

Pinole 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

School Name	Pinole Middle School
Street	1575 Mann Drive
City, State, Zip	Pinole, CA 94564-1436
Phone Number	(510) 231-1436
Principal	Bart Bowers
Email Address	bbowers@wccusd.net
School Website	www.wccusd.net/pinole
County-District-School (CDS) Code	07617966057236

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 Middle School is a safe, welcoming, engaging, and inclusive environment for students, faculty, and families. We strive to ensure educational equity and close the opportunity gap by developing an interdisciplinary, inquiry-based learning model which fosters students to become self-directed, compassionate, life-long learners who understand that their local actions can lead to global change.

Pinole Middle School provides every student the equal opportunity to become a contributing global citizen in today's technology-based world. Students become leaders who rethink the status quo and help create a more peaceful world through intercultural understanding and respect. Students celebrate diversity, embrace their strengths, and develop new skills to become problem solvers capable of improving our world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	197
Grade 8	202
Total Enrollment	399

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	50.1%
Asian	9%
Black or African American	15.5%
Filipino	7.5%
Hispanic or Latino	46.9%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	8%
White	12.3%
English Learners	17.5%
Foster Youth	0.5%
Homeless	4.8%
Socioeconomically Disadvantaged	55.4%
Students with Disabilities	16%

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)	19.60	81.33	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.10	8.71	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.74	49.60	3.54	12115.80	4.41
Unknown	1.70	7.18	26.30	1.87	18854.30	6.86
Total Teaching Positions	24.10	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)	19.70	81.50	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	7.27	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	4.67	50.30	3.30	11953.10	4.28
Unknown	1.50	6.48	91.20	5.99	15831.90	5.67
Total Teaching Positions	24.20	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	0.50	0.00
Misassignments	1.60	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.10	1.70

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	0.00	0.80
Local Assignment Options	0.60	0.30
Total Out-of-Field Teachers	0.60	1.10

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)	7	7.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	2.2

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%

Mathematics	Larsen Brothers Big Ideas Math, c2015 - adopted 2017	Yes	0%
Science	Amplify Science, c2020 - adopted 2020	Yes	0%
History-Social Science	TCI History Alive, c2017 - adopted 2020	Yes	0%
Foreign Language	Cheng & Tsui: Integrated Chinese (Mandarin), c2016 - adopted 2020 Vista Higher Learning Descubre (Spanish), c2022 - adopted 2022	Yes	0%
Health	N/A		
Visual and Performing Arts	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

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Room B21 - Patch and paint behind teacher's desk. Room CR19 - Ceiling tile opposite the door is stained. Room B13 - Paint window sill.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Gym - A few "high" light fixtures need to be replaced. Room B11 - Receptacle cover missing behind teacher's desk. Lab 4 - Lights need replacing. Lab 3 - Light needs replacing. Room CR19 - Receptacle cover missing behind teacher's desk. Room CR18 - The 4-gang switch cover needs to be replaced. Room CR17 - Replace missing receptacle cover plate on left side wall. Room B15 - Receptacle under window needs to be replaced.

School Facility Conditions and Planned Improvements

			<p>Room CR23 - Receptacle under window needs to be replaced.</p> <p>Room A1 - Missing expanded metal lamp cover in ceiling lights.</p> <p>Room A10 - Re-lamp.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Lab 2 - Adjust door closer at the interior door.</p> <p>Room B9 - Adjust door closer at the interior door.</p> <p>Room b10 - Adjust door closer at the interior door.</p>

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)	34	38	32	32	47	46
Mathematics (grades 3-8 and 11)	14	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	403	389	96.53	3.47	38.30
Female	203	194	95.57	4.43	45.36
Male	200	195	97.50	2.50	31.28
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	65.79
Black or African American	66	62	93.94	6.06	29.03
Filipino	32	32	100.00	0.00	40.63
Hispanic or Latino	185	176	95.14	4.86	32.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	29.03
White	48	47	97.92	2.08	53.19
English Learners	67	62	92.54	7.46	1.61
Foster Youth	--	--	--	--	--
Homeless	19	16	84.21	15.79	18.75
Military	0	0	0	0	0
Socioeconomically Disadvantaged	292	279	95.55	4.45	31.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	65	94.20	5.80	6.15

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	403	387	96.03	3.97	17.57
Female	203	193	95.07	4.93	18.13
Male	200	194	97.00	3.00	17.01
American Indian or Alaska Native	0	0	0	0	0
Asian	38	37	97.37	2.63	32.43
Black or African American	66	62	93.94	6.06	8.06
Filipino	32	32	100.00	0.00	31.25
Hispanic or Latino	185	175	94.59	5.41	13.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	13.33
White	48	48	100.00	0.00	27.08
English Learners	67	62	92.54	7.46	1.61
Foster Youth	--	--	--	--	--
Homeless	19	16	84.21	15.79	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	292	278	95.21	4.79	13.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	65	94.20	5.80	1.54

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)	13.09	14.98	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	212	207	97.64	2.36	14.98
Female	103	100	97.09	2.91	19.00
Male	109	107	98.17	1.83	11.21
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	22.22
Black or African American	38	37	97.37	2.63	10.81
Filipino	21	21	100.00	0.00	33.33
Hispanic or Latino	93	90	96.77	3.23	7.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	12.50
White	24	24	100.00	0.00	29.17
English Learners	36	35	97.22	2.78	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	147	97.35	2.65	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	2.94

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	97.4	91.1	97.4	97.4	97.4

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

Parents are an integral part of our school community and the academic success, and social-emotional health of our students. We have an active PTSA that supports our teachers, staff, and students. Communication between school and home is vital to the success of our students. Coffee and Popcorn with the Principal are held monthly, families receive a weekly school bulletin from the principal, grade reports are mailed home eight times per year, the school website is updated on a regular basis, and we welcome parent involvement.

Our School Site Council is composed equally of school staff, parents/guardians, and students. Members of Pinole Middle School's SSC are elected by their peers. The role of the PMS SSC is to give faculty, staff, parents/guardians, and students an active role in the decision-making process that will directly affect our students and their families. Every secondary school has a School Site Council (Education Code Section 52852). These parents participate in very crucial decision-making regarding the spending of categorical funds and the development and monitoring of the School Plan for Student Achievement.

Our parents/guardians and their families are also participants in meetings that typically occur at night such as but not limited to the English Learners Advisory Committee, African-American Advisory Council, GATE, town halls, workshops, and district-held events. Family Involvement Nights are planned throughout the school year. We have Math and Science Nights, where parents are supported in helping their students with their academics. Additionally, we have a Showcase/Information Night where our parents/guardians and parents/guardians from our feeder schools can come and see what their students are and will be learning. We also have family events that include all of our community members.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526 or School Community Outreach Worker - Maria Robertson - 510-231-1436.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	431	162	37.6
Female	224	218	81	37.2
Male	217	213	81	38.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	38	38	6	15.8
Black or African American	76	73	35	47.9
Filipino	32	32	6	18.8
Hispanic or Latino	206	200	82	41.0
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	34	33	15	45.5
White	52	52	15	28.8
English Learners	83	80	40	50.0
Foster Youth	3	3	1	33.3
Homeless	24	23	12	52.2
Socioeconomically Disadvantaged	326	319	134	42.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	75	37	49.3

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	11.75	14.74	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	14.74	0
Female	10.71	0
Male	18.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.89	0
Black or African American	28.95	0
Filipino	0	0
Hispanic or Latino	14.08	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	17.65	0
White	9.62	0
English Learners	19.28	0
Foster Youth	0	0
Homeless	41.67	0
Socioeconomically Disadvantaged	17.48	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	33.77	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	25	7	1	10
Mathematics	25	6	6	6
Science	24	6	9	3
Social Science	31	1	4	8

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	24	6	10	3
Mathematics	24	5	10	2
Science	24	4	10	3
Social Science	25	4	8	4

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	24	6	13	0
Mathematics	25	3	13	0
Science	23	3	14	0
Social Science	24	4	13	0

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	199.5

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	1
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	10566.08	3565.38	7000.70	75909.28
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	23.7	-2.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-47.9	-14.6

Fiscal Year 2022-23 Types of Services Funded

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

AMAZON
 BART BOWERS
 CA ASSOCIATION OF IB WORLD SCHOOLS,
 CDW GOVERNMENT
 DANIEL SOLWREN
 DISCOUNT MAGAZINE SUBSCRIPTION SERV
 DYNAMISM INC
 EDPUZZLE, INC
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 INTERNATIONAL BACCALAUREATE ORG
 JENNIFER ENGSTROM
 JENNY VAZQUEZ
 KBA DOCUMENT SOLUTIONS, LLC
 KINO CARSON
 LAKESHORE LEARNING MATERIALS
 MARIA ROBERTSON
 MICHAELS TRANSPORTATION
 PROJECT LEAD THE WAY INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 STUDIOFIVE10 LLC
 TARA FAY
 THE ARMAND HAMMER UNITED WORLD COLL
 VEX ROBOTICS 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
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%

Professional Development

For the 2022 - 2023 school year, teachers and staff at Pinole Middle School engage in collaboration by department, grade level, whole group, and as a district every Wednesday. Each department/grade level examines assessment data, sets SMART Goals, and shares rigorous common core best practices. Departments, as well as individual teachers, examine data regularly to identify areas of focus and needed interventions. We are fortunate to have implemented PBIS at the school site and have a PBIS Coach/Climate Coordinator that has led the staff in professional development. As a staff, we have come together to align our school goals and vision with the district's, as well as those of the International Baccalaureate organization. Around climate, we are focusing on reducing disproportionate suspensions and referrals for our historically under-served students as well as addressing the social and emotional needs of all our students, especially during the COVID pandemic with a focus on engagement and belonging.

Within our School Plan for Student Achievement (SPSA), all of our core classes, which includes our English Learners and African-American students are focusing on improving reading scores and math scores on the STAR assessments. Teachers regularly participate in professional development opportunities provided by the district and other entities. For the 2021 -2022 school year and beyond, we will continue to focus our mission to build a growth mindset school-wide. Our goal is to have ongoing PD for staff and training to change fixed mindsets to growth mindsets to improve student learning.

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	58	23	33