasant Valley administrative staff has been a consistent team focused on maintaining a safe campus with an atmosphere of respect and professionalism. Student Services and Counseling staff are always courteous to parents, students, and staff. Open, respectful communication is encouraged and practiced during collaboration, faculty meetings, in classrooms, and in the halls. Maintaining transparency in decision-making processes is an</p>	<ul style="list-style-type: none"> • Administrative team • Student Services and Counseling staff • Collaboration



ongoing goal. While the CUTA teachers' union and CUSD are currently at impasse, staff relations remain positive and supportive.	meeting notes <ul style="list-style-type: none"> • Faculty meeting agendas
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The Pleasant Valley campus is a safe and functional environment with adequate facilities including two new state-of-the-art buildings to serve student, staff, and community needs. PV has a caring campus environment and a family feel with high expectations for both academic performance and student behavior. While the CUSD and CUTA negotiations process is at impasse, there is still a sense of trust and respect among staff members.	<ul style="list-style-type: none"> • Yale building • CFA • Viking Family

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Continuing to reinforce high behavioral and academic expectations will provide an avenue for PV staff to address the critical need of increasing student engagement by increasing rigor and relevance within the classroom setting. Maintaining a safe environment both physically and emotionally provides a foundation for addressing the critical learner need of increasing support to targeted subgroups on campus.	<ul style="list-style-type: none"> • Critical Learner Needs • List of clubs • Peer mediators • Peer tutors



E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
<p><u>Advancement Via Individual Determination</u></p> <p>Implemented in 2002, the AVID program is designed to prepare students for success in high school and prepare them for the rigors of the 4 year university setting. The AVID class uses WICOR - Writing, Inquiry, Collaboration, Organization and Reading - as the foundation of instruction. Pleasant Valley serves between 70 and 125 on yearly basis in two to three AVID elective classes. The students in the AVID program are supported by the AVID teacher, designated counselor and administrator, trained content teachers and tutors. The Pleasant Valley AVID program has been recognized as an AVID certified site.</p> <p><u>International Baccalaureate</u></p> <p>Implemented in 1989, The International Baccalaureate is acknowledged around the world for providing challenging programs and rigorous assessment through high quality curriculum. IB is an integrated program of study which emphasizes concurrency of learning, internationalism, academic integrity, breadth and depth of study, and education of the whole person. Originally designed in 1967 as a course of study for international schools, the excellence of the IB has been proven and accepted by more than 113 countries.</p> <p><u>Advanced Placement</u></p> <p>The Advanced Placement program at Pleasant Valley High School offers the achieving student an opportunity for acceleration and the</p>	<ul style="list-style-type: none"> • AVID Brochure • Tutorial Request Form • Certification • IB Brochure • Course Registration Catalogue • List of peer tutors available through Counseling • Draft of site-based intervention referral form • Draft of Viking Family Student Support Team Responsibilities sheet



potential of earning college/university credits through examination. Students will be challenged with a course of study consistent with university courses. The course will enable the student to compete in exams that may provide the student with advanced level placement and/or college credits upon college entrance. Enrollment in an AP course may assist in gaining admission to colleges.

ROP

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 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.

ACE-LIFE

ACE-LIFE is 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 is a grant-funded program in its tenth year of implementation. 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.



Independent Study Program

Students are taught individually at their set appointment time each week. Standards-based assignments are individually tailored to meet each student's academic, personal and career goals and updated weekly. Student learning is assessed weekly by both written and verbal tests. ISP students may enroll in up to two classes each semester on the regular campus. Yearlong individual learning plans are mapped out with students when they first enroll. Students are given weekly assignments in three week blocks.

Library

The Library is staffed with a credentialed Library-Media teacher as well as a library assistant. Students have access to approximately 25,000 books as well as textbooks from each class that can be checked out by students before, during lunch or after school. Along with books the students have access to 48 computers on the floor of the library and 19 in the Career Center. Teachers are able to reserve three labs for class periods. The teachers have access to a lab of 34 computers, a mini-lab of 22 computers, and the C-6 classroom of 35 computers. The Pleasant Valley library also has online databases that can be accessed by students, staff and parents through <http://pvhs.chicousd.org/Library/index.html>.

Career Center

Students have access to a Career Center materials as well as a staff member daily from 12:00pm to 4:00pm or by appointment. The students have access to guest speakers from colleges and military members. The students can also access college catalogs/books, scholarship information, financial aid information, personal assessments, study aids, SAT/ACT/AP test prep, military information, as well as work permits.

Math Lab

This course is taken concurrently with Math C and is designed for students that need extra support to successfully complete Math C. Math Lab helps students develop a stronger foundation in basic computational skills and prerequisite skills for Math C and also Integrated Math 1. Other areas of focus are algebraic concepts, critical thinking, and study skills. The Math Lab teacher and mentors provide



one-on-one tutoring and small group work. Students may enroll in this class based on teacher recommendation and a screening assessment.

Individual Learning Plan (IEP)

Educational goals are established for individual students during 8th grade registration when students meet with their counselors to go over their Academic Planning Guide. This guide helps students to identify a postsecondary goal and the classes they will need to take to achieve that goal. Monitoring of this plan happens through annual meetings with counselors when registering for classes for the upcoming year.

In addition to the learning plans counselors make with students and parents, Special Education students have Individualized Education Program plans (IEPs) designed in accordance with district, state, and federal regulations. Students with identified special needs are supported in the mainstream of regular education through personalized strategies. Emphasis is placed on fulfilling graduation requirements, preparing for post high school life, and career exploration.

Referring Students for Services

While there is no formal system for student referrals to counseling, academic intervention, or health-related needs (such as needing eye glasses), there is a desire among some to implement one. A list of available services as well as a referral form have been developed and piloted with a few staff members in Student Services with some success. However, the implementation of a committee to oversee and follow-up on this process would be needed and has yet to be established. On-site services available to students include a Victor Services Counselor (for MediCal eligible students and families), a Health Office staffed by an aide as well as a part-time School Nurse, behavior support from administrators, and academic support through counselors. Three years ago we were able to add a Targeted Case Manager (TCM) to our staff. This position has helped to support students with attendance issues in addition to connecting students and their families with community resources such as medical, dental, and behavioral health. Our TCM is bilingual (Spanish) and, thus, serves as a parent liaison to teachers, counselors, and administrators in that capacity as well.

Current practice in place for referrals includes contacting counselors, administrators, the Health Office, the Targeted Case Manager, and/or the School Psychologist in person or via email to express concerns.



Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
<p>Since all students in online classes are also enrolled in a full schedule of classroom based courses, they have the same access to the above-mentioned services as other students on campus.</p>	<ul style="list-style-type: none"> • See previous prompt

Direct Connections

Indicator: The school demonstrates direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
<p>While the alignment of our pacing guides, learning targets, and common assessments to the Common Core State Standards is currently in transition, our commitment to the achievement of them as well as industry standards is evident in the refinement and adoption of the Viking Learner Outcomes. These five C's – representative of skills in the CCSS, industry standards, 21st Century Skills, CUSD Graduate Attributes, and the IB Learner Profile – show our commitment to student achievement of high levels of learning to prepare them for college and career.</p> <p>The graduation requirements have changed to support student achievement of the CCSS; by increasing the number of years (credits) a student must take and successfully pass from two (20.0 credits) to three (30.0 credits), students will be more likely to complete the three-year sequence of Integrated Math exposing them to all CCSS math content standards.</p> <p>Our commitment is further demonstrated by staff interest in building a schoolwide professional development plan around the Viking Learner Outcomes that will focus on CCSS instructional shifts that apply across the disciplines. This is currently being discussed in the Research Team, and recommendations of plans will go forward to staff for feedback and adoption later this spring.</p> <p>Samples of student work provide evidence that students are currently</p>	<ul style="list-style-type: none"> • Viking Learner Outcomes • Notes from the Viking Learner Outcomes revision committee • Staff Survey re: standards, learning targets, and common assessments • Graduation requirements • Research Team notes/emails • Student work



achieving the Viking Learner Outcomes and standards through current instructional design. However, we are still in the process of moving toward more focus on the VLOs when designing tasks since they are newly revised.

Courses in our ROP, AP, IB, and College Connection programs all offer options for experiencing the rigor of college coursework and the opportunity to earn college credit while still a high school student. This is accomplished in ROP through 2 + 2 courses articulated to earn Butte College credit that is transferrable to CSU, Chico. In AP and IB courses, students prepare to take end-of-course examinations that, if passed, will potentially earn them college credits and/or advance their course placement upon college entrance. The College Connection program allows students to finish their high school diploma requirements while enrolling and taking courses at Butte College and earning college credit. This program also exposes them to campus life beyond high school.

The ACE-LIFE program and ROP courses, through established partnerships with a variety of public service-oriented businesses and institutions, provides for job shadows and internship placements that represent real world experiences including mentor evaluations.

Pleasant Valley allocates resources to both structures and personnel that support students in the achievement of the standards and VLOs. Examples of such resources include the Career Center, the Targeted Case Manager, the 0.2 release for a Data and Instructional Support teacher, a School Psychologist, and other services related to students' health and wellness.

The Career Center supports students by issuing work permits, providing resources for college and career exploration, and offering guest speakers from colleges, careers, and the military occasionally during lunch. The Targeted Case Manager works to support increased attendance and graduation rates. He meets with students and becomes a liaison for parents to the school. He also is able to work to connect students with needed community resources including medical, dental, and behavior health services. The Data & Instructional Support teacher works one period each day to support teachers in their use of technology to input and access data; this, in turn, helps to inform their decisions about instructional practices as related to student achievement. We have a School Psychologist who works with our Special Education teachers, students, and families to support implementation of IEPs. And finally, we have a part-time School Nurse and full-time Health Aide who care for students' physical well-being and facilitate medical attention when needed.

samples
(cover sheets)

- [Course Registration Catalogue](#)
- AP and IB results in Chapter 1
- ACE-LIFE community partners list
- [Career Center](#)
- Targeted Case Manager – M. Jaime-Arellano
- Data & Instructional Support teacher – (0.2) M. Martin
- Health Office



<p>There is recognition – especially among Student Services, Administration, and Counseling staff – that the addition of more youth counseling support (such as a Marriage and Family Therapist), even hired part-time, would fill a present void in student support services.</p>	
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Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings	Supporting Evidence
<p>Counselors work with incoming 9th grade students to create learning plans that identify postsecondary goals and identify classes students must take and successfully pass to reach those goals. These plans are reviewed at least once annually with students and require parent approval prior to registration for upcoming classes each spring.</p> <p>The Viking Independent Study Program has provided flexible options for students desiring a pathway other than the traditional 6 period day. Students, upon entry in this program, work with teachers to design a long-term plan to work toward graduation. Progress is measured by students completing a minimum of 2 credits of coursework per week. The program first started in 2010-11, and nearly 100 students were enrolled in the program for the first two years, although only 61 students were enrolled in 2013-14. Students have the option of participating in up to two classroom-based courses while enrolled in the program. The ISP teachers also offer credit recovery for electives courses during lunch to seniors and juniors in danger of becoming non-grads.</p> <p>Special Education students have IEPs that address their individual learning needs by allowing for accommodations and support within their general education classrooms. There are also a variety of levels of Special Education classes to serve those students whose needs require a greater level of curricular and/or instructional modifications to be successful. The levels of programs at Pleasant Valley include RSP, SDC, Transition/E.D., and SH.</p> <p>Remedial support courses such as non-college prep English, Math, Science, and now Social Science exist to support students achieving</p>	<ul style="list-style-type: none"> • Learning plan • Course registration forms • Independent Study Information • Chapter 1 program enrollment data • Master schedule • Course Registration Catalogue • Math Lab and Power Reading grade results •



<p>below grade level by providing curricular and instructional modifications to support non-IEP students. Other support courses on campus include Math Lab and Power Reading, which support students' Math and English remedial courses. Power Reading pairs with our English 9A course, and the Math Lab pairs with our Math C course (it paired with Algebra I in 2013-14). Both support courses have shown success with 100% of student enrolled passing their English 9A or Math class in 2013-14.</p> <p>Finally, we have implemented a handful of online courses to provide options for those students who want to challenge themselves academically and go above and beyond their 6 periods each day without extending their classroom-based hours. Students can enroll in Online Health, Theory of Knowledge, The Saga (school online newspaper), and Independent Study P.E. while taking a full load of classroom-based courses.</p>	
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Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>Three of our four online course options are what we would describe as hybrid courses in which students meet with teachers at least once per week. This blended learning style of course allows for regular personal interaction between teacher and student, although not on a daily basis, which allows opportunities for students to ask questions and discuss progress with their teachers. The only course that is not a hybrid is Online Health.</p> <p>All teachers must keep active gradebooks in Aeries, which is accessible to students and parents who have established logins. This allows them to monitor progress in real time. All of the online teachers are also classroom-based teachers and are available to students on campus by appointment before school, at lunch, or after school. In addition, all teachers can be reached by email to clarify assignments, check progress, and provide information to students as needed.</p>	<ul style="list-style-type: none"> • Online Health • The Saga • Ms. Hopkins' webpage • Independent Study P.E. • Theory of Knowledge



Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

Findings	Supporting Evidence
<p>Teachers, counselors, and administrators review student course progress on a regular basis. When students are identified as struggling – not completing homework, scoring poorly on exams, in danger of failing one or more courses – a networking process among the school’s stakeholders generally begins. Teachers utilize emails, phone calls, and Aeries updates to notify stakeholders of current progress through the Aeries SIS/Parent Portal. In addition, formal progress reports are submitted with teacher comments regarding student performance every 6 weeks. For students receiving Ds and Fs, the progress reports are also mailed home. When any one of the stakeholders recognizes that a student is struggling, counselors and/or administrators usually are the filters for recommending school-based behavioral and/or academic supports beyond the classroom teacher. When students are struggling in multiple subjects, a Student Study Team meeting is organized to try and implement official supports and provide a date for follow-up to review whether or not supports are working. Parents, the student, and teachers attend this meeting, which is facilitated by a counselor and occasionally an administrator if there are behavioral issues involved. The effectiveness of the SST process is difficult to assess as there is currently a lack of follow-up in some cases and no data is systemically being collected to assess its effectiveness.</p> <p>The Power Reading and Math Lab courses are supports that are more sustained in nature as they are courses that compliment and support their core counterparts of English 9A and Math C (formerly Algebra I). Students are identified for these courses by reviewing state testing results (when available), past course performance, and previous or current teacher recommendation. As mentioned previously, 100% of the students in these courses passed both the core course and the support course in the 2013-14 school year.</p> <p>Attendance is also monitored and addressed as positive attendance is directly related to student success. The district has established a process for sites to monitor attendance and issue Excessive Excused Absence and</p>	<ul style="list-style-type: none"> • Parent Portal • Progress report cycle • SST meeting notes • Math Lab and Power Reading grade results, 2013-14 • Truancy letter process • CUSD secondary SARB process



<p>Truancy Letters as appropriate. After Truancy Letter 2 has been issued, students and parents are scheduled to meet with an administrator to discuss the lack of attendance and sign an Attendance Contract. If the contract is broken, the Habitual Truancy letter is sent to the family and SARB proceedings are initiated. The CUSD Secondary SARB Board is composed of educators, community representatives, parents, law enforcement officials, probation officers, and welfare agency representatives. These individuals have access to resources that may be needed to help resolve attendance and behavior problems. When a student is recommended to go to the SARB Board for a hearing, the goal of the process is to create an educational plan that will put the student back on track to positive attendance and graduation. More information about the SARB process is available on the CUSD Academy For Change website.</p>	
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Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
<p>When students choose to enroll in an online course through Pleasant Valley, the most important considerations are 1) the amount of time the student has available to devote to the course outside of school and 2) whether the student’s academic record reflects the level of responsibility that working independently on coursework requires.</p> <p>All students have access to these courses, although they might not be recommended to students who are already considered to be “over-programmed” due to time commitments outside of the school day (such as sports, jobs, etc.). All students have access to internet and computers during non-class time on campus. There are over 50 computers available for student use in the library before and after school as well as at lunch on most days. Deadlines for these courses are given well in advance to allow for students to complete assignments when it is most convenient for them.</p> <p>For families in need of a home computer and internet access, there are programs through Computers 4 Classrooms and Comcast (Chico’s cable TV provider) to provide low-cost internet and computers for families who qualify. More information on these programs is available on their websites.</p>	<ul style="list-style-type: none"> • Comcast Internet Essentials program • Computers 4 Classrooms • Library & Career Center computers



Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
<p>An examination of Pleasant Valley’s master schedule of courses shows that the majority of sections allocated are college preparatory courses. Approximately 84% of PV students take one or more of these college prep classes.</p> <p>Programs within the school such as Honors/AP/IB and Special Education have been examined for demographic distribution in Chapter 1 of this report. There is a need to do this for additional programs on campus to assist in identifying demographic trends and considering school-based supports that may be needed to support particular subgroups. This would be a suggested practice for programs such as AVID, Math Lab, Power Reading, and non-college prep courses.</p> <p>ELD students have fewer electives available to them because ELD instruction is required until they are redesignated. This has been identified as a concern by parents, students, and staff members. More efforts need to be made to support redesignation of ELD students and/or create more elective course opportunities for groups with additional support courses. Encouraging students to “do better” in required courses in order to have more elective choices has not proven to be a successful strategy when students struggle. We need to determine why students are struggling and better address their needs.</p>	<ul style="list-style-type: none">• Chapter 1 profile data• Master schedule



Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?

Findings	Supporting Evidence
<p>There is substantial effort at Pleasant Valley to link classroom learning to outside activity. Some examples follow.</p> <p>Link Crew has been developed through the guidance of the Student Government/Activities teacher and has become a part of what we do at PVHS. Multiple teachers have attended training to assist with the activities designed at supporting freshmen transition. The main activity occurs on Freshmen Orientation Day just prior to the start of school, but there are occasions throughout the year when Link Crew members meet with their orientation day groups and/or assist with lunchtime activities designed for freshmen, all of whom have a closed campus. This activity demonstrates students' achievement of the Viking Learner Outcomes of Communication, Collaboration, Creativity, and Person(s) of Character.</p> <p>The school yearbook (Valkyrie) and newspaper (The Saga) staffs participate in production journalism through these courses. Students gain real world skills and apply them through the actual products of the course (the yearbook and newspaper, once published) as well as the activities involved with the production process (selling ads, engaging in research, interviewing people for stories, etc.). These curricular and co-curricular experiences help students to become Communicators, Creative, Collaborative, Critical Thinkers, and Persons of Character.</p> <p>The Visual and Performing Arts department has several groups that participate in competitions and put on performances for the public. The Theater Arts classes host drama productions twice per year in the CFA. The Band hosts several concerts and serves as a major spirit motivator for school sporting events. The Choir also hosts concerts for the public and participates in school sporting events by singing the National Anthem. Both have participated in competitions as well.</p> <p>There are several other competitive student teams on campus, some of whom are based in clubs. We have a highly successful Academic Decathlon team that regularly competes at the state level; we also have very competitive Mock Trial team that prepares to compete at the county level annually. Other award-winning groups on campus who regularly compete include FHA-HERO, Skills USA, and PV's House of BLUE.</p>	<ul style="list-style-type: none"> • Link Crew list • Freshmen Orientation Day schedule • Viking Learner Outcomes • The Valkyrie • The Saga • Various awards earned by VAPA groups • Various awards earned by CTE competition groups • Chapter 1: co-curricular information • PV House of BLUE



For a full list of clubs, please refer to the appendix.	
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Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

Findings	Supporting Evidence
As mentioned previously, all students enrolled in online instruction at Pleasant Valley are full-time classroom-based students as well. Thus, their socialization needs are met through their regular program as described for all other students.	<ul style="list-style-type: none"> • See previous prompt

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>Students at Pleasant Valley have the opportunity to take part in one of sixteen athletic teams on campus. Close to 900 students participate as PVHS student-athletes annually. The school's process for regularly evaluating the level of student participation involves completing an annual CIF survey and monitoring Title IX compliance.</p> <p>In the case of most other programs, evaluation of student involvement is done within the program or is not tracked regularly. We recognize the need to do a more extensive job of centralizing this data collection to help track and identify trends. This will help us to determine if we need to make more concerted efforts to encourage participation of subgroups.</p>	<ul style="list-style-type: none"> • CIF athletic survey results

Additional Online Instruction Prompt: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Students in online courses are also full-time classroom-based students. Thus, we do not see a particular need at this point to track these students separately in relation to the items listed in this prompt.	<ul style="list-style-type: none"> • Sample student schedule



Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>Students complete an annual School Climate Survey online to provide the school stakeholders with longitudinal perception data. Student report that they generally feel safe and treated fairly by school staff.</p> <p>During the Student Home Group meetings, students were asked their opinions about the school’s support services. They responded saying that they felt teachers, counselors, administrators, and Student Services staff were courteous and approachable when students need help. They also reported that they generally know where to go to get help, even if they have never needed to utilize those resources.</p>	<ul style="list-style-type: none"> • School Climate Survey – student responses • Student Home Group meeting notes

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Pleasant Valley offers personalized student support in a wide variety of ways to attempt to meet the needs of all type of students. There is evidence of connections between the standards, the Viking Learner Outcomes, and resource allocation although there is a need to re-examine this regularly. PV has several approaches to making learning personalized for students, and this is accomplished with a variety of methods. One that could use improvement is the student learning plan; there is a perceived need for it to be revisited more often with students in order to attempt to keep students focused on their educational goals.</p> <p>Ample support services exist at the school, but follow-up and evaluation of the effectiveness of these services is lacking at present time. There currently is little to no data being collected to assess the fluid/temporary interventions. This includes studying the demographics of the class-based interventions and supports such as AVID, Math Lab, Power Reading, and non-college prep courses to identify demographic trends and potentially indicate a need for</p>	<ul style="list-style-type: none"> • Viking Family Support Services flyer (draft) • Viking Learner Outcomes • Independent Study • IEPs • Online courses • Student Study Team meetings • SARB • Progress reports • Chapter 1 profile data – co-curricular activities



<p>targeted support for subgroups.</p> <p>Finally, there are several rich co-curricular experiences in which Pleasant Valley high school students may participate and find success. These opportunities include belonging to a club, being a member of the Link Crew, competing in Academic Decathlon or Mock Trial, and several others.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Pleasant Valley’s critical learner needs are to increase student engagement and to increase support to targeted subgroups as identified by the school.</p> <p>We will be able to increase student engagement by maintaining and/or enhancing co-curricular activities that involve a connection to real world experiences. Also, continuing to try and meet the ever-changing needs of our students by personalizing learning and creating flexible options to keep them successful can also lead to increased student engagement. With continued assessment of current programs, we should be able to increase student participation in co-curricular and extra-curricular activities. While current support services exist, there is a need to more accurately assess the needs of our students by increased data collection and disaggregation to study trends and identify subgroups which may need additional support. By doing this, we will be able to successfully increase student support that will contribute to greater student success.</p>	<ul style="list-style-type: none"> • Critical Learner Needs • Viking Family Support Services flyer • Chapter 1 profile data • Learning plan • Co-curricular activities



WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Pleasant Valley has a substantial amount of community support through advisory boards, parent groups, and community and business partnerships all working to support student learning and college- and career-readiness.
2. The school is supportive and successful at personalizing the learning experience to meet a variety of needs. The goal is to help students to graduate and become successful members of the community, and there is recognition that a “one-size-fits-all” approach doesn’t work for all students.
3. The school is a safe and functional physical environment with a caring atmosphere. Adults have high expectations for student behavior and academic achievement, and students share those expectations for themselves.
4. Pleasant Valley offers highly successful and competitive real-world co-curricular experiences both in and outside of the school environment.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. More data is needed to better inform support needs. Specifically, we need to collect and analyze demographic data within our current support classes to identify trends and address them.
2. More consistent follow-up and increased assessment of current supports is needed to evaluate and increase their effectiveness.
3. We need to increase outreach to parents and community members. While there is a great amount of information available to them, many current practices often rely on these groups to seek the data for themselves (website, Parent Portal, etc.).
4. We need to upgrade some facilities to modernize and increase educational resources.



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- We need to fully align curriculum to the CCSS and Viking Learner Outcomes with a focus on real-world application of skills and establish a regular cycle of curriculum review involving all key stakeholders.
- We need to increase data collection and analysis for all staff, develop more structured systemic interventions based on what the data tells us, and regularly review the efficacy of existing interventions.
- We need to organize professional development that applies to all subject areas, develop metrics such as schoolwide assessments to measure student progress, and use results to further drive changes to curriculum, instruction, and assessment practices.
- We need to develop more consistent course-alike and/or department grading policies to ensure equity and fairness to students as well as accurate measures of student achievement.
- We need to continue to provide current instructional technology to both teachers and students along with training support for implementation and regular use of the technologies.
- We need to develop a more formal and extensive process for gathering feedback from students and parents beyond the School Climate Surveys and already-established groups to help determine program effectiveness (similar to CUSD LCAP community meetings).

