

Pleasant Valley High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Pleasant Valley High School
Street	1475 East Avenue
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3050
Principal	John Shepherd
E-mail Address	jshepherd@chicousd.org
Web Site	
CDS Code	04-61424-0437558

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

School Description and Mission Statement (Most Recent Year)

MISSION: TO PROMOTE INDIVIDUAL STUDENT EDUCATIONAL SUCCESS VIA A SEQUENCE OF TEACHING, LEARNING, ASSESSMENT AND SUPPORT.

Our Vision is focused by the following 5 questions:

- 1) What do we want students to learn?
- 2) How will we know if they have learned?
- 3) What will we do if they haven't learned?
- 4) What will we do if they have learned?
- 5) How will we provide opportunities for every student to connect to the PVHS community?

Pleasant Valley High School is a four-year comprehensive high school. PVHS is accredited by the Western Association of Schools and Colleges, and presently has full accreditation through 2015. PVHS is also recognized as a California Distinguished School. Students come from a variety of ethnic and cultural backgrounds.

School personnel, students and parents are presently studying ways to improve the school program. A core academic program is required of all students and a wide variety of elective courses in the areas of fine arts, industrial technology and physical education are offered. There is a cooperative arrangement between Pleasant Valley High School and the local colleges that allows our students to enroll concurrently in college classes.

PVHS is recognized locally and statewide as a strong academic school. We are one of only a few schools in California with an International Baccalaureate program for students who want the most rigorous academic course of study. In addition, we offer Carl Perkins funded school-to-career pathways as well as the Visions Academy in special education and the ACE Life Academy in Home Economics. We have tech-prep classes, 2 + 2 programs, and many Advanced Placement courses that can be taken for college credit. We strive to serve each student and provide a variety of programs to meet the needs of students at this school.

We believe that each student must acquire a core education of basic skills while in high school. Even so, we expect all students to achieve the high standards we have set for them.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	488
Grade 10	486
Grade 11	414
Grade 12	477
Ungraded Secondary	
Total Enrollment	1,865

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.3
Asian	6.7
Filipino	0.9
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	0.6
White	68.5
Two or More Races	0.8
Socioeconomically Disadvantaged	38.7
English Learners	4.4
Students with Disabilities	11.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	87	85	81	590
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	3	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.35	0.65
All Schools in District	99.59	0.41
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	98.96	1.04

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 2012

District procedures for adopting textbooks include teacher, student and administrative recommendations and Board of Education approval. The Pleasant Valley library maintains approximately 23,000 books and has many technology-based resources; i.e., electronic databases, word processing, desktop publishing, art prints, video materials, computer software and off-site telecommunications resources. In addition, pre-selected Internet resources designed to support the state standards are provided through the library home page.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9: Holt, Rinehart & Winston, <i>Literature and Language Arts</i>, 3rd Course, 1999</p> <p>English 10: Holt, Rinehart & Winston: <i>Literature and Language Arts</i>, 4th Course, 2000</p> <p>American Literature: Scott Foresman, <i>Literature & Integrated Studies</i>, 2000</p>	Yes	0
Mathematics	<p>Algebra Readiness: McDougal Littell, <i>Algebra Readiness</i>, 2009</p> <p>Pre-Algebra: Holt, <i>Mathematics Course 2, CA Edition</i>, 2009</p> <p>Algebra I: CPM Education Program, <i>Algebra</i>, 1999</p> <p>Geometry: CPM Education Program, <i>Geometry</i>, 1999</p> <p>Algebra II: CPM Education Program, <i>Algebra II</i>, 1999</p> <p>Trigonometry/Pre-Calculus: Glencoe/McGraw-Hill, <i>Advanced Mathematical Concepts - Pre-Calculus with Applications</i>, 2003</p> <p>AP Calculus: Holt, McDougal, Cengage Learning, <i>Single Variable Calculus: Early Transcendentals</i>, 2011</p> <p>AP Statistics: Freeman, <i>The Practice of Statistics</i>, 2000</p>	Yes	0
Science	<p>Physical Science: Holt, Rinehart, & Winston, <i>Earth Science</i>, CA Edition, 2007</p> <p>Biology: Holt, Rinehart, & Winston, <i>Modern Biology</i>, CA, 2007</p> <p>Chemistry: Prentice Hall, <i>Chemistry (CA)</i>, 2007</p> <p>Life Science: Prentice Hall, <i>Life Science Explorer</i>, 2007</p> <p>Anatomy/Physiology: McGraw-Hill, <i>Hole's Human Anatomy & Physiology</i>, 2007</p> <p>AP Chemistry: Prentice Hall, <i>Chemistry</i>, 2007</p> <p>AP Biology: Prentice Hall, <i>Biology</i>, 2007</p> <p>Physics: Pearson Addison-Wesley, <i>Conceptual Physics</i>, 2007</p>	Yes	0
History-Social Science	<p>World History: McDougal Littell, <i>Modern World History</i>, 1999</p> <p>AP World History: Wadsworth, <i>The Earth and Its People: A Global History</i>, 2011</p> <p>US History: McDougal Littell, <i>The Americans Reconstruction through the 20th Century</i>, 2002</p> <p>AP US History: W.W. Norton, <i>America: A Narrative History</i>, 2006</p> <p>Economics: Prentice Hall, <i>Economics: Principals in Action</i>, 2003</p> <p>American Government: Prentice Hall, <i>Magruder's American Government</i>, 2001</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Pleasant Valley High School has facilities to accommodate the divergent needs of our students. In addition to classroom space, we are fortunate to have modern library, science, and English buildings that were constructed within the last 13 years. Our long-awaited Center for the Arts building has been completed and is in full use. Many CUSD and Chico Community organizations are reserving and utilizing the facility to provide educational and entertainment opportunities for our region. In addition, our 24 classroom state-of-the-art student-learning building was completed in March 2014 and is in full use.

Finally, we have developed plans for a multi-use PE and athletic facility to accommodate the needs of the next generation of student athletes. The project is divided into six phases, with the first phase to include an all-weather track and field, new bathrooms, an improved ticket booth, a new scoreboard, and an expanded concession stand.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	Repair or replace loose or stained ceiling tiles in rooms B1, C1, C2, C3, C4, M3, D1, D2, D3, D4, E center and the MPR. (WO Ticket #24409).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Deep clean locker rooms and attacked restrooms. (WO Ticket #24410).
Electrical: Electrical	[X]	[]	[]	Repair 4 lights in the MPR. (WO Ticket #24406).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	Repair roof leaks in D2 and D3. (WO Ticket #24405).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	75	71	72	68	67	68	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68
All Student at the School	72
Male	76
Female	68
Black or African American	
American Indian or Alaska Native	
Asian	69
Filipino	
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	
White	78
Two or More Races	
Socioeconomically Disadvantaged	65
English Learners	
Students with Disabilities	43
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	65	61	61	58	58	58	54	56	55
Mathematics	43	41	40	51	51	52	49	50	50
History-Social Science	67	63	63	59	56	58	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	9	8	8
Similar Schools	9	8	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	24	-11	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	-6	-32
Native Hawaiian/Pacific Islander			
White	25	-14	-3
Two or More Races			
Socioeconomically Disadvantaged	30	-7	-18
English Learners	39	-9	-60
Students with Disabilities	28	-14	6

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Pleasant Valley High School is proud of the many career technical programs that have been added. Along with adding Regional Occupation Program teachers and classes, PV has an exceptional Culinary program, Industrial Technology program, Business Education program, as well as many other career oriented programs available to students.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	925
% of pupils completing a CTE program and earning a high school diploma	49%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	65.09
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	47.81

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	63	62	64	60	59	62	56	57	56
Mathematics	68	73	68	60	66	65	58	60	62

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	38	29	33	35	43	22
All Students at the School	36	32	32	32	48	21
Male	41	34	25	29	48	23
Female	31	30	39	35	47	18
Black or African American						
American Indian or Alaska Native						
Asian	31	38	31	15	15	69
Filipino						
Hispanic or Latino	57	33	10	49	44	6
Native Hawaiian or Pacific Islander						
White	30	32	38	26	51	23
Two or More Races						
Socioeconomically Disadvantaged	52	31	17	45	45	10
English Learners	100			91		9
Students with Disabilities	80	8	13	74	18	8
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.0	29.7	47.1

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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

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

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	5.1	5.6	3.3	9.0	10.3	6.5	14.7	13.1	11.4
Graduation Rate	92.29	91.88	92.17	86.13	85.29	88.11	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	91.74	90.50	84.56
Black or African American	87.50	87.10	75.90
American Indian or Alaska Native	100.00	76.19	77.82
Asian	85.71	87.76	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	95.71	86.98	80.83
Native Hawaiian/Pacific Islander	150.00	116.67	84.06
White	91.15	92.39	90.15
Two or More Races	0.00	66.67	89.03
Socioeconomically Disadvantaged	90.20	90.82	82.58
English Learners	64.71	68.97	53.68
Students with Disabilities	61.54	71.24	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	5.1	5.2	5.1	6.1	6.4	5.4	5.7	5.1	4.4
Expulsions	0.6	0.8	0.6	0.5	0.3	0.3	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

PVHS has an SB 187 School Safety Plan that is updated annually. We utilize a camera monitoring system as well as campus supervisors who are present on campus at all times. The safety plan describes procedures for various natural and man-made disasters. Safety drills are described including drills for fire, earthquake, etc. The School Site Council meets once a quarter to review any identifiable condition that needs attention. We also have a school crisis team to respond to the needs of students during and following critical circumstances. In addition, we have a school safety team to review conditions on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	No	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	91.7

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.6	17	25	28	25	28	21	33	23	34	23	29
Mathematics	27.4	11	24	19	25	18	21	27	25	19	24	22
Science	29.7	4	17	18	26	9	24	14	27	11	16	21
Social Science	28.2	9	20	19	23	26	18	25	23	21	25	19

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	390
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	1.35	---
Psychologist	1.4	---
Social Worker	0	---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,194.67	\$2,606.43	\$5,588.24	\$63,298.00
District	---	---	\$5,641.63	\$63,298
Percent Difference: School Site and District	---	---	-0.9	0.0
State	---	---	\$4,690	\$69,360
Percent Difference: School Site and State	---	---	19.2	-8.7

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Pleasant Valley High receives the following funding:

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

Pleasant Valley High School provides special education, English Language Learner, and Below Basic Reader support services in order to help students succeed in classes. Severely Handicapped support as well as transitional program

support is provided for students that have IEPs for that support. Ninth grade students reading below basic on STAR testing are provided additional instruction in a READ 180 curriculum.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$41,318
Mid-Range Teacher Salary	\$53,749	\$65,615
Highest Teacher Salary	\$85,671	\$84,981
Average Principal Salary (Elementary)	\$89,920	\$107,624
Average Principal Salary (Middle)	\$97,238	\$112,817
Average Principal Salary (High)	\$102,804	\$121,455
Superintendent Salary	\$164,900	\$206,292
Percent of Budget for Teacher Salaries	39	40
Percent of Budget for Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	3	---
Fine and Performing Arts		---
Foreign Language	3	---
Mathematics	5	---
Science	2	---
Social Science	6	---
All courses	19	0.6

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

Curricular development is an ongoing process. Teachers are encouraged and provided training to use State Standards to plan curriculum for their disciplines. They recognize that State assessments are based on the student's proficiency in learning State Standards. Looking forward to the implementation of the focus on The Federal Common Core Standards, the PVHS staff members have been researching best practices to prepare students for colleges and careers. Teachers have recently examined student formative assessment data from tests given in core subjects. This process will be repeated three times each year. Each assessment measures student learning on required essential State Standards. Teachers are provided time embedded in the work day to review results and collaborate in course-alike and grade-level teams to develop strategies to pursue high levels of student-learning. At strategic times counselors apply intervention strategies to students who are not learning. These strategies include addition tutorials, core instruction after school, and various incentive devices to increase a student's learning capacity.