Pinole Valley High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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 and 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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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 (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Pinole Valley High
Street	2900 Pinole Valley Rd.
City, State, Zip	Pinole, Ca, 94564-1499
Phone Number	510-231-1442
Principal	Kibby Kleiman
E-mail Address	kkleiman@wccusd.net
County-District-School (CDS) Code	07617960735316

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

Pinole Valley High School - whose colors are blue and gold and whose mascot is the Spartan - is one of six comprehensive high schools in the West Contra Costa County Unified School District. It opened in 1968 in the city of Pinole, an East Bay Area suburb, located thirty miles east of San Francisco, California.
Enrolling students from Pinole and adjacent communities San Pablo, El Sobrante, Richmond, and Hercules, PVHS was home to nearly 2500 students-a-year until 2001. During the summer of 2014 after the community approved a parcel tax for a new school site, teachers and staff packed classrooms and offices and moved to an interim campus consisting of portables on what used to be the site's baseball fields. Demolition of the original PVHS began in the fall of 2014; the construction of the new campus started - after delays in funding - in the summer of 2016. PVHS will open its brand new, multi-level campus in time for the 2019-2020 school year.

Pinole Valley Spartans are known for sports (we offer 15), extra-curricular opportunities (there are currently 38 recognized clubs at the site), arts programs (performing and visual), an amazing marching band with a nationally recognized director, Academies (Engineering, Health, Law and Justice, Pacific Choral), Advanced Placement (AP) and honors courses, strong ties to service, and Regional Occupational Program (ROP) courses. PVHS also celebrates several alumni athletes who have gone pro and musicians who have gained international recognition.

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 using the city and its resources to best serve our students.

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

Learner Outcomes: Pinole Valley High School adopted the Graduate Profile of the West Contra Costa County School District, which includes the following qualities: Skilled Communicator, Self-Directed Learner, Effective Collaborator, Innovative Thinker, Quality Producer, Responsible World Citizen, Proficient User of Digital Media and Technology, and Health and Wellness Advocate.

Last updated: 11/29/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	278
Grade 10	295
Grade 11	286
Grade 12	277
Total Enrollment	1136
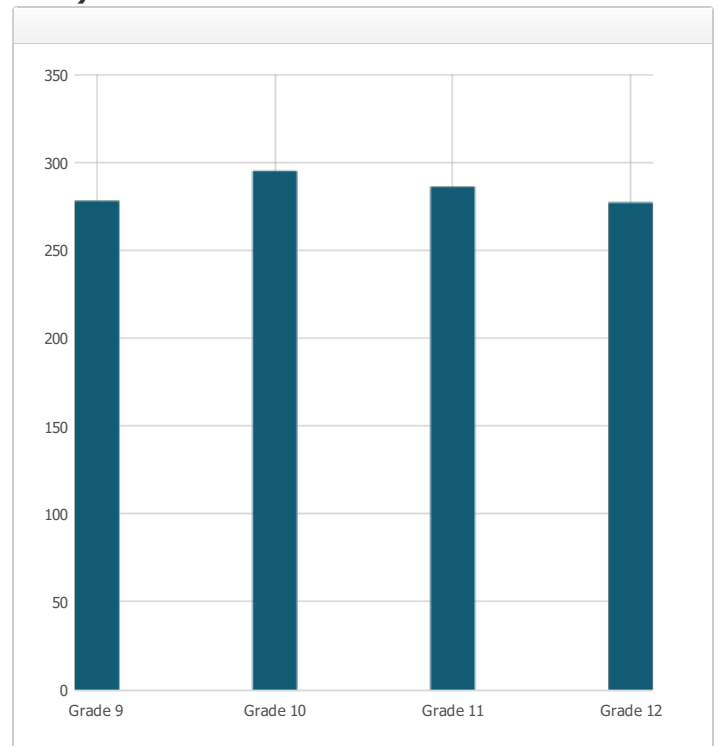
Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	15.7 %
American Indian or Alaska Native	0.2 %
Asian	12.9 %
Filipino	8.9 %
Hispanic or Latino	44.5 %
Native Hawaiian or Pacific Islander	0.6 %
White	15.1 %
Two or More Races	2.1 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.1 %
English Learners	14.8 %
Students with Disabilities	11.9 %
Foster Youth	0.8 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	48	47	47	1211
Without Full Credential	1	5	2	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	3	0	10
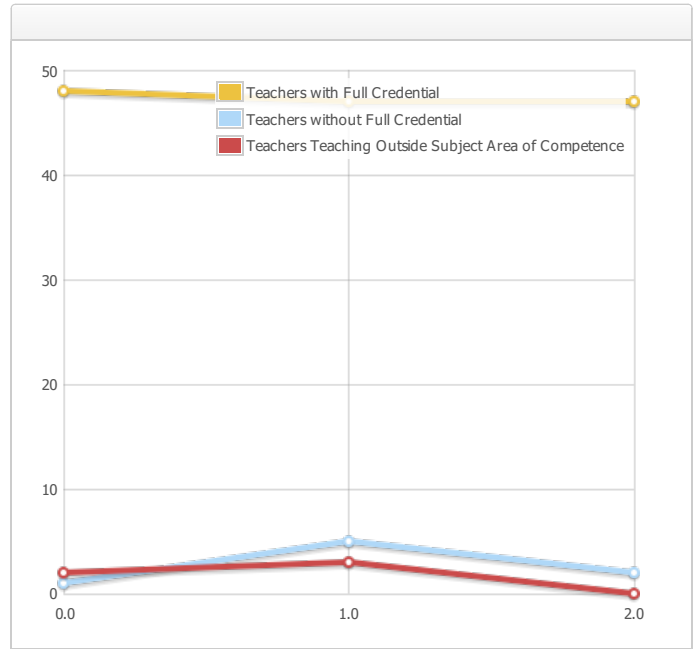
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0
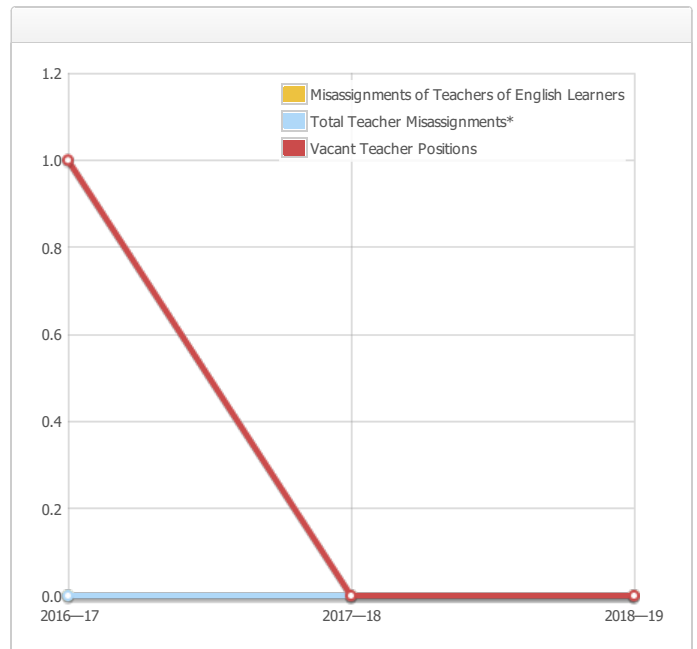
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: Prentice Hall Literature (ELA grades 9-11), c2002 - adopted 2018 National Geographic: Edge, (ELD) c2014 - adopted 2014 Scholastic: Read 180, (Intervention) c2011 - adopted 2011 Bedford/St. Martin's: Language and Composition, (AP English Language) 7th ed., c2016 - adopted 2018 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 - adopted 2018 Longman: Reading Rhetorically, (CSU Expository Reading & Writing) 4th ed., c2014 - adopted 2018	Yes	0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 - adopted 2018 Wiley: Workshop Statistics: Discovery with Data, 4th ed., c2012 - adopted 2018	Yes	0.0 %
Science	McDougal Littell Biology, (Biology) c2008 - adopted 2018 Pearson: Campbell AP Biology, (AP Biology) 9th ed, c2011 - adopted 2018 Prentice Hall Chemistry, (Chemistry) c2007 - adopted 2018 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004 - adopted 2018 Cengage: AP Chemistry, (AP Chemistry) 10th ed, c2018 - adopted 2018 Project Lead the Way: Biomedical Science (Biomedical Science), online course, c2017 - adopted 2018 Project Lead the Way: Human Body Systems (Human Body Systems), online course, c2017 - adopted 2018 Project Lead the Way: Medical Interventions (Medical Interventions), online course, c2017 - adopted 2018 Project Lead the Way: Principles of the Biomedical Sciences (Principles of the Biomedical Sciences), online course, c2017 - adopted 2018	Yes	0.0 %
History-Social Science	McDougal Littell Modern World History, (World History) c2006 - adopted 2018 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 - adopted 2018 McDougal Littell Magruders American Government, (American Government) c2006 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 - adopted 2018 Cengage: AP American Government, (AP American Government) 16th ed, c2019 - adopted 2018 Glencoe McGraw Hill: Understanding Psychology (Psychology), c2014 - adopted 2018 Bedford/St. Martin's: America's History, (AP US History) 8th ed., c2014 - adopted 2018	Yes	0.0 %
Foreign Language	Dawn Sign Press: Signing Naturally (American Sign Language 1-4), c2008-2014 - adopted 2018 Prentice Hall: Ecce Romani 1 (Latin 1), 3rd ed., c2005 - adopted 2018 Prentice Hall: Ecce Romani 2-3 (Latin 2-3), 2nd ed., c1995 - adopted 2018 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) 2nd ed., c2013 - adopted 2018 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014 - adopted 2018	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repair linoleum (Kitchen) Replace floor mats (Kitchen) Adjust ceiling tiles to grid (Girls team room, Girls dance room, Boys restroom by counselors building, MPR, Boys restroom by textbook room)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Cover wallplug (Girls dance room) Key switch for lights needed (Girls restroom by library)
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Replace faucet (Boys restroom by textbook room) Too much pressure at drinking fountains by room 55, 56, and 34 (Drinking fountains)
Safety: Fire Safety, Hazardous Materials	Fair	Room # needed (Room 21) Aerobics room sign needed (Aerobics room) hemical plaque needed at extaerior wall by chemical room (Building 13)
Structural: Structural Damage, Roofs	Good	Paint ramp (Kitchen)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Replace blinds (Girls team room, Girls PE locker room) Replace mirror (Girls team room) Replace paper at window (Girls PE locker room)

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair

Last updated: 6/24/2019

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	51.0%	42.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	24.0%	18.0%	25.0%	24.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	279	96.88%	41.73%
Male	141	134	95.04%	36.57%
Female	147	145	98.64%	46.53%
Black or African American	46	45	97.83%	15.56%
American Indian or Alaska Native	--	--	--	
Asian	41	40	97.56%	57.50%
Filipino	16	16	100.00%	73.33%
Hispanic or Latino	148	143	96.62%	39.16%
Native Hawaiian or Pacific Islander	--	--	--	
White	30	29	96.67%	58.62%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	198	192	96.97%	38.54%
English Learners	56	52	92.86%	9.62%
Students with Disabilities	34	33	97.06%	6.06%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	277	96.18%	18.41%
Male	141	134	95.04%	22.39%
Female	147	143	97.28%	14.69%
Black or African American	46	44	95.65%	2.27%
American Indian or Alaska Native	--	--	--	
Asian	41	40	97.56%	37.50%
Filipino	16	16	100.00%	68.75%
Hispanic or Latino	148	142	95.95%	8.45%
Native Hawaiian or Pacific Islander	--	--	--	
White	30	29	96.67%	37.93%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	198	191	96.46%	14.66%
English Learners	56	52	92.86%	3.85%
Students with Disabilities	34	32	94.12%	3.13%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/23/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Career Technical Education (CTE) courses are designed to bring real-world education and curriculum to our students using project-based learning. Students work with professionals from their fields to learn about the specific subject and career opportunities. Pathway teacher teams, along with industry partners, collaborate to build integrated projects, working on solving real world issues and building skills to prepare them for life beyond high school. Student leadership development, collaboration skills, and critical, creative thinking are emphasized in pathway curriculum and instruction.

College and Career Pathways are the major reform initiative at our secondary schools, designed to increase student achievement and motivation through individualized student support, authentic projects and multiple opportunities to work with career employment partners. Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports include:
- Collaboration on rigorous, standards-based curriculum, partner engagement, and analysis of results.
- Professional development/coaching of teachers to continuously develop career technical expertise
- Study trips, speakers, mentor programs, internships
- Central office support staff

A sustainable broad-based community coalition of business and civic leaders exists and serves on the District and career sector advisory boards to provide support for and monitor college and career pathway implementation, and align them to the local economic and workforce development needs.

CTE programs exist at all of the high schools and all pathways are open to all students. CTE teachers are encouraged to work with Special Ed teachers and ELD

teachers to ensure student success. Students may transfer schools in order to choose a CTE program that is not available at their home school. All CTE courses satisfy graduation and A-G requirements, and several receive dual college credit. Course progressions are continually updated and follow CDE CTE sequence guidelines.

CTE Courses offered at Pinole Valley High School:

Principles of Engineering PLTW
Human Body Systems PLTWROP
Medical Interventions PLTW
Law Enforcement Careers ROP
Criminal Justice P

Last updated: 1/8/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	249
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	24.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	19.0%

Last updated: 1/8/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.3%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	40.7%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	19.4%	20.5%	24.8%

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.

Last updated: 1/23/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

There are numerous ways for parents and community members to be involved with Pinole Valley High School. Parents and students are encouraged to access grades, attendance, and citizen reports via PowerSchool, which is updated live throughout each business day. The school's website (PVHS on the web) is maintained by the Principal and includes schedules, teacher pages, updates, and general information. Any interested party may sign-up to receive weekly messages via the E-tree (email etree@pvhs.net to subscribe) and all student homes are contacted via robo-call each week with the Principal's "Friday Report." Spartan Ink, an online student-directed newspaper, can be accessed by anyone with the link (Spartan Ink); those preferring social media can find various groups on Snapchat, Facebook, Twitter, and Remind.
The Parent Teacher Student Association (PTSA) meets on the first Monday of each month. Agenda items vary on interest and input, and are open to all. Through membership dues and fundraisers throughout the community, the PTSA sponsors student incentives for academic and attendance achievement. It also provides volunteer supervision and refreshments in support of several school-wide activities, hosts several teacher appreciation events, provides student scholarships, and grants classroom wishes in the form of supplies and materials.

The School Site Council (SSC) meets monthly to review the School-wide Action Plan and budget items. Parents, students, teachers, staff, and the principal work together in planning and monitoring school improvement issues and allot monies accordingly. Please contact Alma Landeros (alanderos@wccusd.net) for meeting dates and times.

The English Learner Advisory Committee (ELAC) is the budget oversight committee for the English Learner Development (ELD) program.

The Pinole Valley African American Advisory Team (ASSAT) is a group of African American Parents engaged with our School Community Outreach Worker to increase student and parent efficacy for students of color at PVHS.Please contact Aaniyah Bardell (aniyah.bardell@wccusd.net) for meeting dates and times.

Our School Community Outreach Workers also host a monthly coffee club for interested parents and community members.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.3%	2.5%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	96.9%	92.5%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	4.7%	7.5%	9.1%
Graduation Rate	87.9%	80.2%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
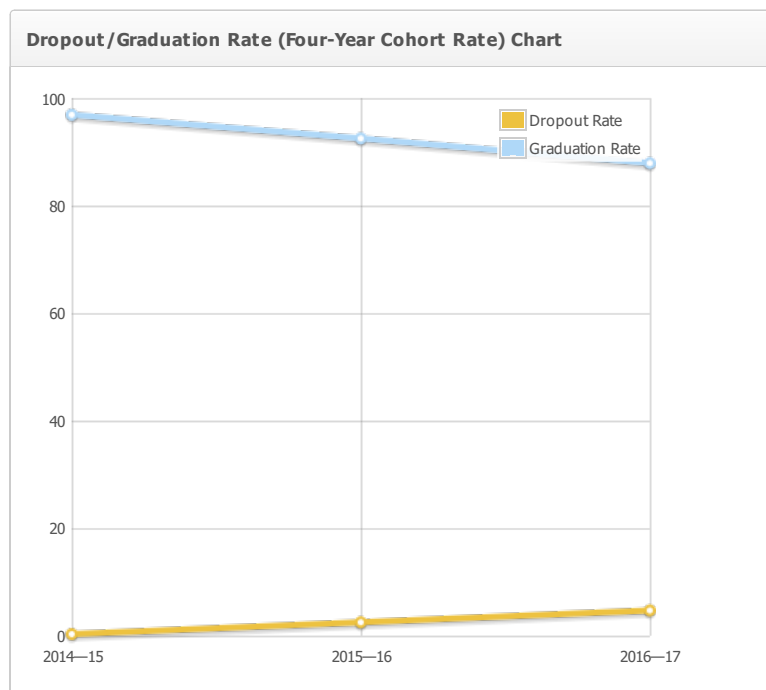
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/23/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group	School	District	State
All Students	87.5%	85.0%	88.7%
Black or African American	94.1%	79.7%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	87.5%	94.9%	94.9%
Filipino	90.3%	95.2%	93.5%
Hispanic or Latino	87.9%	83.6%	86.5%
Native Hawaiian or Pacific Islander	100.0%	94.4%	88.6%
White	80.0%	87.9%	92.1%
Two or More Races	100.0%	88.0%	91.2%
Socioeconomically Disadvantaged	94.9%	88.1%	88.6%
English Learners	58.5%	62.0%	56.7%
Students with Disabilities	65.5%	59.2%	67.1%
Foster Youth	0.0%	75.0%	74.1%

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	5.8%	6.2%	6.2%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
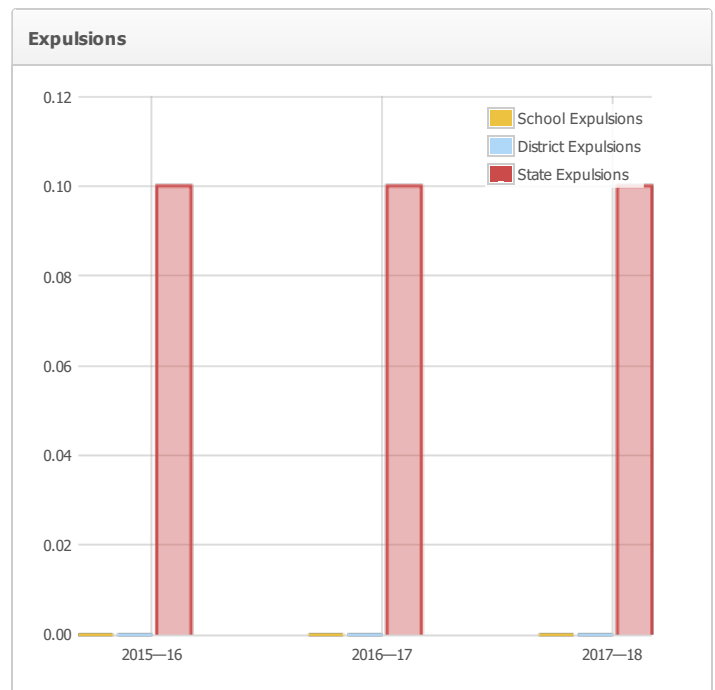
School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	26	8	19
Mathematics	34.0	5	4	21
Science	34.0	3		15
Social Science	29.0	11	5	20

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	21	16	14
Mathematics	33.0	3	10	19
Science	31.0	3	6	11
Social Science	33.0	8	4	22

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	14	16	16
Mathematics	31.0	7	7	19
Science	28.0	6	8	10
Social Science	32.0	4	8	21

* 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.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	373.3
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7174.0	$2249.1	$4924.9	$67099.7
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-44.2%	-0.9%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-28.7%	-18.5%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

- YMCA OF THE EAST BAY
- LIFESAVERS CPR AND FA TRAINING
- ACADEMIES
- ART
- PROJECT LEAD THE WAY INC
- HOTMATH INC
- SPORTS
- STUDY TRIPS
- THE COLLEGE BOARD
- TURNITIN LLC

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
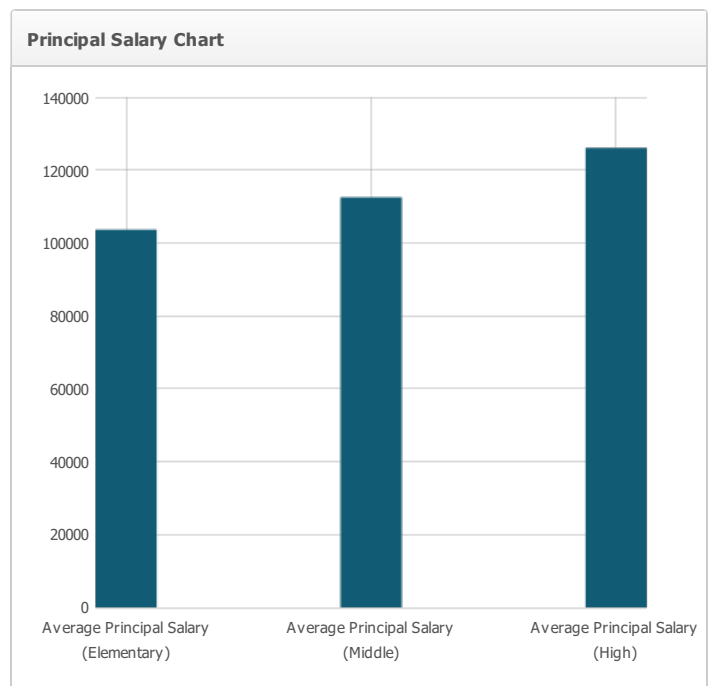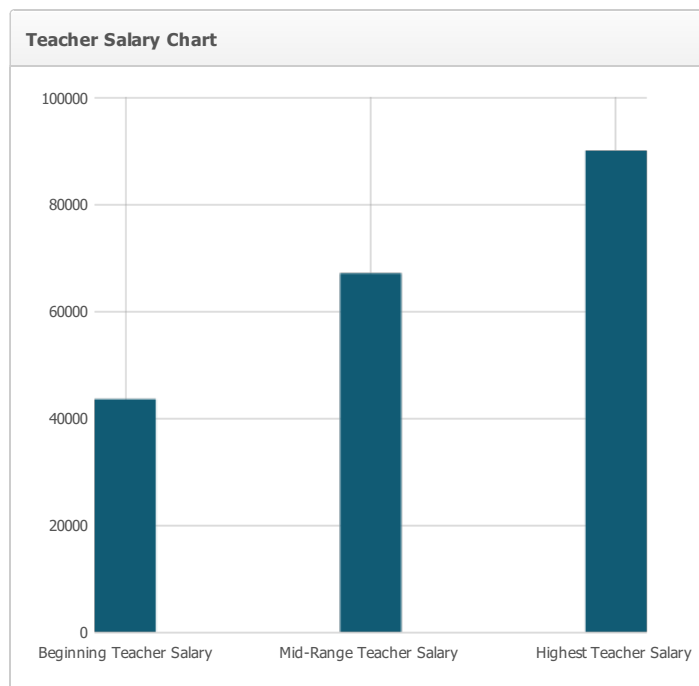
Last updated: 1/23/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	5	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	6	N/A
All Courses	22	20.3%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/23/2019

Professional Development

Pinole Valley High School has adopted and adheres to a collaboration schedule, in which students are released one hour early each Wednesday so that teachers and faculty members may meet in one of the following ways: Collaboration in Departments: members of subject areas meet to discuss department business. Agenda items range from curriculum to grade calibration, study trip planning to SPSA (Single Plan for Student Achievement) goals. Collaboration in Committees: staff members self-select a committee in which to serve.

Standing committees for the 2018-2019 school year include Finance, Assessments, Scheduling, IB Feasibility, WASC Leadership, New Teacher Support, Climate and Culture, Interventions, and Technology. Instructional Leadership Team: this body acts as the liaison between staff and the School Site Committee, focusing on the School-wide Action Plan, the District's Theory of Action, Common Core teaching strategies, and Professional Development.

Professional Development: specialized training, formal education, or advanced professional learning - generally to support the school's Vision or School-wide Action Plan - is offered to help teachers improve their professional knowledge, competence, skill, and effectiveness. Strands of Checks for Understanding, Reading Strategies, and Technology have been of particular emphasis. Additionally, all faculty meet to discuss school-wide business on the first Monday of each month, and all WCCUSD teachers complete an additional ten hours of self-directed professional development on their own time. Pinole Valley High School is also a candidate school* for the Diploma Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

Last updated: 11/29/2018