

Pinole Valley High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Todd Irving
Email Address	Todd.Irving@wccusd.net
School Website	www.wccusd.net/pinolevalley
Grade Span	9-12
County-District-School (CDS) Code	07617960735316

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Pinole Valley High School 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. The school enrolls students from the cities of Pinole and the adjacent communities of San Pablo, El Sobrante, Richmond, and Hercules. Pinole Valley High School serves approximately 1280 students and has one of the highest diversity indexes in the country. We are an authorized International Baccalaureate World School offering both Course and Diploma candidacy to PVHS juniors and seniors. PVHS opened a new campus for the 2019-2020 school year.

2024-25 School Description and Mission Statement

Pinole Valley Spartans are known for our sports programs (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), and International Baccalaureate courses accessible for all students. Currently, there are approximately 52% of PVHS students with one or more IB classes. PVHS also celebrates several alumni athletes who play pro sports and professional musicians who have gained international recognition.

Mission: Pinole Valley High School's mission is to inspire a love of learning and critical thinking so students enter into their communities as empowered, resilient, responsible young adults.

Vision: Pinole Valley High School envisions a vibrant community where students thrive as engaged critical thinkers, empowered with confidence and a sense of belonging to pursue meaningful career pathways and create positive change.

Learner Outcomes: Pinole Valley High School adopted the Graduate Profile of the West Contra Costa County School District as well as the IB Learner Profile. Both student profiles include the following skill sets and qualities: Self-Directed Inquiry, Knowledge Seeking, Thinkers, Skilled Communicators, Principled, Caring, Risk-takers, Reflective of Actions, Effective Collaboration, Open-minded Innovative Thinkers, Quality Work Production, Responsibility as World Citizens, Proficiency in Digital Media and Technology, Work-Life Balance Aware, and Health and Wellness Advocates.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	320
Grade 10	343
Grade 11	335
Grade 12	294
Total Enrollment	1,292

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.2
Non-Binary	0.5
American Indian or Alaska Native	0.1
Asian	9.8
Black or African American	16
Filipino	9.8
Hispanic or Latino	48.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.9
White	11.7
English Learners	18
Foster Youth	0.2
Homeless	2.2
Socioeconomically Disadvantaged	55.8
Students with Disabilities	15.2

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	44.60	71.06	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	3.30	5.39	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.70	10.66	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.10	6.62	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	3.90	6.25	94.30	6.58	14303.80	5.15
Total Teaching Positions	62.80	100.00	1433.20	100.00	277698	100

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	2022-23
Permits and Waivers	1.00	2.90	1.5
Misassignments	2.80	4.80	5.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.80	7.80	6.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	1.6
Local Assignment Options	2.10	2.90	2.5
Total Out-of-Field Teachers	3.10	2.90	4.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.30	8.6	10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	1.5	3.1

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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 & 12), c2002 - adopted 2018 California State University: Expository Reading & Writing online reader (CSU Expository Reading & Writing), c2020 - adopted 2020 Oxford Press: IB English A: Language and Literature (IB English HL1 & 2), c2019 - adopted 2020 National Geographic: Edge (ELD 1-4) c2014 - adopted 2014	Yes	0%
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018 Oxford Press: IB Mathematics: analysis and approaches, Standard Level (IB Math Analysis and Approaches SL & SL1 Prep), c2019 - adopted 2021 Oxford Press: IB Mathematics: analysis and approaches, Higher Level (IB Math Analysis and Approaches HL1 & HL2), c2019 - adopted 2020	Yes	0%
Science	McGraw Hill Inspire Biology, c2020 - adopted 2022 McGraw Hill Inspire Chemistry (Chemistry, Applied Chemistry & Biotech), c2020 - adopted 2022 Savvas Conceptual Physics, c2009 - adopted 2022 Project Lead the Way: Principles of the Biomedical Sciences (Principles of the Biomedical Sciences), online course, c2018 - adopted 2018 Project Lead the Way: Human Body Systems (Human Body Systems), online course, c2018 - adopted 2018 Project Lead the Way: Medical Interventions (Medical Interventions), online course, c2018 - adopted 2018	Yes	0%

	Oxford Press: IB Biology (IB Biology HL1 & HL2), c2014 - adopted 2020 Project STEM: Project STEM high school online (IB Computer Science SL), c2021 - adopted 2021 Oxford Press: Environmental Systems and Societies (IB Environmental Systems & Societies SL), c2015 - adopted 2021		
History-Social Science	McDougal Littell Magruder's American Government (American Government) c2006 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices (Economics) c2008 - adopted 2018 Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023 Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023 Oxford Press: History of the Americas 1880-1981 (IB History of the Americas HL1), c2015 - adopted 2020 Cambridge University Press History for the IB Diploma (IB History of the Americas HL2), 2nd ed, c2016 - adopted 2023 McGraw Hill: Understanding Psychology (IB Psychology SL), c2014 - adopted 2018	Yes	0%
Foreign Language	Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022 Oxford Press: IB Spanish B (IB Spanish SL, HL1, HL2), c2018 - adopted 2020 Dawn Sign Press: Signing Naturally (American Sign Language 1-4), c1998-2014 - adopted 2018 Cheng & Tsui: Integrated Chinese, 4th Ed. (Mandarin 1-3, IB Mandarin HL1, HL2, SL), c 2016 - adopted 2020	Yes	0%
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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

7/21/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior:	X			B102: 4. CEILING TILES ARE MISSING.

School Facility Conditions and Planned Improvements

Interior Surfaces			<p>BOYS RESTROOM: 4. WALL VALVE COVER IS MISSING. 8. ONE STALL IS UNABLE TO BE SECURED.</p> <p>C105: 4. HOLE IN CEILING TILE. 7. FLOOR OUTLET COVERS ARE MISSING.</p> <p>E103: 4. CEILING TILE IS MISSING. 5. U SECURED ITEMS ARE STORED TOO HIGH.</p> <p>E108 AUX GYM: 4. CEILING TILE IS MISSING.(HALLWAY)</p> <p>MENS RESTROOM A105: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>A138F: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>ALL GENDER RESTROOM: 5. GRAFFITI ON STALL DOOR. 10. NO ROOM ID.</p> <p>ART CLASSROOM D104: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE ROOM.</p> <p>B107: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>B221: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C101: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C102: 6. ANTS ARE PRESENT.</p> <p>C107: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C108: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>C202: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C301: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C311: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS.</p> <p>D106: 5. UNSECURED ITEMS ARE STORED TOO HIGH (D106C). 7. EXTENSION CORD IS BEING PERMANENTLY USED (D106C). ELECTRICAL COVER IS MISSING IN CEILING (D106B). SURGE PROTECTERS ARE DAISY CHAINED.</p> <p>D110: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING.</p> <p>D205: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>D304: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>E103: 4. CEILING TILE IS MISSING. 5. U SECURED ITEMS ARE STORED TOO HIGH.</p> <p>GIRLS RESTROOM: 5. GRAFFITI ON DOOR. TOILET PAPER STUCK TO CEILING AND DOOR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) ONE STALL LOCK IS BROKEN.</p> <p>GIRLS RESTROOM: 5. GRAFFITI ON STALL PARTITION. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p>

School Facility Conditions and Planned Improvements

<p>Electrical</p>	<p>X</p>		<p>B201: 7. TWO SMALL LIGHT FIXTURES ARE OUT AT ENTRY. C105: 4. HOLE IN CEILING TILE. 7. FLOOR OUTLET COVERS ARE MISSING. C106: 7. FLOOR OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. C138: 7. EXTENSION CORD IS BEING PERMANENTLY USED. C311: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. CAFETERIA: 7. ONE LIGHT FIXTURE IS OUT. D101: 7. FLOOR OUTLET COVER IS MISSING. D106: 5. UNSECURED ITEMS ARE STORED TOO HIGH (D106C). 7. EXTENSION CORD IS BEING PERMANENTLY USED (D106C). ELECTRICAL COVER IS MISSING IN CEILING (D106B). SURGE PROTECTERS ARE DAISY CHAINED. D110: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING. D113: 7. SURGE PROTECTERS ARE DAISY CHAINED.FLOOR OUTLET COVERS ARE MISSING. D122 WORK ROOM: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN AIR FRESHENER IS PRESENT. D205: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. D209: 7. EXTENSION CORD IS BEING PERMANENTLY USED. D306: 7. OUTLET EXTENDER IS PRESENT. F114 CONCESSION: 7. ELECTRICAL COVER IS MISSING IN CEILING. QUIET ROOM: 7. SURGE PROTECTERS ARE DAISY CHAINED. STORAGE D301: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. WORKROOM C318: 7. ONE LIGHT PANEL IS OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>A110: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) BOYS RESTROOM: 4. WALL VALVE COVER IS MISSING. 8. ONE STALL IS UNABLE TO BE SECURED. BOYS RESTROOM: 8. BOTH STALL LOCKS ARE BROKEN. BOYS RESTROOM: 8. STALL DOOR IS MISSING. BOYS RESTROOM: 8. STALL LOCKS ARE BROKEN AND UNABLE TO BE SECURED. BOYS RESTROOM: 9. FAUCETS HAVE HIGH PRESSURE (SPRAYS ONTO FLOOR). C108: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT</p>

School Facility Conditions and Planned Improvements

			<p>READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) FIRST AID: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) GIRLS LOCKER : 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) GIRLS RESTROOM B110(NEAR LIBRARY): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) ONE STALL LOCK IS BROKEN. GIRLS RESTROOM: 5. GRAFFITI ON DOOR. TOILET PAPER STUCK TO CEILING AND DOOR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) ONE STALL LOCK IS BROKEN. GIRLS RESTROOM: 5. GRAFFITI ON STALL PARTITION. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) MENS RESTROOM F111: 8. ONE STALL LOCK IS BROKEN. PRINCIPAL C126: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) WOMENS RESTROOM A104: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) ONE STALL IS LOCKED/OUT OF ORDER. WOMENS RESTROOM F109: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>ALL GENDER RESTROOM: 5. GRAFFITI ON STALL DOOR. 10. NO ROOM ID. B106: 10. TEACHER HAS COVERED ROOM ID. B212A: 10. ROOM ID IS OBSCURED. B213A: 10. ROOM ID IS OBSCURED. B222: 10. PLUG IN CANDLE WARMER. BOYS LOCKER: 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) C106: 7. FLOOR OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. C203: 10. EVACUATION MAP IS NOT POSTED. C204: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. C205: 10. EVACUATION MAP IS NOT POSTED. C207: 10. EVACUATION MAP IS NOT POSTED. C307: 10. EVACUATION MAP IS NOT POSTED. C309: 10. EVACUATION MAP IS NOT POSTED. D103: 10. EVACUATION MAP IS NOT POSTED D105: 10. EVACUATION MAP IS NOT POSTED. D122 WORK ROOM: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN AIR FRESHENER IS PRESENT.</p>

School Facility Conditions and Planned Improvements

				D202: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. D207: 10. EVACUATION MAP IS NOT POSTED. D302: 11. PAINT IS PEELING ON INTERIOR WALL. D307: 10. EVACUATION MAP IS NOT POSTED. D308: 10. EVACUATION MAP IS NOT POSTED. OFFICE MANAGER: 10. PLUG IN AIR FRESHENER IS PRESENT. SPEECH OFFICE: 10. NO ROOM ID. WORKROOM C116: 10. EVACUATION MAP IS NOT POSTED.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	52	57	32	33	46	47
Mathematics (grades 3-8 and 11)	18	20	22	23	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	306	240	78.43	21.57	57.20
Female	141	110	78.01	21.99	69.72
Male	164	130	79.27	20.73	46.46
American Indian or Alaska Native	0	0	0	0	0
Asian	34	30	88.24	11.76	67.86
Black or African American	40	28	70.00	30.00	29.63
Filipino	36	29	80.56	19.44	85.71
Hispanic or Latino	150	117	78.00	22.00	49.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	13	81.25	18.75	84.62

White	30	23	76.67	23.33	65.22
English Learners	55	42	76.36	23.64	7.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	131	79.39	20.61	48.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	40	71.43	28.57	10.26

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	306	234	76.47	23.53	19.74
Female	141	110	78.01	21.99	14.68
Male	164	124	75.61	24.39	24.19
American Indian or Alaska Native	0	0	0	0	0
Asian	34	30	88.24	11.76	30.00
Black or African American	40	24	60.00	40.00	12.50
Filipino	36	30	83.33	16.67	20.00
Hispanic or Latino	150	114	76.00	24.00	15.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	26.67
White	30	21	70.00	30.00	33.33
English Learners	55	37	67.27	32.73	10.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	165	127	76.97	23.03	18.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	34	60.71	39.29	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.25	23.98	20.56	20.89	30.29	30.73

2023-24 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	588	249	42.35	57.65	23.79
Female	294	138	46.94	53.06	23.91
Male	291	109	37.46	62.54	24.07
American Indian or Alaska Native	0	0	0	0	0
Asian	71	35	49.30	50.70	28.57
Black or African American	90	46	51.11	48.89	8.70
Filipino	64	25	39.06	60.94	45.83
Hispanic or Latino	276	104	37.68	62.32	20.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	3	15.79	84.21	--
White	68	36	52.94	47.06	36.11
English Learners	95	32	33.68	66.32	0.00
Foster Youth	--	--	--	--	--
Homeless	14	9	64.29	35.71	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	311	125	40.19	59.81	20.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	26	30.23	69.77	0.00

2023-24 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 initiatives 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 to colleges & industry workplaces, speakers, mentor programs, internships
- Central office support staff

2023-24 Career Technical Education Programs

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[H]PLTW
- Principles of Engineering [H] PLTW
- Civil Engineering & Architecture [H]PLTW

Pathway: Health

- Principles of the Biomedical Science [H] PLTW
- Human Body Systems [H] PLTW
- Medical Interventions [H] PLTW

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	413
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.07
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	44.73

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.

2023-24 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 requires only participation results 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	78.6	78.9	95.6	78.9	79.2

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.

2024-25 Opportunities for Parental Involvement

There are numerous ways for parents and community members to be involved with Pinole Valley High School. We have strong parent groups which directly support our Band program, Choir program, and parents also have opportunities for involvement through our Sports programs and parent groups such as the PTSA, SSC, ELAC and AAPAC groups.

The Parent Teacher Student Association (PTSA) meets on the first Monday of each month. 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. Please contact Denise Roby (denise.robby@wccusd.net) for more information as well as meeting dates and times.

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 Martin Gardner (mgardner@wccusd.net) or Elizabeth Wynne (elizabeth.wynne@wccusd.net) for more information as well as meeting dates and times.

The English Learner Advisory Committee (ELAC) is the budget oversight committee for the English Learner Development (ELD) program. ELAC meets quarterly to advise the principal and staff in the development of a site plan for English Learners, and then assists in the development of a schoolwide needs assessment to support these students. ELAC then submits the plan to the School Site Council for consideration for inclusion in the School Plan for Student Achievement (SPSA). This group also allows ways to make parents aware of the importance of regular school attendance. Please contact Teressa Elliott (Telliott@wccusd.net) for more information as well as meeting dates and times.

The Pinole Valley African American Parent Advisory Committee (AAPAC) is a group of African American Parents engaged with staff to increase student and parent efficacy for students of color at PVHS. Please contact Shannon Jones (Shannon.Jones@wccusd.net) for more information as well as meeting dates and times.

Parents and students are encouraged to access grades, attendance, and citizenship reports via PowerSchool, which is updated live throughout each business day. The school's website is also maintained and updated to reflect special schedules,

2024-25 Opportunities for Parental Involvement

teacher pages, updates, and general information. PVHS has an external marquee that reflects school functions and weekly events. Any interested party may also sign-up to receive digital messages via the WCCUSD Parentsquare platform. Further Pinole Valley information can be accessed through the PTSA Facebook page for those preferring social media. There are also various groups on Snapchat, Facebook, Twitter, and Remind which represent the different clubs and programs here at PVHS.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	6.4	6.1	4.0	8.1	9.3	9.9	7.8	8.2	8.9
Graduation Rate	85.2	87.8	90.1	85.5	85.0	84.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	303	273	90.1
Female	162	152	93.8
Male	139	119	85.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	39	38	97.4
Black or African American	52	50	96.2
Filipino	26	25	96.2
Hispanic or Latino	138	117	84.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	42	38	90.5
English Learners	54	41	75.9
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	211	185	87.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	30	21	70.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1361	1327	300	22.6
Female	661	640	159	24.8
Male	693	680	141	20.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	130	129	23	17.8
Black or African American	219	215	70	32.6
Filipino	128	127	12	9.4
Hispanic or Latino	670	648	143	22.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	52	16	30.8
White	154	153	35	22.9
English Learners	251	242	62	25.6
Foster Youth	--	--	--	--
Homeless	40	34	16	47.1
Socioeconomically Disadvantaged	814	791	206	26.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	225	218	80	36.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.75	8.16	7.49	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.49	0.00
Female	5.60	0.00
Male	9.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.31	0.00
Black or African American	16.89	0.00
Filipino	1.56	0.00
Hispanic or Latino	6.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.53	0.00
White	7.79	0.00
English Learners	5.58	0.00
Foster Youth	0.00	0.00
Homeless	25.00	0.00
Socioeconomically Disadvantaged	9.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.44	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	39	4	4	31
Mathematics	31	5	9	25
Science	31	4	8	17
Social Science	35	1	4	26

2023-24 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	258.4

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	0.1
Resource Specialist (non-teaching)	
Other	1.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	7861.22	2290.25	5570.97	77453.16
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-2.4	-8.5
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-63.6	-20.0

Fiscal Year 2023-24 Types of Services Funded

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

AAA BUSINESS SUPPLIES & INTERIORS
 AHDAM BROWN
 ALLIANCE GRAPHICS
 ALLISON TORF
 ALLISON VILLARS
 AMAZON
 BACKCOUNTRY MEDICAL GUIDES
 BARNES AND NOBLE INC
 BAY CITY MECHANICAL
 BIO-RAD
 BLICK ART MATERIALS LLC
 CAROLINA BIOLOGICAL SUPPLY COMPANY
 D HARRIS TOURS INC
 DANIELLE NAVARRO
 DAYNA DIBBLE
 DEMCO INC
 EDPUZZLE, INC
 FEDERAL EXPRESS CORP - FEDEX
 FIRST STUDENT INC
 FLINN SCIENTIFIC INC
 FOLLETT CONTENT SOLUTIONS LLC
 GUITAR CENTER MGMT
 INTERNATIONAL BACCALAUREATE ORG
 JENNIFER PHAN
 JOSTENS
 JUNIOR ACHIEVEMENT OF NORTHERN CALI
 KBA DOCUMENT SOLUTIONS, LLC
 LIFESAVERS CPR AND FA TRAINING LLC
 MANAGEBAC INC
 MICHAELS TRANSPORTATION
 MONIQUE LOPEZ-JONES
 NICHOLAS VILLARS
 NOAH'S BAGELS
 PROJECT LEAD THE WAY INC
 RODRIGUEZ MUSIC BOOSTERS
 SCHOOL HEALTH CORPORATION
 SCHOOL SPECIALTY LLC

Fiscal Year 2023-24 Types of Services Funded

SHANNON JONES
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 TEACHERS PAY TEACHERS
 TURNITIN LLC
 US BANK
 VARSITY BRANDS HOLDING CO., INC.
 VERNIER SOFTWARE & TECHNOLOGY
 WCCUSD CENTRAL LIBRARY SERVICES
 WCCUSD REVOLVING CASH FUND
 WEST CONTRA COSTA PUBLIC EDUCATION
 WILLIAM HEYWARD

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
--	---

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

PD topics for the 2024-2025 school year includes an Anti-racism focus with Dr. Rodgers-Ard, iReady Assessment suite, Bell Scheduling votes and conversations, IB process and procedures, WASC processes and procedures, Climate and Culture, Tier 1 Interventions, Technology, and SEL support.

For the 2024-25 school year, PD is focused on our 4 WASC goals: Instruction, MTSS, Data, and Justice. Staff is broken into focus groups on each of these topics and are using the following four data points: attendance, discipline, grades (Ds and Fs), and iReady scores to contribute new strategies for school improvement. Two highlights of our PD plan are teacher led Best practice demonstrations and Peer Observations which emphasize teacher expertise and strengths and build comradery among the faculty.

The PVHS Instructional Leadership Team (ILT), acts as the liaison between staff, administration, and the School Site Committee. This body focuses on the instructional practices, Tier 1, School-wide Action Plan, the District's Theory of Action, Common Core teaching strategies, and Professional Development.

Professional Development and Pinole Valley focuses on building academic support for teachers and students, Anti-racism, and climate and culture building toward Tier 1 supports in the aim to create an inviting and inclusive learning environment.

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. 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.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	37	38	39