

Overall Summary and Implications of the Data

After examining the profile data in Chapter 1 and considering the significant developments and progress toward our previous action plan in Chapter 2, the leadership team sought input from the PVHS stakeholder groups (students, parents, WASC Focus Groups and Home Groups) and identified the following items as significant implications of the data.

- Since the last full self-study both the Chico Unified School District and Pleasant Valley High School have seen a decline in enrollment. During the same time period, PV's attrition rate peaked followed by a fairly significant decline. In 2008-09 there were 330 students who transferred from PV to another school; that number fell to only 172 in 2012-13. During this time, additional academic supports and options were implemented on campus – adding a Math teacher to the Learning Center staff, adding Math Lab as a support class for struggling math students, and implementing the Independent Study Program on campus creating a flexible option for earning credits toward graduation. These supports likely contributed to an increase in the attendance rate, a decrease in suspension and expulsion rates, and an increase in the retention of students (decrease in the cohort attrition rate).
- Our demographics have changed since the last full self-study. Hispanic/Latino enrollment has increased steadily while our Caucasian enrollment has decreased slightly. Percentages of other ethnic subgroups have remained fairly consistent. In 2013-14 the percentage of low-SES students was nearly 40% of the student population, having increased by more than 10% since 2008-09.
- The percentage of English Learners has increased slightly, but it is still a very small percentage of the student enrollment at only 4.4%. The re-designation rate of EL's has dropped from 29.5% to 13.4% in the past five years. While our school's API has consistently been at or above 800 since 2009, the base API of the Hispanic/Latino subgroup consistently increased from 701 in 2009 to 779 in 2012, and the percentage of students scoring advanced on the CELDT test increased from 4% in 2012 to 16% in 2014. From 2011 to 2013, English Learner CST performance declined in all subject areas, although not necessarily in all courses within those subjects. From 2012 to 2014 CAHSEE pass rates for English Learners in grades 10 and 11 decreased while pass rates for EL's increased in grade 12. A possible explanation is that more EL students were taking the CAHSEE during the 12th grade year because they had not passed in a previous year.
- We have a consistently high graduation rate at or above 90% and a consistently low dropout rate below 2%. Our CAHSEE pass rates for 10th graders are consistently at or above 90% and are higher than both District and State pass rates. Most of our seniors plan on pursuing some form of post-secondary education (community college, 4-year university, and/or trade school). Nearly 50% of our graduating seniors have met the



- CSU/UC A-G requirements. Nearly all of our students participate in the EAP, and the percentage of our students scoring “Ready for College” is competitive with similar schools in the North State.
- Honors enrollments have continued to increase over the past several years, in part due to increased offerings. Despite a decrease in overall enrollment, the number of students enrolled in one or more honors courses has increased from 550 students in 2008-09 to 599 students in 2012-13. The percentage of Hispanic and Asian students taking honors courses also increased during that time. We have steadily increased our AP and IB exam pass rates to 80% in each program over the past 5 years while also increasing our exam participation rates. Our students also perform well on other college readiness indicators such as the SAT and ACT tests.
- The number of FTE teachers at PVHS has decreased since 2008-09 while the average number of years of teaching experience increased during the same time period. Both are a result of the decline in enrollment that the school and district have experienced. The number of teachers with advanced degrees has increased, and the percentage of teachers instructing outside their credentialed areas has decreased to 2%.
- While state funding and per-pupil spending has decreased in recent years, Pleasant Valley has managed to maintain successfully competitive academic, co-curricular and extra-curricular programs with the support of the Chico community. PV boosters clubs, as well as the PVHS Foundation and other community supporters, have contributed financially to the support of these programs. Teachers have also applied for and received grants that have both contributed to the financial support of academics while also encouraging creativity and innovation within the curriculum.
- Approximately 15-20% of PV 9th graders take a course below Algebra I annually. The percentage of 11th and 12th grade students enrolled in Algebra I has decreased. In 2011-12, 9.7% of 11th graders and 3.5% of 12th graders were enrolled in Algebra I whereas only 5.7% of 11th graders and 1.9% of 12th graders were enrolled in 2013-14. This data suggests that the implementation of the Math Lab course in 2012-13 has helped students to successfully complete the Algebra I graduation requirement prior to these grades.
- Approximately 12-14% of all grades given in the last two school years were a D or F (3-4% were an F). Departments with the highest failure rate include Special Education, Home Economics, Mathematics, Physical Education, English, and Social Science. Of greatest concern are the core subject areas as they have large student enrollments and are graduation requirements. A higher percentage of Mathematics students failed in the spring semester as compared to the fall, which could be expected as it is a subject that is dependent on a systematic acquisition of skills as the courses progress. The higher failure rates in Special Education can, in part, be explained by the variety of programs offered on the PV campus. For example, in the fall of 2012-13 the Transition Center and E.D. classroom students accounted for 43% of the failing grades in the department, yet those students only represented 15% of the students receiving grades in Special



Education classes that semester. The students in these programs often have attendance and behavioral issues that can have an impact on their academic progress.

- Organization of and participation in professional development remain priorities as we continue to implement the Common Core State Standards in ELA, Mathematics, and Literacy for all subject areas. Staff members apply for site professional development funds to attend outsourced workshops that are relevant to the Viking Learner Outcomes and are of professional interest to the applicant. Teachers participate in professional development activities facilitated during faculty and districtwide meetings. Weekly collaboration also serves as a time to look at student work, discuss assessment results, share best practices, and design instruction and support for students as they prepare for life after graduation.



Critical Learner Needs

The leadership team has identified the areas below as our Critical Learner Needs. Listed under each need are specific areas of focus as well as important questions to consider as we evaluate what currently exists and identify steps to be included within our Schoolwide Action Plan.

Critical Learner Need #1: Increase the level of student engagement by increasing rigor and relevance within the classroom setting (correlates to all 5 Viking Learner Outcomes).

- 1.1 Ensure that all students complete a rigorous and relevant curriculum to prepare them for post-secondary experiences.
- 1.2 Identify and utilize instructional strategies that are aligned to the CCSS and applicable to all subject areas, specifically focusing on 21st Century Skills, use of technology, and cross-curricular integration.

Critical Learner Need #2: Increase support for targeted subgroups as identified by the school (correlates to all 5 Viking Learner Outcomes).

- 2.1 Identify and utilize schoolwide strategies to support increased academic achievement of targeted subgroups, specifically English Learners.
- 2.2 Continue to evaluate efficacy of current school supports, both academic and socio-emotional, and identify ways to improve these and/or implement additional supports.
- 2.3 Specifically address supports for students who are currently or at risk of becoming credit deficient.

- *How do we, as a school community, define and measure academic rigor? (1.1)*
- *How do we define and ensure relevancy? (1.1, 1.2)*
- *How do we involve students in their own learning? (1.1)*
- *In what ways do students currently use technology for school-related assignments? (1.2)*
- *In what ways do students find school to be relevant to life after high school? (1.1)*
- *What do stakeholders consider to be skills related to college and/or career success? (1.1)*
- *What does student engagement look like in the classroom setting? (1.1, 1.2)*
- *In what ways do we currently integrate curriculum across disciplines? (1.1, 1.2)*
- *In what ways will we measure students' achievement of the Viking Learner Outcomes? (1.1, 1.2)*
- *How do we measure the effectiveness of professional development activities? (1.2)*
- *How does the data we currently collect inform us of student learning needs? What additional forms of data should we collect to better inform us of which instructional moves and intervention strategies to implement that will support our targeted subgroups? (2.1, 2.2, 2.3)*
- *How do we currently support the social and emotional needs of our students? Do we see a need for increased support in this area? (2.2)*
- *Is there evidence that personalizing the learning experience for each student at PVHS will increase student achievement? (1.1, 2.1, 2.2, 2.3)*
- *How do we currently involve parents/guardians in supporting their students? How could we improve these efforts? (2.1, 2.2, 2.3)*

