Pinole Valley High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/.

• 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/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Pinole Valley High School
Street	2900 Pinole Valley Road
City, State, Zip	Pinole, CA 94564-1442
Phone Number	(510) 231-1442
Principal	Kibby Kleiman
E-mail Address	KKleiman@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=2428
Grades Served	9-12
CDS Code	07-61796-0735316

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

PVHS Vision: Pinole Valley High School's vision is to become recognized as a California distinguished school. We will become a vital part of our community—a school that serves our city by sharing our work and talents while utilizing the city and its resources to best serve our students.

Mission Statement: Pinole Valley High School will provide for every student an academic challenge to prepare them for college and career and to develop, for students, the confidence to become lifelong learners

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)
Pinole Valley High School graduates will be:

T Thinkers Who:
Analyze data and weigh information in all content areas.
Employ higher level thinking skills to make informed, well- considered decisions.
Recognize bias in speeches, writings, and other media.
Develop and support arguments with evidence and research

H Healthy Young Adults Who:
Demonstrate an understanding of the role of physical activity and nutrition in maintaining lifelong health in mind and body.
Participate in activities that provide both recreation and exercise.
Balance personal and social needs with school and work obligations in productive and self-fulfilling ways.

I Informed, Cultured Members of Society Who:
Read, reflect upon, and respond to a wide range of literature.
Demonstrate the ability to write and speak in a literate, coherent way.
Convey an appreciation for the visual and performing arts.
Display the ability to communicate in a second language.
Consider, in an unbiased way, the differing ideas and cultural mores of others.

N Neighbors and Good Citizens Who:
Contribute in positive ways to school and community.
Show respect for themselves and others by exhibiting punctuality, accepting responsibility for their own choices and decisions and behaving in socially responsible ways.
Work in a cooperative way with others to achieve common goals.

K Knowledge Seekers Who:
Demonstrate initiative in assessing and fulfilling educational needs.
Study and use lessons of the past as guideposts to the future.
Recognize the importance of continuing to acquire knowledge and technological skills that will enable them to remain competitive in the global community.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	317
Grade 10	285
Grade 11	307
Grade 12	296
Total Enrollment	1,205

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	16.8
Asian	13.7
Filipino	9.6
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0.7
White	15.9
Two or More Races	1.4
Socioeconomically Disadvantaged	60.2
English Learners	15.9
Students with Disabilities	11.8
Foster Youth	0.9

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	58	55	44	44
Without Full Credential	4	2	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	5	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	97.2	2.8
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	ELA – Prentice Hall Literature: Timeless Voices ELD – National Geographic: Edge Intervention – Scholastic: Read 180 AP English Language – Bedford/St. Martin's: Language of Composition AP English Literature – MacMillan: Bedford Introduction to Literature CSU Expository Reading – Longman: Reading Rhetorically	Yes	0%
Mathematics	Algebra – Prentice Hall: Algebra 1 Geometry – Key Curriculum Press: Discovering Geometry Algebra 2 – Key Curriculum Press: Algebra 2 Pre-Calculus – Glencoe McGraw Hill: Advanced Mathematical Concepts AP Calculus – Pearson: AP Calculus Probability & Statistics: Wiley: Workshop Statistics – Discovery with Data	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology – McDougal Littell: Biology AP Biology – Person: Campbell AP Biology Biomedical Science – Elsevier/Mosby: The Human Body in Health & Disease Chemistry – Prentice Hall: Chemistry AP Chemistry – Holt McDougal: AP Chemistry Human Body Systems – McGraw Hill: Anatomy and Physiology – Unity of Form and Function Physics – Cambridge Physics Outlet: Foundation of Physics	Yes	0%
History-Social Science	US History – McDougal Littell: Americans – Reconstruction to 21st Century AP US History – Bedford/St. Martin's: America's History World History – McDougal Littell: Modern World History AP World History – McGraw Hill: Traditions & Encounters Economics – Houghton Mifflin: Economics – Concepts and Choices American Government – Prentice Hall: Magruders American Government AP Government – Cengage: AP American Government Psychology – Glencoe McGraw Hill: Understanding Psychology	Yes	0%
Foreign Language	Spanish 1-3 – Pearson Prentice Hall: Realidades Spanish 4 – EMC/Paradigm: Aventura 4 AP Spanish Language – Heinle: Cumbre American Sign Language 1-3: Dawn Sign Press: Signing Naturally Latin 1-3: Prentice Hall: Ecce Romani	Yes	0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Pinole Valley opened in 1968. A new all-weather track and artificial turf field were completed in 05-06. Two staff and community restrooms were upgraded to ADA compliance in the summer of 2008. School facilities are cleaned daily. For repairs, safety concerns are given the highest priority, followed by work that impacts the educational program. Pinole Valley High School will be completely rebuilt over the next five years. Several community meetings were held with the architect planning team to provide input regarding the new school master plan through June 2010. The proposed schedule of the phasing plan for reconstruction: Design Phase begins in October 2010 through June 2012. Design Plans will be submitted to the Department of State Archetics for backcheck and approval from June 2012 - February 2013. Bidding and Construction process will begin in March 2013. Construction of the new temporary campus will begin in March 2013. Demolition of the old campus will begin in August 2014. Demolition of the temporary campus in October 2018. Remaining site work and construction is anticipated to end in July 2018.

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><td colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2015</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3">Repair Status</td><td rowspan="2">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Interior: Interior Surfaces</td><td></td><td></td><td>X</td><td>Secure bookcases to walls</td></tr>
<tr><td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td>Clean paper from light fixtures; Replace ceiling tiles</td></tr>
<tr><td>Electrical: Electrical</td><td></td><td>X</td><td></td><td>Repair flickering lights; Replace missing diffusers</td></tr>
<tr><td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Safety: Fire Safety, Hazardous Materials</td><td></td><td>X</td><td></td><td>Remove items from emergency windows; Lower/Rehang fire extinguisher hook; Replace fire alarm device; Repair PA button-band room; Install a "Window release" sign</td></tr>
<tr><td>Structural: Structural Damage, Roofs</td><td>X</td><td></td><td></td><td>Repair rubber pads at goal posts; Metal door scraping ramp-room 81; Repair downspout</td></tr>
<tr><td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td></td><td>X</td><td></td><td>Repair door closers; Repair loose door lock-mens upper RR; Repair kick downs; Repair broken mirrors-weight room;</td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><td colspan="5">Year and month in which data were collected: July 2015</td></tr>
<tr><td rowspan="2">Overall Rating</td><td>Exemplary</td><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td></td><td></td><td>X</td><td></td></tr>
</table>

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	42	32	44
Mathematics	11	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	295	285	96.6	25	32	29	13
Male	11		151	51.2	32	30	28	9
Female	11		134	45.4	18	34	30	18
Black or African American	11		48	16.3	42	27	23	8
Asian	11		41	13.9	12	29	37	22
Filipino	11		27	9.2	15	52	26	7
Hispanic or Latino	11		120	40.7	29	25	29	15
Native Hawaiian or Pacific Islander	11		2	0.7	--	--	--	--
White	11		37	12.5	14	41	38	8
Two or More Races	11		10	3.4	--	--	--	--
Socioeconomically Disadvantaged	11		183	62.0	28	32	27	11
English Learners	11		32	10.8	59	28	9	0
Students with Disabilities	11		34	11.5	74	18	6	3
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	295	285	96.6	64	25	9	1
Male	11		150	50.8	68	23	6	2
Female	11		135	45.8	60	27	13	1
Black or African American	11		48	16.3	85	10	2	0
Asian	11		41	13.9	32	39	22	7
Filipino	11		27	9.2	59	30	11	0
Hispanic or Latino	11		121	41.0	69	21	11	0
Native Hawaiian or Pacific Islander	11		2	0.7	--	--	--	--
White	11		37	12.5	57	41	0	3

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	**11**	9	3.1	--	--	--	--	--
Socioeconomically Disadvantaged	**11**	184	62.4	68	21	9	2	
English Learners	**11**	33	11.2	82	15	3	0	
Students with Disabilities	**11**	34	11.5	94	6	0	0	
Foster Youth	**11**	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	43	37	40	46	48	46	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	40
Male	37
Female	41
Black or African American	22
Asian	53
Filipino	44
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	--
White	62
Two or More Races	--
Socioeconomically Disadvantaged	4
English Learners	9
Students with Disabilities	34
Foster Youth	--

Note: 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.

Career Technical Education Programs (School Year 2014-15)

Environmental Geography and Technology
Environmental Science & Green Tech [P]

Environ Science II (P)
AP Environmental Science
Introduction To Engineering Design (PLTW) [P]
Principles of Engineering (PLTW)
Civil Engineering & Architecture (PLTW)
Criminal Justice [P]
Human Body Systems (PLTW)
Intro to Law
Law & Justice [P]
Law Enforcement Careers ROP
Biomedical Science [P]
Medical Interventions (ROP)
Principles of the Biomedical Sciences
Sports Medicine (ROP)
Sports Medicine: Applied Physiology [P]
Kinesiology: Applied Anatomy & Physiology[P]
Theater 1 [P]
Theater 2 [P]
Theater Advanced [P]
Play Productions (ROP)

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	528
% of pupils completing a CTE program and earning a high school diploma	14.2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	63%

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	28.57

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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	45	43	53	42	35	38	57	56	58
Mathematics	46	46	50	41	35	36	60	62	59

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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	22	23	56	31	13
All Students at the School	47	26	27	50	36	14
Male	51	30	19	54	34	12
Female	41	22	37	45	38	16
Black or African American	64	24	11	67	29	4
Asian	35	12	54	23	35	42
Filipino	40	40	20	48	40	12
Hispanic or Latino	51	26	22	58	34	8
White	29	31	41	35	49	16
Socioeconomically Disadvantaged	51	28	21	51	38	11
English Learners	81	8	11	73	22	5
Students with Disabilities	93	7		97	3	

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.30	20.00	29.00

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)

Every aspect of Pinole Valley High School's climate, culture, sports, activities and academic programs is developed through the direct involvement of parents, teachers, students, community members and administration. The formal systems for information and decision making are:

Parent Teacher Student Association (PTSA): We have an active PTSA as well as booster groups for Drama, Band, Forensics, and Interscholastic Sports. Through membership dues and fundraising activities that bring the community together, the PTSA sponsors student incentives for academic and attendance improvement. It also provides volunteer supervision and refreshments in support of many school activities including Walk-through Registration, the Homecoming Parade and support services for faculty, staff and students. Monthly Parent meetings take place in the school library; topics vary on interest and input. The meetings are open to our community as well.

School Site Council (SSC): The SSC meets monthly to review the school action plans and budgets and make decisions accordingly; parents, students, teachers, staff and the school principal work together in planning school program improvement. Please contact the school Office Manager, Claire Wichelmann, for meeting dates and times (CWichelmann@wccusd.net).

English Learner Advisory Committee (ELAC): The ELD budget oversight committee is the ELAC. Parents, teachers, school administrators and students work together to inform ELD program and budget decisions. The ELD department works closely with academic counselors and ELD students in the areas of scheduling and tutoring. A bilingual classroom aide and a bilingual graduate tutor assist teachers in classrooms during the school day. The ELD department monitors the progress of former ELD students. Classrooms are infused with instructional technology as a tool to engage students and promote the integration of technology into the curriculum. Please contact the PVHS School Community Worker, Mrs. Landeros, at ALanderos@wccusd.net for more information.

Coffee Club: Meets once a month with school community worker to have time with school administrators, teachers and/or support staff

Focus groups composed of teachers, students, parents, community members, district office and school administration meet to analyze data and develop plans using the WASC criteria in the areas of Standards Based Instruction, Standards Based Curriculum, Assessment and Accountability, Safety and School Culture, Governance, Leadership and Staff Resources.

The support of parent volunteers is both a hallmark of the school and an indispensable feature of Pinole Valley High School. PVHS parents. Mr. Wayne Greengard has worked tirelessly to streamline the Walk-through Registration process effectively diminishing wait-time to no more than fifteen minutes. Parents are encouraged to and do have a strong presence on the PVHS campus. In addition to the formal structures for parent involvement listed above, parents volunteer in the front office, library, and hallways to provide support by answering phones, campus beautification, and providing general support in many areas of the school. Parents support the sports teams through fundraising, keeping stats and running the scoreboards, contributing to the family climate and culture of the teams, programs, and the school. Please contact Ms. Wichelmann, Office Manager, at CWichelmann@wccusd.net, if you are interested in volunteer service to PVHS.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	5.90	2.40	4.10	18.20	13.30	14.60	13.10	11.40	11.50
Graduation Rate	92.33	94.41	94.36	75.72	79.88	77.68	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	99.04	80.04	84.6
Black or African American	96.61	76.99	76
American Indian or Alaska Native		100	78.07
Asian	105.13	91.43	92.62
Filipino	94.74	94.8	96.49
Hispanic or Latino	100	76.11	81.28
Native Hawaiian/Pacific Islander	100	84	83.58
White	96.67	82.55	89.93
Two or More Races	133.33	64.29	82.8
Socioeconomically Disadvantaged	91.18	60.08	61.28
English Learners	72.5	54.21	50.76
Students with Disabilities	100.66	77.49	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	12.04	6.63	4.39	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

PVHS is committed to providing a safe and caring environment in which students are able to learn. Pinole Valley High School has implemented strategies to ensure:

1) Safe, positive learning and working environments
2) Site preparedness for any crisis or emergency

Pinole Valley High School staff and community are committed to preparing students to become responsible and caring citizens who will contribute in positive ways to our diverse society. In addition to the Healthy Kids Survey, a school climate and culture perception survey is given to the staff, students and community. The School Climate and Culture Focus Group use this data to inform decisions about safety programs and services.

The Student Health Center is open five days per week during the school day. It is staffed by a coordinator and several outreach counselors. We are in partnership with Contra Costa County Health Services to provide direct health services to our students through a health van which comes weekly on campus. Students have access to various forms of counseling and health services including anti bulling groups, anger management groups, substance abuse counseling and prevention, as well as 1:1 counseling. Many students are trained each year to be Peer Conflict Mediators, and Youth Tobacco Educators. Through these programs, students learn how to respond to conflict in more productive ways and leadership skills.

Pinole Valley High School is following the West Contra Costa Unified School District Comprehensive School Safety Program. The School Safety and Emergency Team are supplemented by the District Safety Committee. As Pinole Valley is on a new campus this year, a new safety plan and evacuation routes were developed in conjunction with the Pinole Valley Fire Department, the Pinole Valley Police department, and the school ESA Academy Safety and Preparedness student group this 13-14 school year. PVHS has already tested its routes and had a live fire drill this year to ensure the plan works and troubleshoot potential issues.

Two Assistant Principals and the Principal handle all student disciplinary incidents and enforcement of school rules. Six Campus Security Officers are responsible for student supervision in all school areas outside of the classroom, and reporting to the School Resource Officers, and Administration. Two City of Pinole School Resource Officers (SROs) are also assigned to PVHS and work closely with the administration to ensure that campus safety policies are implemented; they, along with six Campus Safety Officers (CSO's), patrol the campus during the school day. Schedules of supervisory personnel are staggered so that the campus is covered from 7:00 am until 4:30 pm. All PVHS staff and students are required to wear identification lanyards. Additionally, all students and parents attend a safety meeting during the registration process in August when a message is delivered by the SROs and administrators. The school has expanded its safety drills, holding a once a quarter shelter in place and twice yearly evacuation drill.

Attendance is viewed as a critical component of school safety at PVHS. The School Attendance Review Team meets with students, parents/guardians. Connect Ed, a web-based system, will be used to call parents/guardians on a daily basis when students are reported absent in one or more periods during the day. In addition, parents and students have a password to access live attendance and grade data on Power School.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	25	23	16	20	26	21	10	22	25	26	8	19
Mathematics	31	9	5	25	26	14	12	13	31	8	5	21
Science	29	9	5	20	29	7	9	11	30	5	5	15
Social Science	32	10	3	32	32	5	9	22	29	8	12	17

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	388.66
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.45	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	4.00	N/A
Other	0	N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9464.93	$5341.14	$4123.79	$56699.12
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-57.2	0.6
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-22.9	-22.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Pinole Valley High school include:

Sp Ed, IDEA Basic Local Entit 1
Special Ed-E
LEP EIA
Three California Partnership Academies (Law & Justice, Health, and Environmental Studies)
Conservatory of the Arts (fund raising to support after-school classes)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
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 (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All courses	12	.4

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Professional Development for 2015-2016 focuses on implementation of the Common Core State Standards and Reading strategies. For three days prior to the school year, teacher teams worked together to create common standards maps and to better understand the new standards. Additionally, academy teams had time to work on integrated projects and performance tasks.

During the school year, teachers meet every Wednesday for an hour to collaborate and develop professionally. Teachers meet either whole staff, in departments or in Academy teams. The ILT and administration work together to analyze data and decide the professional development calendar. Currently, PVHS is focusing on Writing Across the Curriculum school-wide. In addition, PVHS is focusing on one new Check for Understanding strategy per month to ensure all students are learning at high levels and to support teachers will developing new instructional strategies.

In addition, through LCFF funding, teachers are allotted additional hours to develop professionally or collaborate in departments and academies. Some teams focus on curriculum development, others on data analysis and some on designing enrichment opportunities for students. Academy teams also meet once per week in their teams to develop assignments, create enrichment opportunities for students and hold student intervention meetings. Teachers are supported with implementation though district coaching, admin observation and feedback and with peer observation and feedback.