

# Pinole Middle 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Pinole Middle School
<b>Street</b>	1575 Mann Drive
<b>City, State, Zip</b>	Pinole, CA 94564-1436
<b>Phone Number</b>	(510) 231-1436
<b>Principal</b>	Bart Bowers
<b>Email Address</b>	bbowers@wccusd.net
<b>School Website</b>	www.wccusd.net/pinole
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	07617966057236

### 2024-25 District Contact Information

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

### 2024-25 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 that 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

## 2024-25 School Description and Mission Statement

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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	178
Grade 8	201
<b>Total Enrollment</b>	<b>379</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	9
Black or African American	14.8
Filipino	7.1
Hispanic or Latino	51.5
Native Hawaiian or Pacific Islander	0.8
Two or More Races	6.9
White	10
English Learners	17.9
Foster Youth	0.3
Homeless	3.7
Socioeconomically Disadvantaged	73.9
Students with Disabilities	13.2

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.60	81.33	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>	2.10	8.71	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	2.74	49.60	3.54	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.70	7.18	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.70	81.50	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	7.27	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	4.67	50.30	3.30	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.50	6.48	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	24.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.70	80.53	1081.70	75.48	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	45.20	3.16	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.20	5.64	155.30	10.84	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	6.82	56.40	3.94	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.50	6.96	94.30	6.58	14303.80	5.15
<b>Total Teaching Positions</b>	21.90	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
<b>Permits and Waivers</b>	0.50	0.00	0
<b>Misassignments</b>	1.60	1.70	1.2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	2.10	1.70	1.2

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.80	1
<b>Local Assignment Options</b>	0.60	0.30	0.5
<b>Total Out-of-Field Teachers</b>	0.60	1.10	1.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.00	7.5	5.5
<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)	2.20	2.2	0

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
<b>Reading/Language Arts</b>	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		

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: 8/15/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b>	X			

## School Facility Conditions and Planned Improvements

<p>Gas Leaks, Mechanical/HVAC, Sewer</p>			<p>:</p> <p>BOYS REST ROOM (NEAR MPR): 2. EXHAUST FAN IS NOT WORKING. 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT SWITCH AND COVER ARE LOOSE. 9. FAUCET BUTTON IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>IDF: 2. VENT COVER IS MISSING. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>SCIENCE LAB 3: 2. THERMOSTAT COVER IS LOOSE (DUCT TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLES ARE MISSING. FAUCETS HAVE A LOW FLOW. EYE WASH STATION IS NON-OPERABLE. FAUCET HAS NO FLOW. FAUCET LEAKS AT FITTING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p>
<p><b>Interior:</b> Interior Surfaces</p>		<p>X</p>	<p>19: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE NOT POSTED)</p> <p>20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ONE LIGHT DIFFUSER IS MISSING (STAIRWELL). 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN (HALLWAY). FIRE EXTINGUISHER IS MISSING. ROOM ID IS HIDDEN/ OBSCURED.</p> <p>B16: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN LIGHT FIXTURES. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>B22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND INTERIOR WALL.</p> <p>B8/ WORKSHOP: 4. CEILING TILE IS BROKEN (HALLWAY). WALL PAPER IS TORN (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>B9/ WELLNESS CENTER: 4. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>BOYS LOCKER ROOM: 4. ONE STALL DOOR IS UNABLE TO BE SECURED.</p> <p>BOYS REST ROOM (NEAR BSL2): 4. HOLE IN CEILING.</p> <p>BOYS REST ROOM (NEAR MPR): 2. EXHAUST FAN IS NOT WORKING. 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT SWITCH AND COVER ARE LOOSE. 9. FAUCET BUTTON IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM (NEAR RSP 4): 4. ONE STALL IS UNABLE TO BE SECURED. TOILET SEAT COVER HOLDER IS BROKEN. 7. OUTLET COVER IS MISSING.</p> <p>BOYS REST ROOM (SL4): 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 9. ONE FAUCET HAS A</p>

## School Facility Conditions and Planned Improvements

			<p>DRIP. BOTTLE FILLER STATION HAS A DRIP (HALLWAY).          BSL1: 4. FORMICA IS CHIPPING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT TOP FITTING. EYE WASH STATION IS NON-OPERABLE. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.          EXERCISE ROOM: 4. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED)          GIRLS REST ROOM (NEAR B15): 4. ONE STALL IS UNABLE TO BE SECURED. 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY). (MENSTRUAL NOTICE NOT POSTED)          GIRLS REST ROOM (NEAR BSL2): 4. ONE SANITARY NAPKIN CAN IS MISSING. 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY). (MENSTRUAL NOTICE NOT POSTED)          GIRLS REST ROOM (NEAR MPR): 4. ONE STALL DOOR IS UNABLE TO BE SECURED. ONE STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 7. MULTIPLE BULBS ARE BAD/PINK. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)          GIRLS REST ROOM (NEAR RSP 4): 4. TWO STALLS ARE UNABLE TO BE SECURED. (MENSTRUAL NOTICE NOT POSTED)          GIRLS REST ROOM (NEAR SL4): 4. ONE STALL IS UNABLE TO BE SECURED. 5. RED SUBSTANCE SPLATTERED ACROSS CEILING. 9. ONE FAUCET HAS A DRIP. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)          GYM: 4. PLASTIC BLEACHERS ARE BROKEN CREATING INJURY HAZARDS. 7. MULTIPLE LIGHT FIXTURES ARE OUT. 15. DOOR CLOSER COVERS ARE MISSING.          MPR: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORS. 15. DOOR CLOSER COVER IS MISSING.          RSP 4: 4. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED.          TEL/ COM ROOM: 4. CEILING TILE IS BROKEN (HALLWAY).</p>
<p><b>Cleanliness:</b>          Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ONE LIGHT DIFFUSER IS MISSING (STAIRWELL). 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN (HALLWAY). FIRE EXTINGUISHER IS MISSING. ROOM ID IS HIDDEN/ OBSCURED.          23: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 5. GROWTH ON CEILING TILE. 7. ONE LIGHT DIFFUSER IS MISSING (HALLWAY). 10. FIRE</p>

## School Facility Conditions and Planned Improvements

		<p>EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>B15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>B16: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN LIGHT FIXTURES. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS REST ROOM (NEAR SL4): 4. ONE STALL IS UNABLE TO BE SECURED. 5. RED SUBSTANCE SPLATTERED ACROSS CEILING. 9. ONE FAUCET HAS A DRIP. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>SCIENCE LAB 3: 2. THERMOSTAT COVER IS LOOSE (DUCT TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLES ARE MISSING. FAUCETS HAVE A LOW FLOW. EYE WASH STATION IS NON-OPERABLE. FAUCET HAS NO FLOW. FAUCET LEAKS AT FITTING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>SCIENCE LAB 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS BAD. 9. FAUCET HANDLES ARE MISSING. EYE WASH STATION IS NON-OPERABLE.</p> <p>SCIENCE PREP: 5. ROOM IS CLUTTERED. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ACCESS TO EYE WASH AND CHEMICAL SHOWER IS BLOCKED.</p> <p>SCIENCE PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ACCESS TO EYE WASH AND CHEMICAL SHOWER IS BLOCKED.</p>
<p><b>Electrical</b></p>	<p>X</p>	<p>101/ OFFICE: 7. CORDS ARE CREATING TRIP HAZARDS.</p> <p>102/ WORKROOM: 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>107/ UNISEX REST ROOM: 7. ONE OF TWO LIGHT BULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>115/ ELECTRICAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED</p> <p>17: 4. PENCIL SHARPENER COVER IS MISSING. 7. OUTLET COVERS ARE MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>18: 7. FLOOR OUTLET COVER IS BROKEN. 10. ROOM ID IS HIDDEN/OBSCURED. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>19: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE NOT POSTED)</p>

## School Facility Conditions and Planned Improvements

20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ONE LIGHT DIFFUSER IS MISSING (STAIRWELL). 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN (HALLWAY). FIRE EXTINGUISHER IS MISSING. ROOM ID IS HIDDEN/ OBSCURED.

21: 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON STAIRWELL RAILING.

23: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 5. GROWTH ON CEILING TILE. 7. ONE LIGHT DIFFUSER IS MISSING (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

ADMIN: 7. TWO LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.

B15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

B24: 7. FIVE LIGHT PANELS ARE OUT (LIGHT SWITCH IS IN RM B25). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

B25/ WORKROOM: 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.

BOYS REST ROOM (NEAR MPR): 2. EXHAUST FAN IS NOT WORKING. 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT SWITCH AND COVER ARE LOOSE. 9. FAUCET BUTTON IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

BOYS REST ROOM (NEAR RSP 4): 4. ONE STALL IS UNABLE TO BE SECURED. TOILET SEAT COVER HOLDER IS BROKEN. 7. OUTLET COVER IS MISSING.

BSL1: 4. FORMICA IS CHIPPING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT TOP FITTING. EYE WASH STATION IS NON-OPERABLE. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.

BSL2: 7. ETHERNET COVER IS BROKEN. OUTLET COVER IS BROKEN. 9. EYE WASH STATION IS NON-OPERABLE. FAUCETS HAVE LOW FLOWS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

EXERCISE ROOM: 4. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED)

GIRLS LOCKER ROOM: 7. TWO LIGHT PANELS ARE OUT ABOVE SINK. 9. FAUCET BUTTON IS MISSING. (MENSTRUAL NOTICE NOT POSTED)

## School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM (NEAR MPR): 4. ONE STALL DOOR IS UNABLE TO BE SECURED. ONE STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 7. MULTIPLE BULBS ARE BAD/PINK. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GYM: 4. PLASTIC BLEACHERS ARE BROKEN CREATING INJURY HAZARDS. 7. MULTIPLE LIGHT FIXTURES ARE OUT. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>IDF: 2. VENT COVER IS MISSING. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>JANITORS STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>MAIN ELECTRICAL ROOM: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>OFFICE: 7. SURGE PROTECTOR ARE DAISY CHAINED. OUTLET EXTENDER IS BEING PERMANENTLY USED. OUTLET COVER IS MISSING.</p> <p>REHEARSAL: 7. MULTIPLE CAN LIGHTS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>SCIENCE LAB 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS BAD. 9. FAUCET HANDLES ARE MISSING. EYE WASH STATION IS NON-OPERABLE.</p> <p>SNACK BAR: 7. OUTLET COVER IS MISSING (FOYER). 11. PESTICIDES ARE PRESENT.</p> <p>STORAGE: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED BY CHAIR STORAGE.</p> <p>TEXTBOOK ROOM: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 15. EXTERIOR EXIT DOOR DOES NOT OPEN/ CLOSE PROPERLY.</p> <p>UNISEX REST ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>107/ UNISEX REST ROOM: 7. ONE OF TWO LIGHT BULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>112/ UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>119/ UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS HIGH PRESSURE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>BOYS REST ROOM (NEAR MPR): 2. EXHAUST FAN IS NOT WORKING. 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT SWITCH AND COVER ARE LOOSE. 9. FAUCET BUTTON IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM (SL4): 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 9. ONE FAUCET HAS A DRIP. BOTTLE FILLER STATION HAS A DRIP (HALLWAY).</p>

## School Facility Conditions and Planned Improvements

BOYS REST ROOM: 9. SINK IS LOOSE FROM WALL.

BSL1: 4. FORMICA IS CHIPPING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT TOP FITTING. EYE WASH STATION IS NON-OPERABLE. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.

BSL2: 7. ETHERNET COVER IS BROKEN. OUTLET COVER IS BROKEN. 9. EYE WASH STATION IS NON-OPERABLE. FAUCETS HAVE LOW FLOWS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

GIRLS LOCKER ROOM: 7. TWO LIGHT PANELS ARE OUT ABOVE SINK. 9. FAUCET BUTTON IS MISSING. (MENSTRUAL NOTICE NOT POSTED)

GIRLS REST ROOM (NEAR SL4): 4. ONE STALL IS UNABLE TO BE SECURED. 5. RED SUBSTANCE SPLATTERED ACROSS CEILING. 9. ONE FAUCET HAS A DRIP. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)

MENS REST ROOM: 9. FAUCET FLOWS OUT OF BASIN CREATING A SLIP HAZARD.

SCIENCE LAB 3: 2. THERMOSTAT COVER IS LOOSE (DUCT TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLES ARE MISSING. FAUCETS HAVE A LOW FLOW. EYE WASH STATION IS NON-OPERABLE. FAUCET HAS NO FLOW. FAUCET LEAKS AT FITTING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

SCIENCE LAB 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS BAD. 9. FAUCET HANDLES ARE MISSING. EYE WASH STATION IS NON-OPERABLE.

SCIENCE PREP: 5. ROOM IS CLUTTERED. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ACCESS TO EYE WASH AND CHEMICAL SHOWER IS BLOCKED.

SCIENCE PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ACCESS TO EYE WASH AND CHEMICAL SHOWER IS BLOCKED.

UNISEX REST ROOM (LIBRARY): 8. TOILET SEAT IS LOOSE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM (NEAR B15): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS HIGH PRESSURE. 15. DOOR HANDLE IS LOOSE. (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM (NEAR BSL2): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

## School Facility Conditions and Planned Improvements

<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		X	<p>11: 10. FIRE EXTINGUISHER IS MISSSING.  12: 10. FIRE EXTINGUISHER IS MISSSING.  17: 4. PENCIL SHARPENER COVER IS MISSING. 7. OUTLET COVERS ARE MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.  18: 7. FLOOR OUTLET COVER IS BROKEN. 10. ROOM ID IS HIDDEN/OBSCURED. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.  19: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE NOT POSTED)  20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ONE LIGHT DIFFUSER IS MISSIMG (STAIRWELL). 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN (HALLWAY). FIRE EXTINGUISHER IS MISSING. ROOM ID IS HIDDEN/ OBSCURED.  21: 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON STAIRWELL RAILING.  23: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 5. GROWTH ON CEILING TILE. 7. ONE LIGHT DIFFUSER IS MISSING (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.  ADMIN: 7. TWO LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.  B10: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.  B13: 10. FIRE EXTINGUISHER IS MISSING. FIRE EXTINGUISHER CASE HANDLE IS BROKEN (HALLWAY).  B14: 10. FIRE EXTINGUISHER IS MISSING. FIRE EXTINGUISHER CASE AND HANDLE ARE BROKEN (HALLWAY). EVACUATION MAP IS NOT POSTED.  B15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.  B16: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN LIGHT FIXTURES. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.  B22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER IS MISSING.</p>
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## School Facility Conditions and Planned Improvements

			<p>EVACUATION MAPS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND INTERIOR WALL. B24: 7. FIVE LIGHT PANELS ARE OUT (LIGHT SWITCH IS IN RM B25). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. B25/ WORKROOM: 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. B8/ WORKSHOP: 4. CEILING TILE IS BROKEN (HALLWAY). WALL PAPER IS TORN (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. B9/ WELLNESS CENTER: 4. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED. BSL1: 4. FORMICA IS CHIPPING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT TOP FITTING. EYE WASH STATION IS NON-OPERABLE. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. BSL2: 7. ETHERNET COVER IS BROKEN. OUTLET COVER IS BROKEN. 9. EYE WASH STATION IS NON-OPERABLE. FAUCETS HAVE LOW FLOWS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. EXERCISE ROOM: 4. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED) KITCHEN: 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. LIBRARY: 10. EVACUATION MAP IS NOT POSTED. MPR: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORS. 15. DOOR CLOSER COVER IS MISSING. REHEARSAL: 7. MULTIPLE CAN LIGHTS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. RSP 2: 10. EVACUATION MAP IS NOT POSTED. RSP 3: 10. EVACUATION MAP IS NOT POSTED. RSP 4: 4. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED. SCIENCE LAB 3: 2. THERMOSTAT COVER IS LOOSE (DUCT TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLES ARE MISSING. FAUCETS HAVE A LOW FLOW. EYE WASH STATION IS NON-OPERABLE. FAUCET HAS NO FLOW. FAUCET LEAKS AT FITTING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. SNACK BAR: 7. OUTLET COVER IS MISSING (FOYER). 11. PESTICIDES ARE PRESENT.</p>
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		ADMIN: 7. TWO LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.

## School Facility Conditions and Planned Improvements

B10: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

B15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

BOYS REST ROOM (NEAR MPR): 2. EXHAUST FAN IS NOT WORKING. 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT SWITCH AND COVER ARE LOOSE. 9. FAUCET BUTTON IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

BSL2: 7. ETHERNET COVER IS BROKEN. OUTLET COVER IS BROKEN. 9. EYE WASH STATION IS NON-OPERABLE. FAUCETS HAVE LOW FLOWS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

EXERCISE ROOM: 4. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED)

GIRLS REST ROOM (NEAR B15): 4. ONE STALL IS UNABLE TO BE SECURED. 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY). (MENSTRUAL NOTICE NOT POSTED)

GIRLS REST ROOM (NEAR BSL2): 4. ONE SANITARY NAPKIN CAN IS MISSING. 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY). (MENSTRUAL NOTICE NOT POSTED)

GIRLS REST ROOM (NEAR MPR): 4. ONE STALL DOOR IS UNABLE TO BE SECURED. ONE STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 7. MULTIPLE BULBS ARE BAD/PINK. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)

GIRLS REST ROOM (NEAR SL4): 4. ONE STALL IS UNABLE TO BE SECURED. 5. RED SUBSTANCE SPLATTERED ACROSS CEILING. 9. ONE FAUCET HAS A DRIP. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)

GIRLS REST ROOM: 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED)

GYM: 4. PLASTIC BLEACHERS ARE BROKEN CREATING INJURY HAZARDS. 7. MULTIPLE LIGHT FIXTURES ARE OUT. 15. DOOR CLOSER COVERS ARE MISSING.

JANITOR/ ELECTRICAL: 15. DOOR DOES NOT OPEN/CLOSE PROPERLY.

KIOSK: 15. DOOR DOES NOT OPEN/ CLOSE PROPERLY.

MPR: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORS. 15. DOOR CLOSER COVER IS MISSING.

REHEARSAL: 7. MULTIPLE CAN LIGHTS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

## School Facility Conditions and Planned Improvements

			<p>SCIENCE LAB 3: 2. THERMOSTAT COVER IS LOOSE (DUCT TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLES ARE MISSING. FAUCETS HAVE A LOW FLOW. EYE WASH STATION IS NON-OPERABLE. FAUCET HAS NO FLOW. FAUCET LEAKS AT FITTING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>SPEED LINE: 15. DOOR CLOSER COVER IS MISSING.</p> <p>TEXTBOOK ROOM: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 15. EXTERIOR EXIT DOOR DOES NOT OPEN/ CLOSE PROPERLY.</p> <p>UNISEX REST ROOM (NEAR B15): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS HIGH PRESSURE. 15. DOOR HANDLE IS LOOSE. (MENSTRUAL NOTICE NOT POSTED)</p>
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## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	26	32	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	18	16	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
<b>All Students</b>	376	365	97.07	2.93	26.03
<b>Female</b>	189	181	95.77	4.23	32.04
<b>Male</b>	187	184	98.40	1.60	20.11
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	32	32	100.00	0.00	53.13
<b>Black or African American</b>	58	56	96.55	3.45	14.29
<b>Filipino</b>	26	26	100.00	0.00	34.62
<b>Hispanic or Latino</b>	189	182	96.30	3.70	20.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	26	26	100.00	0.00	23.08

<b>White</b>	41	40	97.56	2.44	40.00
<b>English Learners</b>	62	60	96.77	3.23	3.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	13	92.86	7.14	7.69
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	280	272	97.14	2.86	22.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	52	94.55	5.45	3.85

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	377	365	96.82	3.18	16.44
<b>Female</b>	190	181	95.26	4.74	16.57
<b>Male</b>	187	184	98.40	1.60	16.30
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	32	32	100.00	0.00	34.38
<b>Black or African American</b>	58	57	98.28	1.72	7.02
<b>Filipino</b>	26	26	100.00	0.00	38.46
<b>Hispanic or Latino</b>	190	183	96.32	3.68	12.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	26	24	92.31	7.69	8.33
<b>White</b>	41	40	97.56	2.44	27.50
<b>English Learners</b>	62	61	98.39	1.61	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	7.14
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	281	272	96.80	3.20	13.97
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	52	94.55	5.45	1.92

## 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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	14.98	13.37	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
<b>All Students</b>	196	188	95.92	4.08	13.30
<b>Female</b>	103	98	95.15	4.85	15.31
<b>Male</b>	93	90	96.77	3.23	11.11
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	17	100.00	0.00	35.29
<b>Black or African American</b>	29	27	93.10	6.90	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	100	96	96.00	4.00	11.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	15	93.75	6.25	6.67
<b>White</b>	23	23	100.00	0.00	21.74
<b>English Learners</b>	33	32	96.97	3.03	3.13
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	144	138	95.83	4.17	8.70
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	31	93.94	6.06	0.00

## 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 7	96.6	96.6	96	96.6	96.6

## 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

Parents are an integral part of our school community and to the academic success, and social emotional health of our students. Communication between school and home is vital to the success of our students. Coffee 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, and 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 Single 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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	400	123	30.8
Female	202	199	65	32.7
Male	206	201	58	28.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	6	17.6
Black or African American	64	63	26	41.3
Filipino	28	27	4	14.8
Hispanic or Latino	208	203	66	32.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	11	39.3
White	41	41	6	14.6
English Learners	76	74	27	36.5
Foster Youth	--	--	--	--
Homeless	16	15	9	60.0
Socioeconomically Disadvantaged	299	294	100	34.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	57	27	47.4

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
11.75	14.74	22.55	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	22.55	0.00
Female	12.87	0.00
Male	32.04	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.57	0.00
Black or African American	35.94	0.00
Filipino	14.29	0.00
Hispanic or Latino	24.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	25.00	0.00
White	12.20	0.00
English Learners	25.00	0.00
Foster Youth	0.00	0.00
Homeless	31.25	0.00
Socioeconomically Disadvantaged	22.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	38.33	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	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	
Mathematics	25	3	13	
Science	23	3	14	
Social Science	24	4	13	

## 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	22	7	13	
Mathematics	22	6	11	
Science	22	6	11	
Social Science	24	4	12	

## 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	189.5

## 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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

## 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
<b>School Site</b>	10106.83	5069.40	5037.43	75021.29
<b>District</b>	N/A	N/A	5706.02	\$84,356
<b>Percent Difference - School Site and District</b>	N/A	N/A	-12.4	-11.7
<b>State</b>	N/A	N/A	\$10,771	\$94,625
<b>Percent Difference - School Site and State</b>	N/A	N/A	-72.5	-23.1

## Fiscal Year 2023-24 Types of Services Funded

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

AMAZON  
 BART BOWERS  
 D & D SECURITY RESOURCES, INC.  
 DAYNA DIBBLE  
 EDPUZZLE, INC  
 FOLLETT CONTENT SOLUTIONS LLC  
 JENNY VAZQUEZ  
 JOSHUA PERALTA  
 KBA DOCUMENT SOLUTIONS, LLC  
 LAKESHORE LEARNING MATERIALS  
 LUCKY  
 MICHAELS TRANSPORTATION  
 PROJECT LEAD THE WAY INC  
 SCHOLASTIC EDUCATION  
 STUDIOFIVE10 SOCIAL AND  
 TEACHERS DISCOVERY  
 US BANK  
 VEX ROBOTICS INC  
 WCCUSD CENTRAL LIBRARY SERVICES  
 WOODBURN PRESS

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

## Professional Development

For the 2024- 2025 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. 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.

Within our Single 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 I-Ready assessments. Teachers regularly participate in professional development opportunities provided by the district and other entities. For the 2024 -20225 school year and beyond, we will continue to focus our mission to build a growth mindset school-wide. Our goal is to have on-going 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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	23	33	37