

# Pinole Valley High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 at <http://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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Pinole Valley High School
<b>Street</b>	2900 Pinole Valley Road
<b>City, State, Zip</b>	Pinole, CA 94564-1442
<b>Phone Number</b>	(510) 231-1442
<b>Principal</b>	Kibby Kleiman
<b>E-mail Address</b>	KKleiman@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/Page/2428">www.wccusd.net/Page/2428</a>
<b>CDS Code</b>	07-61796-0735316

<b>District Contact Information</b>	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	matthew.duffy@wccusd.net
<b>Web Site</b>	www.wccusd.net

### **School Description and Mission Statement (School Year 2016-17)**

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.

We also adhere to the 2016-17 WCCUSD graduate profile in addition to the ESLRs.

#### **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 2015-16)**

Grade Level	Number of Students
Grade 9	293
Grade 10	306
Grade 11	283
Grade 12	278
<b>Total Enrollment</b>	<b>1,160</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	16.6
American Indian or Alaska Native	0.1
Asian	14.6
Filipino	9.2
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	0.5
White	13.8
Two or More Races	1.9
Socioeconomically Disadvantaged	63.8
English Learners	14.1
Students with Disabilities	12.3
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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	55	44	48.18	48.18
Without Full Credential	2	3	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	5	2	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.1	7.9
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 9-12) / 2001 National Geographic, Edge (ELD gr 9-12) / 2014 Houghton Mifflin Harcourt, (Intervention gr 9-12) Read 180 / 2011 Longman, Reading Rhetorically (CSU Expository Reading & Writing - gr 12) MacMillan, Bedford Introduction to Literature (AP Eng Literature) / 2013 Bedford/St. Martin's, Language of Composition (AP Eng Language) / 2013	Yes	0%
Mathematics	Prentice Hall, CA Algebra I / 2001 Key Curriculum Press, Discovering Geometry / 2008 Key Curriculum Press, Discovering Advanced Algebra / 2004 Glencoe McGraw Hill, Adv. Mathematical Concepts (Pre-Calculus) / 2006 Wiley, Workshop Statistics (Probability & Statistics) / 2012 Pearson, AP Calculus / 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	McDougal Littell, Biology / 2008 Prentice Hall, Chemistry / 2007 Cambridge Physics Outlet, Foundations of Physics / 2004 MacMillan McGraw Hill, Anatomy & Physiology - Unity of Form & Function (Human Body Systems) / 2012 Elsevier, The Human Body in Health & Disease (Biomedical Science) / 2010 Pearson, AP Biology / 2011 Holt McDougal, AP Chemistry / 2012 Houghton Mifflin Harcourt, Living in the Environment (AP Env Science) / 2012	Yes	0%
<b>History-Social Science</b>	McDougal Littell, Modern World History / 2006 McDougal Littell, The Americans (US History) / 2006 Houghton Mifflin, Economics, Concepts & Choices / 2007 Prentice Hall, Magruder's American Government / 2006 Glencoe McGraw Hill, Understanding Psychology / 2014 Glencoe McGraw Hill, AP Economics / 2012 Houghton Mifflin Harcourt, AP American Government / 2013 Glencoe McGraw Hill, AP Human Geography / 2010 Bedford St. Martin's, America's History (AP US History) / 2014 McGraw Hill, Traditions & Encounters (AP World History) / 2011	Yes	0%
<b>Foreign Language</b>	Pearson Prentice Hall, Realidades (Spanish 1-3) / 2004 EMC/Paradigm, Aventura (Spanish 4) / 2014 Heinle, Cumbre (AP Spanish Language) / 2014 Dawn Sign Press, Signing Naturally (ASL 1-3) / 2001 Prentice Hall, EccI Romani (Latin 1-3) / 2005	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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 Archeticts 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)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Repair floor tiles in Admin portable 14, portable 2, all portables in 1000 upper area, Repair ceiling tiles to grid in dance room portable 20, portable 21, men's restroom by portable 2 Repair ceiling tiles in boys team room Repair grab bar by mirror in dance room 20 Remove graffiti from girls and boys restrooms across from admin, men's restroom by drama storage room, men's restroom by portable 2 Remove broken mirror in weight room, men's restroom by library Repair wall vinyl in boys locker room
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		Remove graffiti from girls and boys restrooms across from admin, men's restroom by drama storage room, men's restroom by portable 2
<b>Electrical:</b> Electrical			X	Broken wall plug in dance room portable 20, portable 21 Repair plug plate in weight room, MPR H-1, boys restroom by kitchen Broken exit and emergency lights in girls team room Repair switch plate in boys team room
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Repair ceiling tiles to grid in men's restroom by portable 2 Repair ceiling tiles in boys team room Remove graffiti from girls and boys restrooms across from admin, men's restroom by drama storage room, men's restroom by portable 2 Repair plug plate in boys restroom by kitchen Repair faucet in boys restroom by portable 16 Loose toilets in girls restroom across from Admin Remove broken mirror in men's restroom by library Repair stall latch in men's restroom by library
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Replace expired fire extinguisher in weight room
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repair window blinds in dance room portable 20, portable 21, girls locker room, boys team room Repair serving window in the kitchen Remove the panic hardware in the kitchen Repair the double exterior doors in the kitchen Repair the door closer in the boys locker room

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: July 2016				
Overall Rating	Exemplary	Good	Fair	Poor
				X

**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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	42	44	33	35	44	48
Mathematics	11	19	23	25	34	36

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 Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	286	276	96.5	44.1
Male	11	154	145	94.2	41.0
Female	11	132	131	99.2	47.3
Black or African American	11	40	39	97.5	21.6
Asian	11	42	42	100.0	61.0
Filipino	11	33	32	97.0	54.8
Hispanic or Latino	11	115	110	95.7	33.3
White	11	49	46	93.9	63.0
Socioeconomically Disadvantaged	11	191	187	97.9	39.3
English Learners	11	43	40	93.0	7.7
Students with Disabilities	11	34	30	88.2	7.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	285	273	95.8	18.6
Male	11	154	144	93.5	17.6
Female	11	131	129	98.5	19.5
Black or African American	11	40	38	95.0	13.5
Asian	11	42	41	97.6	40.0
Filipino	11	33	32	97.0	23.3
Hispanic or Latino	11	115	110	95.7	10.5
White	11	48	45	93.8	20.0
Socioeconomically Disadvantaged	11	190	184	96.8	14.7
English Learners	11	43	39	90.7	2.8
Students with Disabilities	11	34	29	85.3	

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	37	40	32	48	46	40	60	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.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b># of Students with Valid Scores</b>	<b>% of Students with Valid Scores</b>	<b>% of Students Proficient or Advanced</b>
<b>All Students</b>	317	294	92.7	32.3
<b>Male</b>	165	153	92.7	34.6
<b>Female</b>	152	141	92.8	29.8
<b>Black or African American</b>	43	40	93.0	20.0
<b>Asian</b>	44	43	97.7	44.2
<b>Filipino</b>	37	35	94.6	51.4
<b>Hispanic or Latino</b>	141	126	89.4	24.6
<b>White</b>	42	41	97.6	41.5
<b>Socioeconomically Disadvantaged</b>	207	192	92.8	24.0
<b>English Learners</b>	52	46	88.5	6.5
<b>Students with Disabilities</b>	39	37	94.9	5.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)**

The evidence from the California Legislature and California Department of Education shows that the partnership academies program has proven to be a highly effective state-school-private sector partnership, providing combined academic and occupational training to high school students who present a high risk of dropping out of school, and motivating those students to stay in school and graduate. Academy teachers have a common planning period to interchange student and educational information. Academy teachers work as a team in planning, teaching, and troubleshooting program activities. Our 15-16 Academies also integrate an academic and career technical curriculum, aligned with the academic and career technical education standards. The primary element of all our academies are Project Based Curriculum projects, the integration of academic and career skills through an applications and a problem solving based curriculum which fosters critical thinking. Teachers request to participate in the Academy program, based on an interest in the career theme of the Academy, and an interest in working with a team of teachers in a collegial atmosphere. Elements of the Academy teaching model include team teaching, common planning time, mentors, internships, and motivational activities for the students.

Some of the CTE courses are as follows:

- 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]
- A Capella [P]
- Concert Chorus [P]
- Show Chorus [P]

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	528
% of pupils completing a CTE program and earning a high school diploma	81.2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34.6

### 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.1	17.8	27.4

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 (School Year 2016-17)

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.

We added another community worker for the 16-17 school year and a parent room for community meetings.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	2.40	4.10	0.30	13.30	14.60	7.20	11.40	11.50	10.70
<b>Graduation Rate</b>	94.41	94.36	96.86	79.88	77.68	84.74	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	97	88	86
Black or African American	89	87	78
American Indian or Alaska Native	0	20	78
Asian	100	100	93
Filipino	96	95	93
Hispanic or Latino	95	85	83
Native Hawaiian/Pacific Islander	100	72	85
White	94	90	91
Two or More Races	100	85	89
Socioeconomically Disadvantaged	70	56	66
English Learners	61	63	54
Students with Disabilities	37	46	78

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.6	4.4	5.8	6.6	6.2	6.3	4.4	3.8	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 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

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) A safe, positive learning and working environment.
- 2) A site prepared for any crisis or emergency.

The site safety team meets monthly and includes the Administration team, the Campus Security Officers security team, the Pinole School Resource Officer, custodial, the Health Center coordinator, and teachers. 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 moved to a temporary campus, a new safety plan and evacuation routes were developed in conjunction with the School District, the Administration of the school, the Pinole Valley Fire Department, and the Pinole Valley Police department, in the 13-14 school year. PVHS tested and revised its routes annually by collecting the data and analyzing the practice events to address student needs and potential issues. We had a live fire drill already this 16-17 year to ensure the continued operational and revision process of plan and troubleshoot potential issues. PVHS has revised this plan every year following 13-14, to address needs and streamline the safety procedures. These additions are reviewed with the faculty and staff of the whole school at meeting yearly. The addition of a new rear entry safety and fire access road through the construction site that borders the school grounds is one of the needs found through use of these annual assessments. Additionally, all students and parents attend a safety meeting during the 16-17 registration process in August when a safety message is delivered by the SROs and administrators. 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. The school has expanded its safety drills, holding a shelter in place once a quarter and twice yearly a fire evacuation drill.

To support safety prevention are in partnership with Contra Costa County Health Services to provide direct health services to our students through both Y-Team, and a Contra Costa County Health van which comes 3 times weekly on campus. Students have access to various forms of counseling and health services including anti bullying groups, anger management groups, substance abuse counseling and prevention, as well as 1:1 counseling. The Student Health Center is open five days per week during the school day. It is staffed by a coordinator and several outreach counselors. 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. Attendance is also 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. 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.

## 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 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	20
<b>Percent of Schools Currently in Program Improvement</b>	N/A	71.4

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	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	26	21	10	22	25	26	8	19	19	41	20	7
Mathematics	26	14	12	13	31	8	5	21	32	4	6	21
Science	29	7	9	11	30	5	5	15	31	5	1	14
Social Science	32	5	9	22	29	8	12	17	27	11	9	19

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8482.38	4242.61	4239.77	67759.06
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-33.9	4.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-25.3	-10.7

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

**Types of Services Funded (Fiscal Year 2015-16)**

Programs and services available at Pinole Valley High School include:

- CENTRAL SUPPLEMENTAL/CONCENTRATION
- EDUCATION PROTECTION ACCOUNT
- SP ED IDEA BASIC LOCAL ENTITL
- CPA - CALIF PARTNERSHIP ACADEMY
- SPECIAL ED - E
- PARTNERSHIP ACADEMY
- ONGOING & MAJOR MAINT ACCOUNT

PARCEL TAX  
 MRAD  
 ROC P  
 CHEVRON  
 MISC DONATIONS  
 SITE SUPPLEMNTL/CONCENTRATION

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	2	N/A
All courses	9	.09

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

Professional Development for 2016-2017 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 with additional focus on Vocabulary and Reading Comprehension skills to bolster our reading SMART goal for 16-17. 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.