

**Pinole Valley High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
<b>School Name</b>	Pinole Valley High School
<b>Street</b>	2900 Pinole Valley Road
<b>City, State, Zip</b>	Pinole, CA 94564
<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/site/Default.aspx?PageID=2428">http://www.wccusd.net/site/Default.aspx?PageID=2428</a>
<b>CDS Code</b>	07-61796-0735316

District Contact Information	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Bruce Harter
<b>E-mail Address</b>	bharter@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

## School Description and Mission Statement (Most Recent Year)

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

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

### EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

Pinole Valley High School graduates will be:

#### T Thinkers Who:

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

#### 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 2013-14)

Grade Level	Number of Students
Grade 9	294
Grade 10	329
Grade 11	324
Grade 12	311
Total Enrollment	1,258

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	17.4
American Indian or Alaska Native	0.1
Asian	13.4
Filipino	9.4
Hispanic or Latino	40.0
Native Hawaiian or Pacific Islander	1.0
White	17.3
Two or More Races	1.4
Socioeconomically Disadvantaged	58.7
English Learners	14.4
Students with Disabilities	11.8

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	54	58	55	55
Without Full Credential	5	4	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	95.82	4.18
<b>High-Poverty Schools in District</b>	95.70	4.30
<b>Low-Poverty Schools in District</b>	99.07	0.93

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 2014-15)**

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Selected Novels for each grade level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3) ELD: High Point Reading Intervention: READ 180.	Yes	0%
<b>Mathematics</b>	Prentice Hall, Algebra 1 and Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra (Algebra 2); Key Curriculum Geometry, Geometry: Glencoe Advanced Mathematical Concept (Math Analysis); Prentice Hall, Calculus.	Yes	0%
<b>Science</b>	Cambridge Physics Outlet (CPO) High School Chemistry: Prentice Hall Chemistry High School Biology: McDougal Littell Biology Prentice Hall: Biology Pearson Ed: Biology (AP class) Prentice Hall: Exploring Physical Science (AP) Prentice Hall: Environmental Science (AP class)	Yes	0%
<b>History-Social Science</b>	World Geography and Cultures, Glencoe, Cultural Geography High School World History: the Modern World McDougal Littell High School US History: The Americas McDougal Littell High School Economics: McDougal Littell Economics 2007 edition Prentice Hall Magrudar's American Government, American Government	Yes	0%
<b>Foreign Language</b>	EMC/Paradigm Publishing Spanish 1: Realidades 1- Prentice-Hall Spanish 2: Realidades 2- Prentice-Hall Spanish 3: Realidades 3 - Prentice-Hall Spanish 4: Aventura – EMC Publishing Spanish 5(AP) Cumbre - Heinle 3 Prentice-Hall: Latin: Ecce Romani		0%
<b>Health</b>	Glencoe/McGraw-Hill: Teen Health Course		0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science		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 2013. Demolition of the temporary campus in October 2015. Remaining site work and construction is anticipated to end in July 2016.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
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]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[ ]	[X]	Remove bookcase blocking strobe (work complete), remove computer desk blocking the emergency window (work complete)
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

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

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	49	44	38	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	38
Male	41
Female	35
Black or African American	20
American Indian or Alaska Native	
Asian	60
Filipino	33
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	
White	44
Two or More Races	
Socioeconomically Disadvantaged	36
English Learners	3
Students with Disabilities	9
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	31	35	36	41	43	42	54	56	55
Mathematics	8	9	10	37	38	38	49	50	50
History-Social Science	28	35	38	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	2	2
Similar Schools	1	2	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-15	37	6
Black or African American	-9	17	6
American Indian or Alaska Native			
Asian	-13	40	15
Filipino			
Hispanic or Latino	-31	40	13
Native Hawaiian/Pacific Islander			
White	-34	48	-8
Two or More Races			
Socioeconomically Disadvantaged	-34	35	21
English Learners	-27	41	2
Students with Disabilities	-30	27	-2

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

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

**Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	878
% of pupils completing a CTE program and earning a high school diploma	73%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	80.13
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	31.75

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	47	45	43	42	42	35	56	57	56
Mathematics	41	46	46	40	41	35	58	60	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	24	19	57	28	15
All Students at the School	57	26	17	54	33	13
Male	69	18	14	57	31	12
Female	44	35	21	51	35	14
Black or African American	62	31	7	75	24	2
American Indian or Alaska Native						
Asian	48	38	14	14	43	43
Filipino	52	26	22	30	43	26
Hispanic or Latino	61	23	16	61	28	11
Native Hawaiian or Pacific Islander						
White	50	28	22	42	44	13
Two or More Races	42	50	8	62	38	
Socioeconomically Disadvantaged	62	25	13	57	31	12
English Learners	96	4		91	6	4
Students with Disabilities	95	2	2	91	7	2
Students Receiving Migrant Education Services						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.8	22.3	25.8

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.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (Most Recent Year)**

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

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

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

English Learner Advisory Committee (ELAC): The ELD budget oversight committee is the ELAC. Parents, teachers, school administrators and students work together to inform ELD program and budget decisions. The ELD department works closely with academic counselors and ELD students in the areas of scheduling and tutoring. A bilingual classroom aide and a bilingual graduate tutor assists 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.

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.

**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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Dropout Rate</b>	7.7	5.9	2.4	18.1	18.2	13.3	14.7	13.1	11.4
<b>Graduation Rate</b>	91.10	92.33	94.41	76.99	75.72	79.88	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	91.64	80.48	84.56
Black or African American	88.24	73.72	75.90
American Indian or Alaska Native	100.00	62.50	77.82
Asian	92.00	92.72	92.94
Filipino	104.00	91.24	92.20
Hispanic or Latino	86.32	77.11	80.83
Native Hawaiian/Pacific Islander	100.00	75.00	84.06
White	98.28	88.44	90.15
Two or More Races	0.00	300.00	89.03
Socioeconomically Disadvantaged	85.99	77.61	82.58
English Learners	72.50	61.71	53.68
Students with Disabilities	78.13	62.26	60.31

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.3	12.0	6.6	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.1	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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

- 1) safe, positive learning and working environments,
- 2) site preparedness for any crisis or emergency.

Pinole Valley High School staff and community is 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 uses this data to inform decisions about safety programs and services.

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

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

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

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

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Subject	2011-12				2012-13				2013-14			
	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	28.3	15	11	27	25	23	16	20	26	21	10	22
Mathematics	34.4	3	7	26	31	9	5	25	26	14	12	13
Science	32.7	5	5	24	29	9	5	20	29	7	9	11
Social Science	33.5	4	6	33	32	10	3	32	32	5	9	22

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	434
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.45	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	4.00	---
Other		---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,014.59	\$4,413.70	\$4,600.89	\$57,000.25
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-17.1	3.5
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-16.9	-18.2

Note: Cells with "----" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Pinole Valley High school include:

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

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

### Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	5	---
Fine and Performing Arts	1	---
Foreign Language	1	---
Mathematics	2	---
Science	3	---
Social Science	5	---
All courses	17	0.8

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### Professional Development

Professional Development for 2014-2015 focuses on transitioning to the Common Core State Standards. For three days prior to the school year, teacher teams worked together to create common standards maps and to better understand the new standards. Additionally, academy teams had time to work on integrated projects and performance tasks.

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

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

Teachers are supported with implementation though district coaching, admin observation and feedback and with peer observation and feedback.