

# Betty Reid Soskin Middle 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

<b>School Name</b>	Betty Reid Soskin Middle School
<b>Street</b>	1121 Allview Avenue
<b>City, State, Zip</b>	El Sobrante, CA 94803-1099
<b>Phone Number</b>	(510) 231-1447
<b>Principal</b>	Jay Eirvin
<b>Email Address</b>	JEirvin2@wccusd.net
<b>School Website</b>	www.wccusd.net/bettyreidsoskin
<b>County-District-School (CDS) Code</b>	07617966061170

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Betty Reid Soskin Middle School follows the District Mission that contends that all students will be treated with equity and have the opportunity for quality education. Soskin Middle's School Vision states, "Soskin Middle School will foster students' love for learning, cultivate students' confidence in their own abilities to learn and grow, and equip students with the tools, skills, and habits to navigate high school and beyond." As an educational community, we are dedicated to reaching our full potential, and we believe that learning requires self-esteem, personal effort, mutual respect, a safe environment, adequate resources, and clear goals. Together we work to develop a rigorous curriculum, a variety of school activities, and a network of support services so that "all students may achieve academic and personal success as they prepare to become lifelong learners and productive citizens in our democratic society." As a Professional Learning Community, we have adopted the Common Core State Standards in our instruction and assessment practice including the goals of increased use of Close Reading strategies, Student Discourse, and Authentic Assessments. As a learning community, we revisit our vision yearly to determine if we need to add any additional goals for our students.

With the vision in mind, the Soskin educational program is based on the traditional six-subject day. There is a full range of special education and ELD services as well as the regular education program. The school also offers beginning and advanced band as well as orchestra. As incentives, special celebrations are held for Students of the Month. Each month the staff votes on the Student of the Month for 6th, 7th, and 8th grade.

During the 21-22 school year, Betty Reid Soskin opened its first class of 6th-grade students, making it the only 6th - 8th middle school in WCCUSD.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	32
Grade 7	195
Grade 8	174
Total Enrollment	401

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	53.1%
American Indian or Alaska Native	0.2%
Asian	11.7%
Black or African American	20%
Filipino	5.2%
Hispanic or Latino	45.9%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5%
White	11.5%
English Learners	26.7%
Foster Youth	0.2%
Homeless	1.5%
Socioeconomically Disadvantaged	52.4%
Students with Disabilities	24.4%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.40	77.91	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	10.17	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	10.93	49.60	3.54	12115.80	4.41
<b>Unknown</b>	0.10	0.93	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	17.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.70	71.44	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.60	6.31	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	9.05	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.40	9.20	50.30	3.30	11953.10	4.28
<b>Unknown</b>	1.00	3.88	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	26.30	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	0.00	0.00
Misassignments	1.70	2.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.70	2.30

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	0.30	1.30
Local Assignment Options	1.50	1.00
<b>Total Out-of-Field Teachers</b>	1.80	2.40

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.8	6.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.1	4.8

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	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside (ELD), c2014 - adopted 2014	Yes	0%

<b>Mathematics</b>	Larsen Brothers Big Ideas Math, c2015 - adopted 2017	Yes	0%
<b>Science</b>	Amplify Science, c2020 - adopted 2020	Yes	0%
<b>History-Social Science</b>	TCI History Alive, c2017 - adopted 2020	Yes	0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

## 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**

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Room 306 - Replace missing ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	room 501 - One light fixture is missing the lens. Room 500 - One light fixture is missing the lens. 300 hallway - Two light fixtures are missing the lens by room 314. 200 hallway - Two light fixtures are missing the lens by room 208. Light fixture by room 201 is missing the lens. 100 hallway - Eight light fixtures in the hallway are missing the lens. Room 200 - Some light fixtures are missing the lens.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Boys restroom near room 314 - Two missing door stall latches. Room 206 - Water faucet in storage room is leaking. Room 204 - Water faucet in storage room is leaking. Room 104 - Water faucets are missing handles. 100 hallway - Boys restroom toilet stall needs a door latch.

## School Facility Conditions and Planned Improvements

				Exterior boys restroom - Sink water pressure is very low. Handicap stall has a broken toilet paper dispenser. Handicap stall needs a new door latch.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	28	14	32	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	11	7	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
<b>All Students</b>	401	377	94.01	5.99	13.53
<b>Female</b>	183	173	94.54	5.46	13.87
<b>Male</b>	218	204	93.58	6.42	13.24
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	45	43	95.56	4.44	13.95
<b>Black or African American</b>	79	75	94.94	5.06	8.00
<b>Filipino</b>	21	21	100.00	0.00	33.33
<b>Hispanic or Latino</b>	189	175	92.59	7.41	9.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	20	90.91	9.09	35.00
<b>White</b>	42	40	95.24	4.76	20.00
<b>English Learners</b>	94	86	91.49	8.51	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	273	254	93.04	6.96	9.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	91	93.81	6.19	5.49

## 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
<b>All Students</b>	399	368	92.23	7.77	6.87
<b>Female</b>	181	169	93.37	6.63	6.55
<b>Male</b>	218	199	91.28	8.72	7.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	45	42	93.33	6.67	14.29
<b>Black or African American</b>	79	72	91.14	8.86	0.00
<b>Filipino</b>	21	21	100.00	0.00	19.05
<b>Hispanic or Latino</b>	187	170	90.91	9.09	3.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	20	90.91	9.09	10.00
<b>White</b>	42	41	97.62	2.38	17.07
<b>English Learners</b>	92	80	86.96	13.04	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	271	248	91.51	8.49	4.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	96	86	89.58	10.42	3.53

## 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
<b>Science</b> (grades 5, 8 and high school)	10.81	9.72	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
<b>All Students</b>	172	159	92.44	7.56	10.69
<b>Female</b>	86	81	94.19	5.81	8.64
<b>Male</b>	86	78	90.70	9.30	12.82
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	20	100.00	0.00	15.00
<b>Black or African American</b>	31	28	90.32	9.68	7.14
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	84	76	90.48	9.52	2.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	20	95.24	4.76	35.00
<b>English Learners</b>	43	37	86.05	13.95	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	116	105	90.52	9.48	9.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	36	90.00	10.00	13.89

## 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 7	88.6	88.6	88.6	88.6	89.7

## 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

We welcome parental involvement in a number of ways. Regular messages go home informing parents of upcoming events and academic milestones. Parents are invited to visit classes in session with appropriate notice and grade reports are sent home twice each quarter. We have a bilingual School Community Outreach Worker who leads parent outreach efforts, communicates daily with students and parents, and interfaces daily with all stakeholder groups. Parents of struggling students are invited to conferences with all of the child's teachers to discover solutions. The ELAC Committee is made up of parents of English Learners and makes recommendations about how funds will be spent to provide the best possible educational opportunities for those students in the ELD program. The Parents Club assists both faculty and students. Among their activities are the 8th Grade Promotion Ceremony, Teacher Appreciation Luncheon, and Renaissance Fair. We present parent and family involvement evenings focused on our core academic areas.

Every school must have a School Site Council composed equally of school staff and parents. Members of the SSC are elected by their peers (e.g., teachers, classified employees, and parents). School staff membership must include a majority of classroom teachers and at least one staff member who is neither the principal nor a teacher. The minimum number of SSC members for a middle school is ten. A community member may take the place of a parent if chosen by parents of students currently attending the school (Education Code Section 52852). Betty Reid Soskin has a duly elected and fully functioning School Site Council with meetings to address the needs of the student population of the school. Parent Volunteers are welcome at Betty Reid Soskin to assist with daily activities and special programs approved and presented throughout the year.

Contact Information for Parental Involvement: Soskin Main Office (510) 231-1447

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	455	423	111	26.2
Female	213	197	57	28.9
Male	242	226	54	23.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	53	49	6	12.2
Black or African American	92	83	26	31.3
Filipino	21	21	3	14.3
Hispanic or Latino	212	197	60	30.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	23	22	7	31.8
White	51	48	9	18.8
English Learners	126	117	33	28.2
Foster Youth	1	1	0	0.0
Homeless	9	8	6	75.0
Socioeconomically Disadvantaged	309	291	90	30.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	110	103	34	33.0

### 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	9.88	9.89	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	9.89	0
Female	7.98	0
Male	11.57	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.66	0
Black or African American	16.3	0
Filipino	4.76	0
Hispanic or Latino	7.08	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	17.39	0
White	11.76	0
English Learners	5.56	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	11.65	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.09	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	23	8	1	8
Mathematics	27	5	2	7
Science	22	4	5	1
Social Science	24	6	4	5

## 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	19	12	8	3
Mathematics	27	3	9	2
Science	17	14	8	
Social Science	23	6	10	

## 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	19	12	1	8
Mathematics	46	1	4	6
Science	28	2	5	5
Social Science	33	4	4	6

## 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	200.5

## 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

## 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	9245.57	3141.40	6104.17	79572.83
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	10.1	2.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-50.6	-9.9

## Fiscal Year 2022-23 Types of Services Funded

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

AMAZON  
 ANDREASEN SECURITY SAFE  
 APPLE COMPUTER INC  
 BUREAU OFFICE INC  
 DEMCO INC  
 ENVISIONEERS INC  
 FIRST STUDENT INC  
 FOLLETT CONTENT SOLUTIONS LLC  
 GROWING TOGETHER - BAY AREA INC  
 JASON LAU  
 JAY EIRVIN  
 KBA DOCUMENT SOLUTIONS, LLC  
 KURIEO MEDIA LLC  
 LUCKY  
 MALACHIED, INC.  
 MOTIVATING SYSTEMS LLC  
 PANERA BREAD COMPANY  
 PINOLE FOOD VENTURES, INC  
 SABRINA KEYS  
 SANDSTONE ENVIRONMENTAL ENGINEERING  
 SOPHIA SERHAN ILICH  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 STEVE WEISS MUSIC INC  
 STUDIOFIVE10 LLC  
 VISTA ENVIRONMENTAL INC

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

## Professional Development

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services department engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction, and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is to ensure that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. The Soskin Instructional Leadership Team has taken on an inquiry-based public learner model of professional learning for the 2022-23 school year. Teachers collaborate weekly over various topics and have monthly collaborations where each teacher presents a learning goal and dilemma and is provided valuable feedback by their colleagues. The goal is to ensure that teachers have time for collaborative, constructivist dialogue that is based on data and inquiry.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	40	12	15