

Pinole Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 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	Amar Nalic
Email Address	analic@wccusd.net
School Website	http://pinole.wccusd.net/
Grade Span	7-8
County-District-School (CDS) Code	07617966057236

2025-26 District Contact Information

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

2025-26 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 an 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

2025-26 School Description and Mission Statement

solvers capable of improving our world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	192
Grade 8	189
Total Enrollment	381

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.5
Asian	10
Black or African American	12.1
Filipino	10.2
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5
White	9.4
English Learners	20.7
Foster Youth	0.3
Homeless	2.1
Socioeconomically Disadvantaged	80.6
Students with Disabilities	11.8

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.

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)	19.7	81.5	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	7.27	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	4.67	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	1.5	6.48	91.2	5.99	15831.9	5.67
Total Teaching Positions	24.2	100	1522.8	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.7	80.53	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	5.64	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	6.82	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	1.5	6.96	94.3	6.58	14303.8	5.15
Total Teaching Positions	21.9	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.1	82.87	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	1	4.84	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	7.79	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	3.24	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0.2	1.21	67.7	4.84	13705.8	4.91
Total Teaching Positions	20.6	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.70	1.2	1.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.70	1.2	1.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	1	0
Local Assignment Options	0.30	0.5	0.6
Total Out-of-Field Teachers	1.10	1.5	0.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.5	5.5	6.4
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside (ELD), c2014 - adopted 2014	0%
Mathematics	Amplify, Desmos Math, c2025 - adopted 2025	0%
Science	Amplify Science, c2020 - adopted 2020	0%
History-Social Science	TCI History Alive, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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		7/25/2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		: BOYS REST ROOM (NEAR MPR): 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT SWITCH AND COVER ARE LOOSE (BROKEN SCREW). 9. DRINKING FOUNTAINS AND BOTTLE FILL STATION HAVE A LOW FLOW. IDF: 2. VENT COVER IS MISSING. ROOM IS HOT AND STUFFY. SCIENCE LAB 3: 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. 15. DOOR IS BROKEN. DOOR CLOSER COVER IS MISSING. TEL/ COM ROOM: 2. ROOM IS HOT AND STUFFY. 4. CEILING TILE IS BROKEN (HALLWAY).
Interior: Interior Surfaces			X 20: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 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. B16: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN LIGHT FIXTURES. 7. LIGHT DIFFUSER FIX IS INADEQUATE (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 12. CRACKS IN INTERIOR WALL. B19: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A HOLE. 7. TWO OUTLET COVERS ARE MISSING. FLOOR OUTLET COVER IS MISSING/TAPED. 10. FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE NOT POSTED) B22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. FLOOR OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR AND INTERIOR WALL. B24: 4. CEILING TILES HAVE A WATER STAIN. 7. FIVE LIGHT PANELS ARE OUT (LIGHT SWITCH IS IN RM B25). 10. FIRE EXTINGUISHER IS MISSING. EXTERIOR FIRE EXTINGUISHER CASE HANDLE IS BROKEN. B25/ WORKROOM: 4. DESK SEAT IS BROKEN CREATING AN INJURY HAZARD. B8/ WORKSHOP: 4. WALL PAPER IS TORN (HALLWAY). 7. ONE LIGHT PANEL IS OUT (HALLWAY). 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL. BOYS LOCKER ROOM: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 5. EXTERIOR WALL IS DIRTY/UNKEPT. 7. OUTLET COVER IS BROKEN. BOYS REST ROOM (NEAR BSL2): 4. HOLE IN CEILING. 7. LIGHT DIFFUSER FIX IS INADEQUATE (HALLWAY). 8. ONE URINAL IS CONSTANTLY

School Facility Conditions and Planned Improvements

				RUNNING AND LEAKING AT WALL CREATING A PUDDLE/SLIP HAZARD. BOYS REST ROOM (NEAR MPR): 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT SWITCH AND COVER ARE LOOSE (BROKEN SCREW). 9. DRINKING FOUNTAINS AND BOTTLE FILL STATION HAVE A LOW FLOW. 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. BOYS REST ROOM (NEAR SL4): 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 9. ONE FAUCET HAS A DRIP. BOTTLE FILLER STATION HAS A DRIP (HALLWAY). BOYS REST ROOM: 4. URINAL PARTITION IS MISSING AND BROKEN BRACKETS ARE CREATING AN INJURY HAZARD. 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. 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 (ALSO IN FOYER). OUTLET COVER IS BROKEN (FOYER). 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. (MENSTRUAL NOTICE NOT ADEQUATE) GIRLS REST ROOM (NEAR MPR): 4. ONE STALL DOOR IS UNABLE TO BE SECURED. ONE STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 9. ONE FAUCET HAS A DRIP. 15. DOOR DOES NOT CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED) GIRLS REST ROOM (NEAR RSP 4): 4. TWO STALLS ARE UNABLE TO BE SECURED. (MENSTRUAL NOTICE NOT ADEQUATE) GIRLS REST ROOM (NEAR SL4): 4. ONE STALL IS UNABLE TO BE SECURED. 5. GRAFFITI ON STALL WALLS AND PARTITIONS. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE) MPR: 4. FLOOR TILES ARE LIFTING AT ENTRY CREATING A TRIP HAZARD. 11. PAINT IS PEELING ON DOORS. 15. DOOR CLOSER COVER IS MISSING. WINDOW SHADE NOT FUNCTIONING. RSP 4: 4. CEILING TILE HAS A WATER STAIN. SHOP OFFICE: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. TEL/ COM ROOM: 2. ROOM IS HOT AND STUFFY. 4. CEILING TILE IS BROKEN (HALLWAY).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			114/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			115/ ELECTRICAL: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 20: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 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. B16: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN LIGHT FIXTURES. 7. LIGHT DIFFUSER FIX IS INADEQUATE (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 12. CRACKS IN INTERIOR WALL. B23: 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. BOYS LOCKER ROOM: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 5. EXTERIOR WALL IS DIRTY/UNKEPT. 7. OUTLET COVER IS BROKEN. GIRLS LOCKER ROOM: 5. EXTERIOR WALL IS DIRTY/UNKEPT. 7. TWO LIGHT PANELS ARE OUT ABOVE SINK. 9. ONE FAUCET HAS NO FLOW (MENSTRUAL NOTICE NOT POSTED) GIRLS REST ROOM (NEAR SL4): 4. ONE STALL IS UNABLE TO BE SECURED. 5. GRAFFITI ON STALL WALLS AND PARTITIONS. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE) LIBRARIAN'S OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH. SCIENCE LAB 3: 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. 15. DOOR IS BROKEN. DOOR CLOSER COVER IS MISSING. SCIENCE LAB 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT PANEL IS BAD. 9. FAUCET HANDLES ARE MISSING. EYE WASH STATION IS NON-OPERABLE. 12. CRACKS IN INTERIOR WALL (HALLWAY). 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.
Electrical		X	11: 7. FLOOR ELECTRICAL COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.

School Facility Conditions and Planned Improvements

20: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 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.

21: 5. TOP OF LIGHT FIXTURES ARE EXTREMELY DIRTY/UNKEPT (STAIRWELL). 7. OUTLET COVER IS MISSING. FLOOR OUTLET COVER IS MISSING. ONE LIGHT DIFFUSER IS MISSING (STAIRWELL). 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON STAIRWELL RAILING.

B15: 7. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.

B16: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN LIGHT FIXTURES. 7. LIGHT DIFFUSER FIX IS INADEQUATE (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 12. CRACKS IN INTERIOR WALL.

B17: 4. PENCIL SHARPENER COVER IS MISSING. 7. OUTLET COVERS ARE MISSING. FLOOR OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL.

B19: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A HOLE. 7. TWO OUTLET COVERS ARE MISSING. FLOOR OUTLET COVER IS MISSING/TAPED. 10. FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE NOT POSTED)

B23: 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.

B24: 4. CEILING TILES HAVE A WATER STAIN. 7. FIVE LIGHT PANELS ARE OUT (LIGHT SWITCH IS IN RM B25). 10. FIRE EXTINGUISHER IS MISSING. EXTERIOR FIRE EXTINGUISHER CASE HANDLE IS BROKEN.

B8/ WORKSHOP: 4. WALL PAPER IS TORN (HALLWAY). 7. ONE LIGHT PANEL IS OUT (HALLWAY). 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL.

B9B/ OFFICE: 7. ETHERNET COVER IS BROKEN (TAPED).

BOYS LOCKER ROOM: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 5. EXTERIOR WALL IS DIRTY/UNKEPT. 7. OUTLET COVER IS BROKEN.

BOYS REST ROOM (NEAR BSL2): 4. HOLE IN CEILING. 7. LIGHT DIFFUSER FIX IS INADEQUATE (HALLWAY). 8. ONE URINAL IS CONSTANTLY RUNNING AND LEAKING AT WALL CREATING A PUDDLE/SLIP HAZARD.

BOYS REST ROOM (NEAR MPR): 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT

School Facility Conditions and Planned Improvements

			SWITCH AND COVER ARE LOOSE (BROKEN SCREW). 9. DRINKING FOUNTAINS AND BOTTLE FILL STATION HAVE A LOW FLOW. 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: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. PAINT IS SPLATTERED THROUGHOUT ROOM. 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 (ALSO IN FOYER). OUTLET COVER IS BROKEN (FOYER). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED) GIRLS LOCKER ROOM: 5. EXTERIOR WALL IS DIRTY/UNKEPT. 7. TWO LIGHT PANELS ARE OUT ABOVE SINK. 9. ONE FAUCET HAS NO FLOW (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. 9. ONE FAUCET HAS A DRIP. 15. DOOR DOES NOT CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED) IDF: 2. VENT COVER IS MISSING. ROOM IS HOT AND STUFFY. INSTRUMENT REHEARSAL: 7. MULTIPLE CAN LIGHTS ARE OUT. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. OFFICE: 7. SURGE PROTECTOR ARE DAISY CHAINED. OUTLET EXTENDER IS BEING PERMANENTLY USED. OUTLET COVER IS MISSING. EXTENSION CORD IS BEING PERMANENTLY USED. 15. DOOR IS NOT CLOSING PROPERLY. SCIENCE LAB 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT PANEL IS BAD. 9. FAUCET HANDLES ARE MISSING. EYE WASH STATION IS NON-OPERABLE. 12. CRACKS IN INTERIOR WALL (HALLWAY). SHOP OFFICE: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. SNACK BAR: 7. OUTLET COVER IS MISSING (FOYER). LIGHT FIXTURE IS MISSING. STORAGE: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED BY CHAIR STORAGE.
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School Facility Conditions and Planned Improvements

				TEXTBOOK ROOM: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. UNISEX REST ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	107/ UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) 112/ UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) 119/ UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS HIGH PRESSURE. (MENSTRUAL NOTICE NOT POSTED) BOYS REST ROOM (NEAR BSL2): 4. HOLE IN CEILING. 7. LIGHT DIFFUSER FIX IS INADEQUATE (HALLWAY). 8. ONE URINAL IS CONSTANTLY RUNNING AND LEAKING AT WALL CREATING A PUDDLE/SLIP HAZARD. BOYS REST ROOM (NEAR MPR): 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT SWITCH AND COVER ARE LOOSE (BROKEN SCREW). 9. DRINKING FOUNTAINS AND BOTTLE FILL STATION HAVE A LOW FLOW. BOYS REST ROOM (NEAR SL4): 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 9. ONE FAUCET HAS A 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. GIRLS LOCKER ROOM: 5. EXTERIOR WALL IS DIRTY/UNKEPT. 7. TWO LIGHT PANELS ARE OUT ABOVE SINK. 9. ONE FAUCET HAS NO FLOW (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. 9. ONE FAUCET HAS A DRIP. 15. DOOR DOES NOT CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED) OFFICE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) UNISEX REST ROOM (LIBRARY): 8. TOILET SEAT IS LOOSE. TOILET IS LOOSE AT BASE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET IS DETERIORATING. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR B15): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS HIGH PRESSURE. UNISEX REST ROOM (NEAR BSL2): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			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) WOMENS REST ROOM: 9. FAUCETS FLOW OUT OF BASIN CREATING A SLIP HAZARD. (MENSTRUAL NOTICE NOT ADEQUATE)
Safety: Fire Safety, Hazardous Materials		X	11: 7. FLOOR ELECTRICAL COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 12: 10. FIRE EXTINGUISHER IS MISSING. 20: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 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. 21: 5. TOP OF LIGHT FIXTURES ARE EXTREMELY DIRTY/UNKEPT (STAIRWELL). 7. OUTLET COVER IS MISSING. FLOOR OUTLET COVER IS MISSING. ONE LIGHT DIFFUSER IS MISSING (STAIRWELL). 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON STAIRWELL RAILING. B10: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. B13: 10. FIRE EXTINGUISHER IS MISSING. FIRE EXTINGUISHER CASE HANDLE IS BROKEN (HALLWAY). 11. PAINT IS PEELING ON WINDOW SILL. 12. CRACK IN WINDOW SILL. B14: 10. FIRE EXTINGUISHER IS MISSING. FIRE EXTINGUISHER CASE AND HANDLE ARE BROKEN (EXTERIOR HALLWAY). 11. PAINT IS PEELING ON WINDOW SILLS. B15: 7. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. B16: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN LIGHT FIXTURES. 7. LIGHT DIFFUSER FIX IS INADEQUATE (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 12. CRACKS IN INTERIOR WALL. B17: 4. PENCIL SHARPENER COVER IS MISSING. 7. OUTLET COVERS ARE MISSING. FLOOR OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. B18: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. B19: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A HOLE. 7. TWO OUTLET COVERS ARE MISSING. FLOOR OUTLET COVER IS MISSING/TAPED. 10. FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			B22: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. FLOOR OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR AND INTERIOR WALL. B23: 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. B24: 4. CEILING TILES HAVE A WATER STAIN. 7. FIVE LIGHT PANELS ARE OUT (LIGHT SWITCH IS IN RM B25). 10. FIRE EXTINGUISHER IS MISSING. EXTERIOR FIRE EXTINGUISHER CASE HANDLE IS BROKEN. B8/ WORKSHOP: 4. WALL PAPER IS TORN (HALLWAY). 7. ONE LIGHT PANEL IS OUT (HALLWAY). 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR 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: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. PAINT IS SPLATTERED THROUGHOUT ROOM. 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 (ALSO IN FOYER). OUTLET COVER IS BROKEN (FOYER). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED) INSTRUMENT REHEARSAL: 7. MULTIPLE CAN LIGHTS ARE OUT. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. KITCHEN: 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. MPR: 4. FLOOR TILES ARE LIFTING AT ENTRY CREATING A TRIP HAZARD. 11. PAINT IS PEELING ON DOORS. 15. DOOR CLOSER COVER IS MISSING. WINDOW SHADE NOT FUNCTIONING.
Structural: Structural Damage, Roofs	X		B13: 10. FIRE EXTINGUISHER IS MISSING. FIRE EXTINGUISHER CASE HANDLE IS BROKEN (HALLWAY). 11. PAINT IS PEELING ON WINDOW SILL. 12. CRACK IN WINDOW SILL. B16: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN LIGHT FIXTURES. 7. LIGHT DIFFUSER FIX IS INADEQUATE (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS

School Facility Conditions and Planned Improvements

			PEELING ON INTERIOR WALL (HALLWAY). 12. CRACKS IN INTERIOR WALL. ELEVATOR MACHINE ROOM: 12. CRACK IN INTERIOR WALL (HALLWAY). RSP 3: 12. CRACKS IN INTERIOR WALL. SCIENCE LAB 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT PANEL IS BAD. 9. FAUCET HANDLES ARE MISSING. EYE WASH STATION IS NON-OPERABLE. 12. CRACKS IN INTERIOR WALL (HALLWAY).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		ADMIN: 15. DOOR CLOSER COVER IS MISSING. B10: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM (NEAR MPR): 4. HANDICAP STALL IS UNABLE TO BE SECURED. 7. LIGHT SWITCH AND COVER ARE LOOSE (BROKEN SCREW). 9. DRINKING FOUNTAINS AND BOTTLE FILL STATION HAVE A LOW FLOW. BOYS REST ROOM: 4. URINAL PARTITION IS MISSING AND BROKEN BRACKETS ARE CREATING AN INJURY HAZARD. 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. BSL2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. PAINT IS SPLATTERED THROUGHOUT ROOM. 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 (ALSO IN FOYER). OUTLET COVER IS BROKEN (FOYER). 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. (MENSTRUAL NOTICE NOT ADEQUATE) GIRLS REST ROOM (NEAR MPR): 4. ONE STALL DOOR IS UNABLE TO BE SECURED. ONE STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 9. ONE FAUCET HAS A DRIP. 15. DOOR DOES NOT CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED) GIRLS REST ROOM (NEAR SL4): 4. ONE STALL IS UNABLE TO BE SECURED. 5. GRAFFITI ON STALL WALLS AND PARTITIONS. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE) GIRLS REST ROOM: 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED) INSTRUMENT REHEARSAL: 7. MULTIPLE CAN LIGHTS ARE OUT. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

				JANITOR/ ELECTRICAL: 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. KIOSK: 15. DOOR DOES NOT OPEN/ CLOSE PROPERLY. MPR: 4. FLOOR TILES ARE LIFTING AT ENTRY CREATING A TRIP HAZARD. 11. PAINT IS PEELING ON DOORS. 15. DOOR CLOSER COVER IS MISSING. WINDOW SHADE NOT FUNCTIONING. SCIENCE LAB 3: 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. 15. DOOR IS BROKEN. DOOR CLOSER COVER IS MISSING. SPEED LINE: 15. DOOR CLOSER COVER IS MISSING. UNISEX REST ROOM (NEAR B15): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS HIGH PRESSURE.
--	--	--	--	--

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	26	34	33	34	47	48
Mathematics (grades 3-8 and 11)	16	22	23	26	35	37

2024-25 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

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	369	96.34	3.66	34.15
Female	190	180	94.74	5.26	41.11
Male	193	189	97.93	2.07	27.51
American Indian or Alaska Native	0	0	0	0	0
Asian	40	37	92.50	7.50	56.76
Black or African American	47	47	100.00	0.00	10.64
Filipino	39	37	94.87	5.13	62.16
Hispanic or Latino	197	189	95.94	4.06	25.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	55.00
White	38	37	97.37	2.63	45.95
English Learners	64	52	81.25	18.75	7.69
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	299	96.45	3.55	28.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	8.33

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	379	98.96	1.04	21.64
Female	190	187	98.42	1.58	23.53
Male	193	192	99.48	0.52	19.79
American Indian or Alaska Native	0	0	0	0	0
Asian	40	39	97.50	2.50	38.46
Black or African American	47	47	100.00	0.00	4.26
Filipino	39	39	100.00	0.00	43.59
Hispanic or Latino	197	195	98.98	1.02	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	45.00
White	38	37	97.37	2.63	24.32
English Learners	64	63	98.44	1.56	3.17
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	307	99.03	0.97	18.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	2.08

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.37	10.38	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	183	97.86	2.14	10.38
Female	96	93	96.88	3.12	10.75
Male	91	90	98.90	1.10	10.00
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	21.43
Black or African American	31	31	100.00	0.00	3.23
Filipino	17	15	88.24	11.76	33.33
Hispanic or Latino	94	93	98.94	1.06	3.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	16.67
English Learners	27	26	96.30	3.70	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	148	98.01	1.99	6.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	18	85.71	14.29	16.67

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.

2024-25 California Physical Fitness Test Participation Rates					
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	99	99	99	72.9	99

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.

2025-26 Opportunities for Parental Involvement

Parents are an integral part of our school community and contribute 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 is 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 regularly, 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 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, the Semester State of the School Report, 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, which include all of our community members.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	414	396	124	31.3
Female	206	196	60	30.6
Male	208	200	64	32.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	43	40	9	22.5
Black or African American	50	48	18	37.5
Filipino	39	39	3	7.7
Hispanic or Latino	215	204	74	36.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	22	5	22.7
White	40	39	11	28.2
English Learners	91	84	35	41.7
Foster Youth	--	--	--	--
Homeless	15	14	9	64.3
Socioeconomically Disadvantaged	332	322	112	34.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	52	25	48.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
14.74	22.55	17.63	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.63	0.00
Female	10.68	0.00
Male	24.52	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.65	0.00
Black or African American	30.00	0.00
Filipino	5.13	0.00
Hispanic or Latino	19.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	17.39	0.00
White	15.00	0.00
English Learners	24.18	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	18.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	38.89	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.

2025-26 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 2025. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27	5	3	8
Mathematics	27	2	6	6
Science	29	2	2	9
Social Science	27	3	7	4

2024-25 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

2024-25 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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	10581.15	3485.58	7095.57	77190.02
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-12.4	-8.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-41.1	-20.3

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
AMAZON
AMAZON (E-PROCUREMENT)
AVALON TRANSPORTATION LLC
BSN SPORTS LLC
CURRICULUM ASSOCIATES INC
DISCOUNT MAGAZINE SUBSCRIPTION SERV
EDPUZZLE, INC
FOLLETT CONTENT SOLUTIONS LLC
FOLLETT SOFTWARE LLC
KBA DOCUMENT SOLUTIONS, LLC
KINCANON ENTERPRISES INCORPORATED
LUCKY
MICHAELS TRANSPORTATION
PROJECT LEAD THE WAY INC

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

For the 2025- 2026 school year, teachers and staff at Pinole Middle School engage in collaboration by department, grade level, whole group, and as a district every Wednesday and the first Monday of the month. The administration presents the current schoolwide data and active goals from our Single Plan for Student Achievement (SPSA) to guide the conversations. Within our SPSA, all of our core classes, which include our English Learners and African-American students, are focusing on improving reading scores and math scores on the iReady assessments, which are the goals measured by. Each department/grade level examines all the assessment data and sets SMART Goals, and shares common schoolwide best practices and strategies to engage all learners. Departments, as well as individual teachers, examine data regularly to identify areas of focus and needed interventions. We run a fully implemented PBIS system at the school site.

Teachers regularly participate in professional development opportunities provided by the district and other entities. For the 2025 -2026 school year and beyond, we will continue to focus our mission to build a growth mindset school-wide and have more shared schoolwide strategies to support student learning outcomes. Our goal is to have ongoing PD for staff and training to change fixed mindsets to growth mindsets to improve student learning. As a staff, we have come together to align these practices with our school goals and vision as well as the district's "we are one WCCUSD" messaging. Around the school climate, we are focusing on attendance improvement and reducing disproportionate suspensions and referrals for our historically underserved students, as well as addressing the social and emotional needs of all our students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	33	37	41