Pinole Valley High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 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 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 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	Pinole Valley High
Street	2900 Pinole Valley Road
City, State, Zip	Pinole, Ca, 94564-1499
Phone Number	510-231-1442
Principal	Kibby Kleiman, Principal
E-mail Address	kkleiman@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx? PageID=24
County-District-School (CDS) Code	07617960735316

Last updated: 11/21/2017

School Description and Mission Statement (School Year 2017-18)

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: 1/22/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	298
Grade 10	297
Grade 11	305
Grade 12	264
Total Enrollment	1164
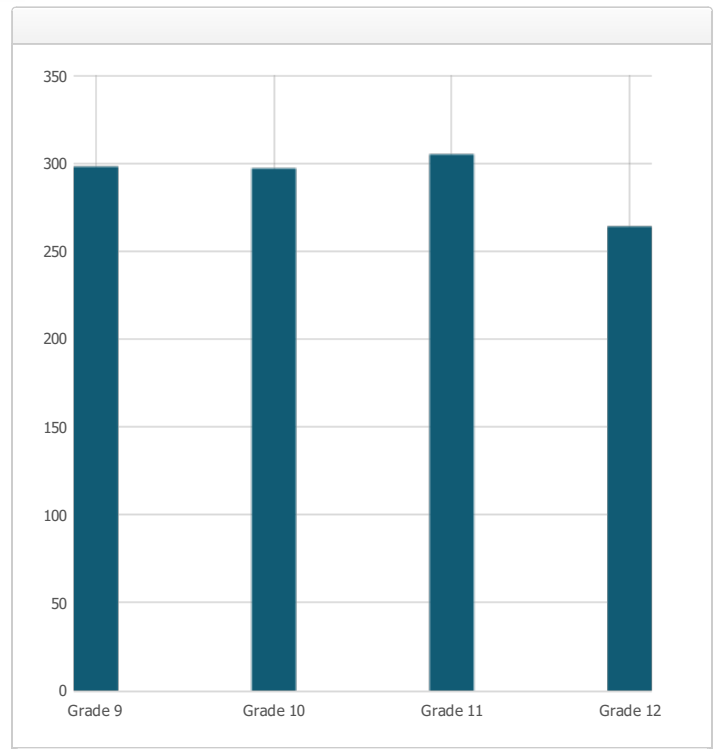
Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	14.9 %
American Indian or Alaska Native	0.2 %
Asian	13.1 %
Filipino	9.1 %
Hispanic or Latino	44.5 %
Native Hawaiian or Pacific Islander	0.7 %
White	15.3 %
Two or More Races	2.0 %
Other	0.2 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.0 %
English Learners	15.2 %
Students with Disabilities	11.3 %
Foster Youth	0.6 %

Last updated: 1/25/2018

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	44	48	47	1192
Without Full Credential	3	1	5	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	2	3	14
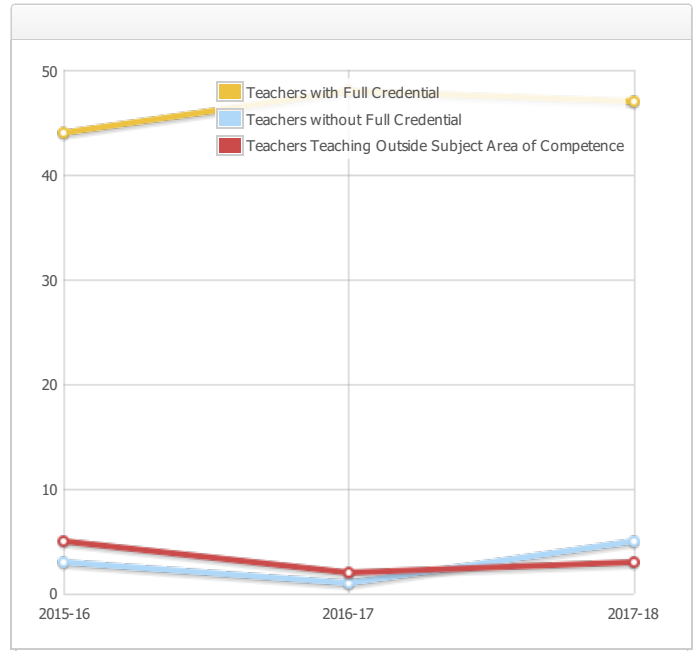
Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0
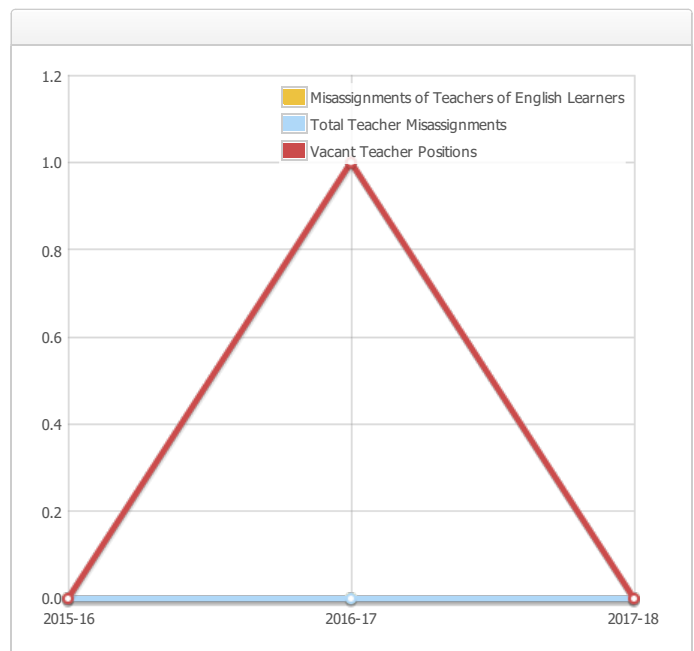
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

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 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 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 Longman: Reading Rhetorically, (CSU Expository Reading & Writing) 4th ed., c2014		0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Key Curriculum Press Discovering Geometry, c2008 Key Curriculum Press Discovering Algebra 2, c2004 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 Wiley: Workshop Statistics: Discovery with Data, 4th ed., c2012		0.0 %
Science	McDougal Littell Biology, (Biology) c2008 Pearson: Campbell AP Biology, (AP Biology) 9th ed, c2011 Prentice Hall Chemistry, (Chemistry) c2007 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004 Cengage: AP Chemistry, (AP Chemistry) 10th ed, c2018 Project Lead the Way: Biomedical Science (Biomedical Science), online course, c2017 Project Lead the Way: Human Body Systems (Human Body Systems), online course, c2017 Project Lead the Way: Medical Interventions (Medical Interventions), online course, c2017 Project Lead the Way: Principles of the Biomedical Sciences (Principles of the Biomedical Sciences), online course, c2017		0.0 %
History-Social Science	McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruders American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 Cengage: AP American Government, (AP American Government) 13th ed, c2013 Glencoe McGraw Hill: Understanding Psychology (Psychology), c2014 Bedford/St. Martin's: America's History, (AP US History) 8th ed., c2014		0.0 %
Foreign Language	Dawn Sign Press: Signing Naturally (American Sign Language 1-3), c1998 Prentice Hall: Ecce Romani 1 (Latin 1), 3rd ed., c2005 Prentice Hall: Ecce Romani 2-3 (Latin 2-3), 2nd ed., c1995 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) 2nd ed., c2013 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014		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.

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Actions were/will be taken to ensure: There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Actions were/will be taken to ensure: There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Fair	Actions were/will be taken to ensure: There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	Actions were/will be taken to ensure: The fire sprinklers appear to be in

working order (e.g., there are no missing or damaged sprinkler heads).
Emergency alarms appear to be functional.
Emergency exit signs function as designed, exits are unobstructed.

Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).

Structural: Structural Damage, Roofs	Good	Actions were/will be taken to ensure: Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Actions were/will be taken to ensure: There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair

Last updated: 1/23/2018

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	44%	51%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	19%	24%	25%	25%	36%	37%

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: 1/25/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	273	96.47%	51.10%
Male	149	143	95.97%	49.30%
Female	134	130	97.01%	53.08%
Black or African American	31	31	100.00%	46.67%
American Indian or Alaska Native				
Asian	43	43	100.00%	65.12%
Filipino	33	30	90.91%	70.00%
Hispanic or Latino	122	118	96.72%	44.07%
Native Hawaiian or Pacific Islander	--	--	--	
White	42	39	92.86%	48.72%
Two or More Races			100.00%	36.36%
Socioeconomically Disadvantaged	169	163	96.45%	46.91%
English Learners	56	54	96.43%	16.67%
Students with Disabilities	34	31	91.18%	--
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: 1/25/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	271	95.76%	24.07%
Male	149	142	95.30%	24.11%
Female	134	129	96.27%	24.03%
Black or African American	31	30	96.77%	--
American Indian or Alaska Native				
Asian	43	43	100.00%	51.16%
Filipino	33	31	93.94%	41.94%
Hispanic or Latino	122	116	95.08%	12.93%
Native Hawaiian or Pacific Islander	--	--	--	
White	42	40	95.24%	27.50%
Two or More Races		--	90.91%	11.11%
Socioeconomically Disadvantaged	169	161	95.27%	19.88%
English Learners	56	53	94.64%	
Students with Disabilities	34	29	85.29%	
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: 1/25/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	40.0%	32.0%	46.0%	40.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/25/2018

Career Technical Education Programs (School Year 2016-17)

List of CTE programs:

Principles of the Biomedical Sciences
Human Body Systems PLTWROP
Medical Interventions PLTW
Sports Medicine ROP
Advanced Photography ROP
Civil Engineering Architecture PLTW
Introd To Engineering Design PLTW P
Principles of Engineering PLTW
Show Choir P
A Cappella P
Law Enforcement Careers ROP
Criminal Justice P

Last updated: 12/4/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	501
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	10.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	38.0%

Last updated: 12/4/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.5%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	38.5%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	19.0%	--	1.2%

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: 1/25/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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
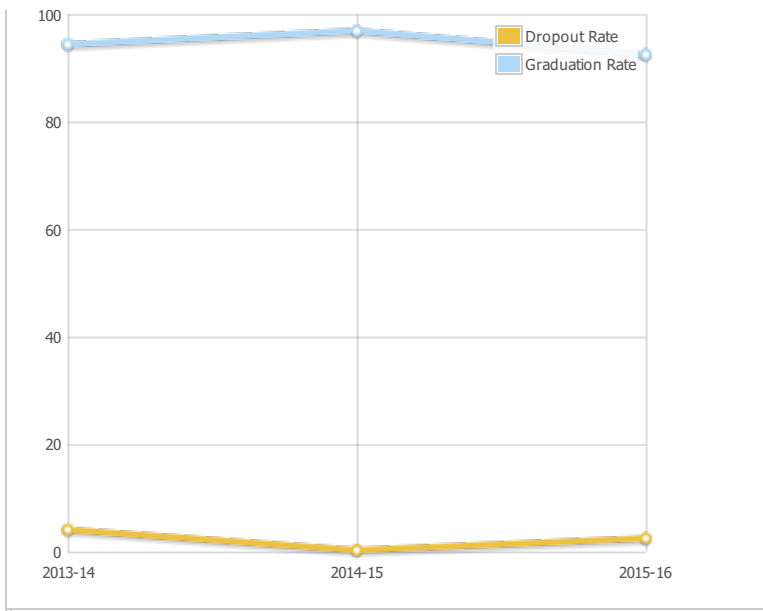
Last updated: 1/22/2018

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.1%	0.3%	2.5%	14.6%	7.2%	8.7%	11.5%	10.7%	9.7%
Graduation Rate	94.4%	96.9%	92.5%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Student Group	School	District	State
All Students	93.5%	84.9%	87.1%
Black or African American	93.5%	78.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	95.2%	94.7%	94.4%
Filipino	96.0%	97.2%	93.8%
Hispanic or Latino	93.3%	83.2%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	91.4%	84.5%	91.0%
Two or More Races	88.9%	93.8%	90.6%
Socioeconomically Disadvantaged	97.1%	85.0%	85.5%
English Learners	64.5%	60.9%	55.4%
Students with Disabilities	70.6%	61.4%	63.9%
Foster Youth	100.0%	68.8%	68.2%

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.4%	5.8%	6.2%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
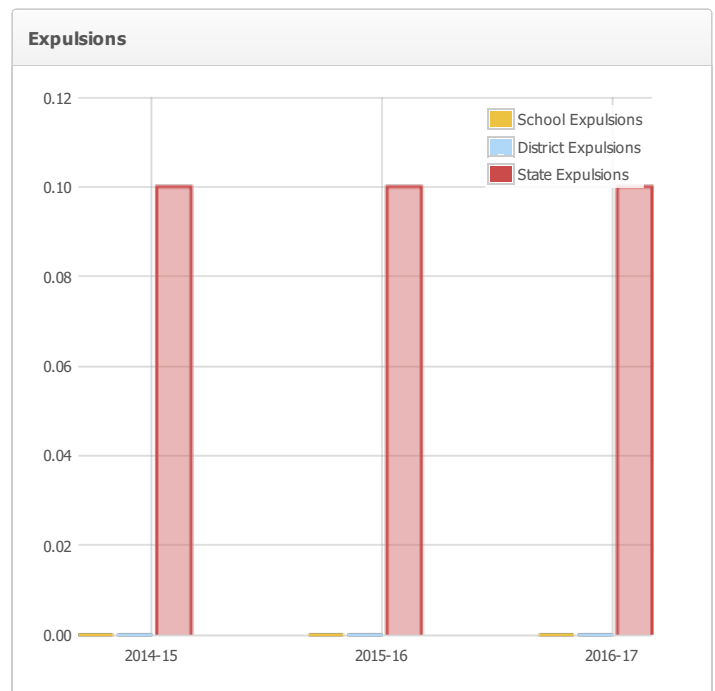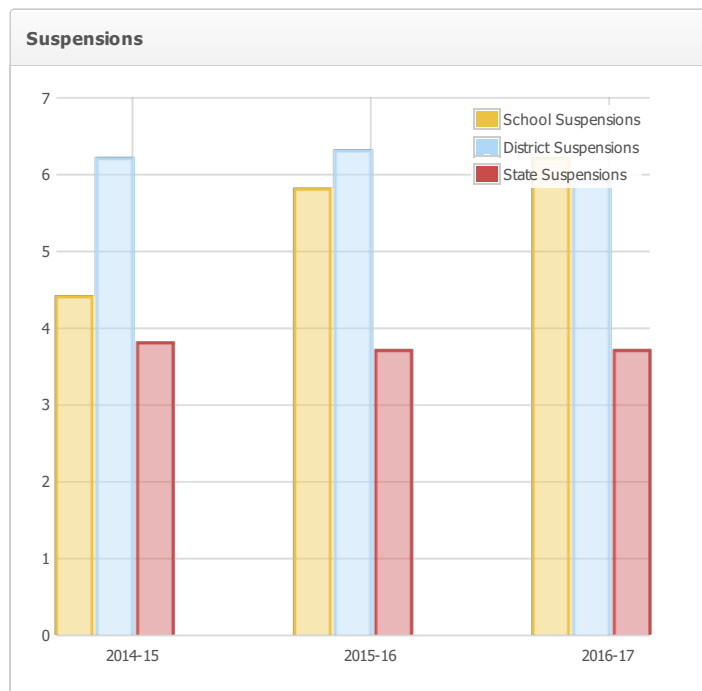
School Safety Plan (School Year 2017-18)

Last revised 11/9/2017 by Elizabeth Montes-Nation, Coordinator-Disaster Preparedness and Safety

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System.
Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	25.0	26	8	19	24.0	26	8	19	25.0	21	16	14
Mathematics	31.0	8	5	21	34.0	5	4	21	33.0	3	10	19
Science	30.0	5	5	15	34.0	3	0	15	31.0	3	6	11
Social Science	29.0	8	12	17	29.0	11	5	20	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.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	388.7
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	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	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: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18483.5	$8562.0	$9921.4	$63177.6
District	N/A	N/A	$10107.3	$61169.5
Percent Difference – School Site and District	N/A	N/A	-1.9%	3.2%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	40.6%	-22.5%

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

Last updated: 1/18/2018

Types of Services Funded (Fiscal Year 2016-17)

- ENVIRONMENTAL STUDIES ACADEMY

- EXTRA CURRICULAR SITE ALLOCATION

- FULL SERVICE COMMUNITY - WHOLE CHILD

- HEALTH ACADEMY

- LAW ACADEMY

- PARENT ENGAGEMENT

- PROJECT LEAD THE WAY

- SCHOOL CLIMATE-WHOLE CHILD

- SCHOOL SUPPORT - EXTRA CURRICULAR

- VISUAL & PERFORM ARTS ACADEMY

- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,021	$47,808
Mid-Range Teacher Salary	$63,219	$73,555
Highest Teacher Salary	$84,748	$95,850
Average Principal Salary (Elementary)	$95,040	$120,448
Average Principal Salary (Middle)	$100,743	$125,592
Average Principal Salary (High)	$112,510	$138,175
Superintendent Salary	$231,795	$264,457
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 http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
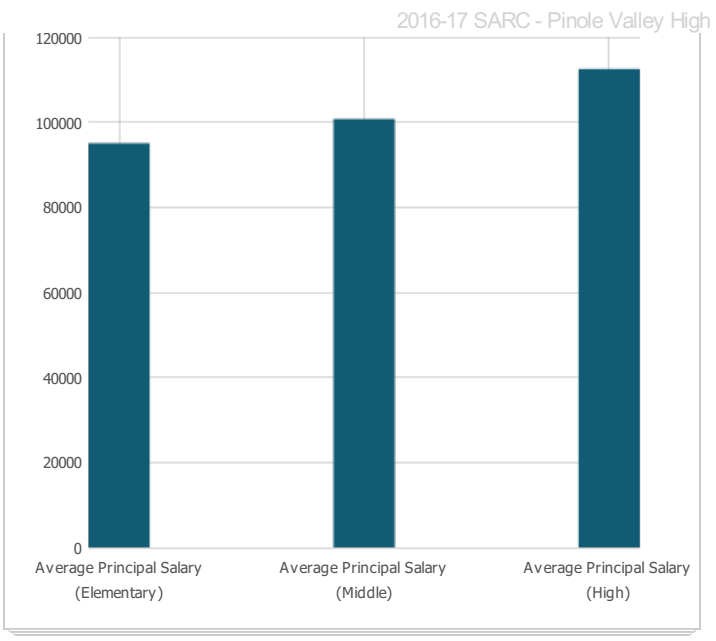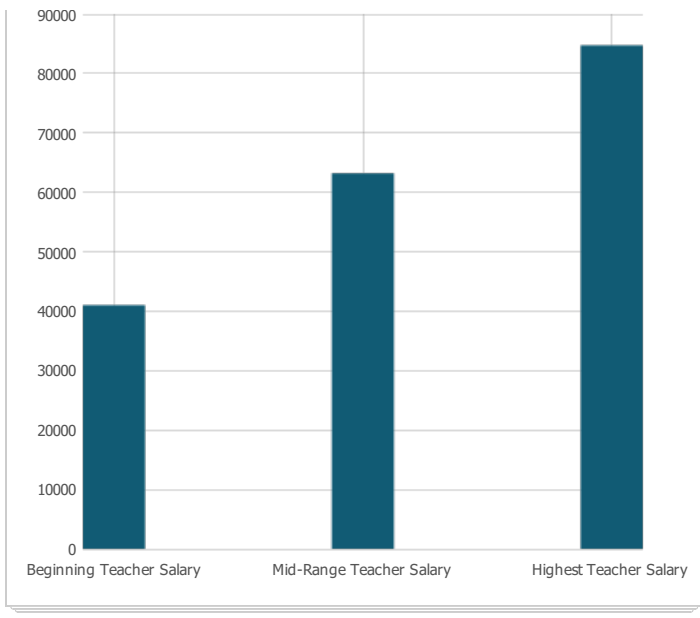
Last updated: 1/25/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	2	N/A
All Courses	11	20.7%

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

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

Last updated: 1/25/2018

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 2017-2018 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.

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Last updated: 1/22/2018