

Pinole Valley High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Pinole Valley High School
Street	2900 Pinole Valley Road
City, State, Zip	Pinole, CA 94564-1442
Phone Number	(510) 231-1442
Principal	Kibby Kleiman
Email Address	kkleiman@wccusd.net
School Website	www.wccusd.net/pinolevalley
County-District-School (CDS) Code	07617960735316

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

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.

PVHS opened a brand new, multi-level campus in time for the 2019-2020 school year, and enrolls students from Pinole and the adjacent communities of San Pablo, El Sobrante, Richmond, and Hercules. Pinole Valley serves approximately 1300 students, and has one of the highest diversity Indexes in the country. We are an official International Baccalaureate World School building a full MYP program, and offering a full IB Diploma Program to PVHS graduates.

Pinole Valley Spartans are known for our sports program's success (we offer different 15 sports), extra-curricular opportunities (there are currently 38 recognized clubs at the site), arts programs (performing and visual), an amazing marching band, Academies (Engineering, Health Careers, Pacific Choral), a few Advanced Placement (AP) and honors courses, a full International Baccalaureate Diploma Program (IB), and IB courses accessible for all students. PVHS also celebrates several alumni athletes who play pro sports and professional 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	322
Grade 10	342
Grade 11	329
Grade 12	287
Total Enrollment	1,280

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.6%
American Indian or Alaska Native	0.2%
Asian	10.5%
Black or African American	15.2%
Filipino	9.5%
Hispanic or Latino	48.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.3%
White	12.7%
English Learners	17%
Foster Youth	0.2%
Homeless	2.4%
Socioeconomically Disadvantaged	47.7%
Students with Disabilities	14.9%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.80	84.56	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.93	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.80	7.41	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	6.08	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	51.80	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.70	75.29	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	2.96	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.80	12.93	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	4.91	50.30	3.30	11953.10	4.28
Unknown	2.30	3.87	91.20	5.99	15831.90	5.67
Total Teaching Positions	60.70	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	2.90
Misassignments	2.80	4.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.80	7.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	2.10	2.90
Total Out-of-Field Teachers	3.10	2.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.3	8.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	1.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board SpringBoard ELA/ELD (ELA grades 9-10), c2017 - adopted 2019 Pearson: Prentice Hall Literature (ELA grade 11), c2002 - adopted 2018	Yes	0%

	<p>California State University: Expository Reading & Writing online reader (CSU Expository Reading & Writing), c2020 - adopted 2020</p> <p>Oxford Press: IB English A: Language and Literature (IB English HL1 & 2), c2019 - adopted 2020</p> <p>New Village Press: American Tensions: Literature of Identity (Literature & Identity: Search for Social Justice), c2011 - adopted 2021</p> <p>National Geographic: Edge (ELD 1-4) c2014 - adopted 2014</p>		
Mathematics	<p>Pearson Algebra 1, c2015 - adopted 2017</p> <p>Pearson Envision Geometry, c2015 - adopted 2018</p> <p>Oxford Press: IB Mathematics: analysis and approaches, Standard Level (IB Math Analysis and Approaches SL & SL1 Prep), c2019 - adopted 2021</p> <p>Oxford Press: IB Mathematics: analysis and approaches, Higher Level (IB Math Analysis and Approaches HL1 & HL2), c2019 - adopted 2020</p>	Yes	0%
Science	<p>McGraw Hill Inspire Biology, c2020 - adopted 2022</p> <p>McGraw Hill Inspire Chemistry (Chemistry, Applied Chemistry & Biotech), c2020 - adopted 2022</p> <p>Savvas Conceptual Physics, c2009 - adopted 2022</p> <p>Project Lead the Way: Principles of the Biomedical Sciences (Principles of the Biomedical Sciences), online course, c2018 - adopted 2018</p> <p>Project Lead the Way: Human Body Systems (Human Body Systems), online course, c2018 - adopted 2018</p> <p>Project Lead the Way: Medical Interventions (Medical Interventions), online course, c2018 - adopted 2018</p> <p>Oxford Press: IB Biology (IB Biology HL1 & HL2), c2014 - adopted 2020</p> <p>Project STEM: Project STEM high school online (IB Computer Science HL1), c2021 - adopted 2021</p> <p>Oxford Press: Environmental Systems and Societies (IB Environmental Systems & Societies SL), c2015 - adopted 2021</p>	Yes	0%
History-Social Science	<p>McDougal Littell Magruder's American Government (American Government) c2006 - adopted 2018</p> <p>Houghton Mifflin Harcourt Economics: Concepts & Choices (Economics) c2008 - adopted 2018</p> <p>Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023</p> <p>Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023</p> <p>Oxford Press: History of the Americas 1880-1981 (IB History of the Americas HL1), c2015 - adopted 2020</p> <p>Cambridge University Press History for the IB Diploma (IB History of the Americas HL2), 2nd ed, c2016 - adopted 2023</p> <p>McGraw Hill: Understanding Psychology (IB Psychology SL), c2014 - adopted 2018</p>	Yes	0%
Foreign Language	<p>Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022</p> <p>Oxford Press: IB Spanish B (IB Spanish SL, HL1, HL2), c2018 - adopted 2020</p> <p>Dawn Sign Press: Signing Naturally (American Sign Language 1-4), c1998-2014 - adopted 2018</p>	Yes	0%

	Cheng & Tsui: Integrated Chinese, 4th Ed. (Mandarin 1-3, IB Mandarin HL1, HL2, SL), c 2016 - adopted 2020		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			IDF room A102D - The a/c is not working.
Interior: Interior Surfaces		X		Room C209 - Cabinets need to be secured to walls. Language lab between C213 and C211 - Cabinets need to be secured to walls.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Electrical room D217 - Chairs need to be removed. Electrical room C115 - All items need to be removed.
Electrical		X		3rd floor stairwell C1-300 - Exit sign is missing. Hallway in front of double doors near room C1-100A - Electric exit sign is missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room D303 - Eyewash station is not working.
Safety: Fire Safety, Hazardous Materials			X	3rd floor stairwell C1-300 - Exit sign is missing. Electrical room D217 - Chairs need to be removed. Electrical room C115 - All items need to be removed. Hallway in front of double doors near room C1-100A - Electric exit sign is missing. Storage room B222A - Install a "Roof access" sign. Meeting room B222 - Install a "Roof access" sign. Health center B205 - Install a "Roof access" sign. Library conference room B106 - Install a "Roof access" sign. Also place one of the small door inside of the conference room.

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Box office A101 - Metal roll up windows need to be inspected and do not stay in the up position.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	52	32	32	47	46
Mathematics (grades 3-8 and 11)	16	18	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	277	94.54	5.46	51.81
Female	162	153	94.44	5.56	53.95
Male	130	123	94.62	5.38	48.78
American Indian or Alaska Native	--	--	--	--	--
Asian	36	35	97.22	2.78	60.00
Black or African American	55	54	98.18	1.82	38.89
Filipino	26	26	100.00	0.00	76.92
Hispanic or Latino	128	117	91.41	8.59	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	40	97.56	2.44	57.50
English Learners	48	44	91.67	8.33	13.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	139	93.29	6.71	48.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	27	84.38	15.62	3.70

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	277	94.54	5.46	17.69
Female	162	153	94.44	5.56	18.30
Male	130	123	94.62	5.38	17.07
American Indian or Alaska Native	--	--	--	--	--
Asian	36	35	97.22	2.78	22.86
Black or African American	55	54	98.18	1.82	11.11
Filipino	26	26	100.00	0.00	34.62
Hispanic or Latino	128	117	91.41	8.59	10.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	40	97.56	2.44	35.00
English Learners	48	44	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	139	93.29	6.71	14.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	27	84.38	15.62	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.06	20.25	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	548	481	87.77	12.23	20.21
Female	285	254	89.12	10.88	19.69
Male	262	226	86.26	13.74	20.89
American Indian or Alaska Native	--	--	--	--	--
Asian	67	64	95.52	4.48	26.56
Black or African American	85	71	83.53	16.47	7.04
Filipino	55	52	94.55	5.45	35.29
Hispanic or Latino	245	206	84.08	15.92	16.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	18	85.71	14.29	22.22
White	74	70	94.59	5.41	28.57
English Learners	89	69	77.53	22.47	1.45
Foster Youth	0	0	0	0	0
Homeless	12	8	66.67	33.33	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	296	251	84.80	15.20	16.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	48	77.42	22.58	2.08

2022-23 Career Technical Education Programs

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

College and Career Pathways are the major initiative at our secondary schools, designed to increase student achievement and motivation through small learning communities, authentic skills and tasks, and multiple opportunities to learn about and work with career employment partners. In Academy models, Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports can include:

- Collaboration on rigorous, standards-based curriculum, partner engagement, and analysis of results.
- Professional development/coaching of teachers to continuously develop career technical expertise
- Study trips, speakers, mentor programs, internships
- Central office support staff

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

CTE programs exist at all of the high schools and all pathways are open to all students. CTE teachers are encouraged to work with Special Ed teachers and ELD teachers to ensure student success. Students may transfer schools to choose a CTE program that is not available at their home school. All CTE courses satisfy graduation and A-G requirements, and several receive dual college credit. Course progressions are continually updated and follow CDE CTE sequence guidelines.

CTE Courses offered at Pinole Valley High School:

Pathway: Engineering

- Introduction to Engineering Design
- Principles of Engineering
- Computer Integrated Manufacturing
- Civil Engineering & Architecture

Pathway: Health

- Principles of the Biomedical Science
- Human Body Systems
- Medical Interventions

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	487
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.06
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	42.44

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.3	94	94	94	94.3

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

There are numerous ways for parents and community members to be involved with Pinole Valley High School. We have a strong parent group that directly supports our Band program, Drama program, Choir program, and many opportunities in our Sports programs, as well as supportive parent groups for the school's PTSA, SSC, ELAC, and ASSAT teams.

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

2023-24 Opportunities for Parental Involvement

(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 Ruth Cashmire (ruth.cashmire@wccusd.net) for meeting dates and times.

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 robocall 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.

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.8	6.4	6.1	5.8	8.1	9.3	9.4	7.8	8.2
Graduation Rate	85.2	85.2	87.8	84.1	85.5	85	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	296	260	87.8
Female	145	128	88.3
Male	151	132	87.4
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	34	33	97.1
Black or African American	45	35	77.8
Filipino	30	30	100.0
Hispanic or Latino	135	117	86.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	15	14	93.3
White	37	31	83.8
English Learners	50	39	78.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	213	181	85.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	35	23	65.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1397	1351	304	22.5
Female	682	666	164	24.6
Male	712	682	139	20.4
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	2	2	0	0.0
Asian	139	135	16	11.9
Black or African American	222	216	66	30.6
Filipino	130	125	13	10.4
Hispanic or Latino	678	655	146	22.3
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	50	45	11	24.4
White	172	169	52	30.8
English Learners	266	257	71	27.6
Foster Youth	5	4	2	50.0
Homeless	39	39	15	38.5
Socioeconomically Disadvantaged	774	754	199	26.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	221	213	85	39.9

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.75	8.16	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.16	0
Female	6.74	0
Male	9.55	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.72	0
Black or African American	22.52	0
Filipino	1.54	0
Hispanic or Latino	5.31	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10	0
White	11.63	0
English Learners	7.89	0
Foster Youth	0	0
Homeless	23.08	0
Socioeconomically Disadvantaged	9.3	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	18.55	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	7	13	20
Mathematics	34	2	6	29
Science	35	2	4	25
Social Science	34	2	8	23

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	10	12	23
Mathematics	39	1	9	29
Science	29	7	9	16
Social Science	31	6	8	24

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	6	17	20
Mathematics	29	7	10	24
Science	28	8	11	15
Social Science	25	12	20	10

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	256

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7776.08	1790.23	5985.85	83583.68
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	8.2	6.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-65.9	-5.0

Fiscal Year 2022-23 Types of Services Funded

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

AHDAM BROWN
 ALL COUNTY FLOORING
 ALLISON VILLARS
 AMAZON
 AMERICAN STAGE TOURS
 B & H PHOTO VIDEO INC
 BARNES AND NOBLE INC
 BAY AREA COMMUNITY RESOURCES
 BEARCOM COMMUNICATIONS INC.
 BIO-RAD
 BLICK ART MATERIALS LLC
 CA ASSOCIATION OF IB WORLD SCHOOLS,
 CAROLINA BIOLOGICAL SUPPLY COMPANY
 CITY OF PINOLE

Fiscal Year 2022-23 Types of Services Funded

CLAY PEOPLE INC
CYNTHIA CUDABACK
D HARRIS TOURS INC
DAYNA DIBBLE
DELTA CHARTER SERVICE
DEMCO INC
DIAMEDICAL USA EQUIPMENT INC
FIRST STUDENT INC
FLINN SCIENTIFIC INC
FOLLETT CONTENT SOLUTIONS LLC
H Y FLOOR & GAMELINE COMPANY
HILLTOP FORD
INTERNATIONAL BACCALAUREATE ORG
JESSICA ROSS
JOSTENS
JULIA BRADY
KATHLEEN TREMPY
KBA DOCUMENT SOLUTIONS, LLC
LIFESAVERS CPR AND FA TRAINING LLC
LORI A. WATSON
MANAGEBAC INC
MANDARIN MATRIX INC
MCGRAW HILL SCHOOL EDUCATION HOLDIN
MCKIM CO
MICHAELS TRANSPORTATION
NEWSELA, INC
PACIFIC NW ASSOCIATION FOR COLLEGE
PANERA BREAD COMPANY
PASCO SCIENTIFIC
PBK ARCHITECTS INC
PINOLE COMMUNITY PLAYERS
PRO INSTALLATIONS INC
PROJECT LEAD THE WAY INC
RENEE OLIVAS-CARRASCO
RICHARD V LIM
RODRIGUEZ MUSIC BOOSTERS
SCHOOL SPECIALTY LLC
SIERRA PACIFIC TOURS
SIGNATURE STYLE INC
SNO SITES
SOUTHWEST SCHOOL & OFFICE SUPPLY
SPORT SUPPLY GROUP INC
STEVE WEISS MUSIC INC
TAYMARK
TIFFANY HOU
TURNITIN LLC
ULINE INC
US BANK
WCCUSD CENTRAL LIBRARY SERVICES
WEST CONTRA COSTA PUBLIC EDUCATION
WEVIDEO INC
WILLIAM HEYWARD

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Pinole Valley High School has adopted and adheres to a collaboration schedule, in which teachers meet in the morning 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 equity, curriculum to grade calibration, IB teaching and learning strategies, study trip planning to SPSA (School Plan for Student Achievement) goals and more. Collaboration happens in Committees: staff members self-select a committee in which to serve.

Standing committees for the 2023-2024 school year include Finance, Assessment, Scheduling, IB process, MYP Process, WASC, Leadership, New Teacher Support, Climate and Culture, Tier 1 Interventions, Technology, and SEL support.

The PVHS Instructional Leadership Team (ILT), 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 acts to bolster our academic supports and strengthen initial first instruction as defined through Tier 1, as well as supports specialized training, formal education, or advanced professional learning - generally to support the school's Vision or School-wide Action Plan. PD is offered to help teachers improve their professional knowledge, competence, skill, and effectiveness. Strands of Equity, 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 an International Baccalaureate World School offering opportunities for the Diploma Program and soon to offer the MYP. This school gained authorization as an IB World School in fall of 2019 and graduated the first cohort of candidates in 2022. IB World Schools share a common philosophy and student profile expressed through a commitment to high-quality, challenging, international education- that we believe is important for our students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	45	37	38