

Pinole Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

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	Denise Van Hook
E-mail Address	dvanhook@wccusd.net
Web Site	www.wccusd.net/Page/1450
CDS Code	07-61796-6057236

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

The vision of Pinole Middle School is to be a safe, welcoming, engaging environment that promotes a sense of community among students, faculty and parents. All members are held accountable for their role in maintaining a healthy, academically challenging and positive school environment. Students will read and think critically for knowledge and pleasure, using Close Reading strategies. While engaged in rigorous and relevant curriculum, students can use inductive/ deductive reasoning and technology to enhance their educational development in service of real life situations. This will lead to their future success and participation as citizens who take responsibility and make a positive contribution to their families and communities.

The mission of Pinole Middle School is to provide every student the opportunity to maximize his/her ability to learn, celebrate the diversity of our community, and guarantee equal access for every student.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	289
Grade 8	284
Total Enrollment	573

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	19.5
American Indian or Alaska Native	0.3
Asian	10.8
Filipino	8.4
Hispanic or Latino	40.8
Native Hawaiian or Pacific Islander	1
White	16.9
Two or More Races	1.4
Socioeconomically Disadvantaged	69.1
English Learners	15
Students with Disabilities	14
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	23	25	25
Without Full Credential	0	1	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.7	6.3
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 7-8) / 2001 National Geographic, Inside (ELD gr 7-8) / 2014 Houghton Mifflin Harcourt, (Intervention gr 7-8) Read 180 / 2011	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Prentice Hall, Pre-Algebra CA / 2001 Glencoe McGraw Hill, Math Course 3 (gr 8) / 2014 McDougal Littell, CA Middle School Algebra 1 / 2012 Key Curriculum Press, Discovering Geometry / 2008	Yes	0%
Science	Pearson/Prentice Hall, Focus on Life Science (gr 7) / 2008 Pearson/Prentice Hall, Focus on Physical Science (gr 8) / 2008	Yes	0%
History-Social Science	TCI, History Alive (gr 7-8) / 2004	Yes	0%
Foreign Language	Pearson Prentice Hall, Realidades (Spanish 1-2) / 2004	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Pinole Middle School underwent modernization. Half of our campus is brand new with a new gym facility and instructional building. The new facilities provide brand new classrooms, science labs, library, and gym facilities for students. The other half consists of portable classrooms separated from the new buildings by the section of campus that is being renovated. There are fields on one side of the campus and blacktop areas on the other side.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Replace swing gate in front office Repair pads in gym Replace work out door mats site-wide
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Loose switch in boys restroom by room A14
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Broken door-to-door closer in girls restroom by cafeteria Missing sink button in girls restroom by room A12 Low pressure on drinking fountain on lunch patio Loose toilet in restroom in A1 Loose switch in boys restroom by A14
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repair window blinds in A2 Repair window blinds in A5 Broken door-to-door closer in girls restroom by cafeteria

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	25	32	33	35	44	48
Mathematics	22	24	23	25	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	282	276	97.9	33.1
	8	283	278	98.2	31.1
Male	7	134	132	98.5	32.8
	8	147	145	98.6	23.6
Female	7	148	144	97.3	33.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	136	133	97.8	39.1
Black or African American	7	46	44	95.7	13.9
	8	66	66	100.0	15.4
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	34	34	100.0	52.9
	8	28	27	96.4	44.4
Filipino	7	27	26	96.3	53.9
	8	19	19	100.0	63.2
Hispanic or Latino	7	120	118	98.3	22.9
	8	113	111	98.2	19.8
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	49	48	98.0	47.9
	8	48	46	95.8	60.9
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	190	185	97.4	25.0
	8	212	207	97.6	21.8
English Learners	7	44	42	95.5	2.4
	8	43	39	90.7	2.6
Students with Disabilities	7	41	39	95.1	2.6
	8	41	40	97.6	5.0
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	282	277	98.2	28.1
	8	282	280	99.3	20.9
Male	7	134	133	99.3	28.8
	8	146	144	98.6	14.0
Female	7	148	144	97.3	27.5
	8	136	136	100.0	28.1
Black or African American	7	46	43	93.5	17.1
	8	65	64	98.5	6.3
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	34	34	100.0	38.2
	8	28	28	100.0	46.4
Filipino	7	27	26	96.3	34.6
	8	19	19	100.0	36.8
Hispanic or Latino	7	120	119	99.2	21.2
	8	113	112	99.1	12.5
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	49	49	100.0	40.8
	8	48	48	100.0	40.4
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	190	186	97.9	20.8
	8	211	209	99.0	13.0
English Learners	7	44	44	100.0	2.3
	8	43	43	100.0	2.3
Students with Disabilities	7	41	38	92.7	5.4
	8	41	40	97.6	2.6
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	50	54	45	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	282	271	96.1	44.7
Male	146	137	93.8	40.2
Female	136	134	98.5	49.3
Black or African American	65	62	95.4	29.0
Asian	28	27	96.4	51.9
Filipino	19	19	100.0	68.4
Hispanic or Latino	113	109	96.5	39.5
White	48	46	95.8	65.2
Socioeconomically Disadvantaged	211	203	96.2	36.5
English Learners	43	41	95.4	9.8
Students with Disabilities	41	37	90.2	21.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.1	18	23

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are welcome on campus as an integral part of student success. We have parents who are regular classroom volunteers, as well as assist us with supervision at lunch time, throughout the day and for school activities. We have an active PTSA that supports our teachers, staff and students. Our School Site Council has three parents elected from our total parent community. 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. We meet with parents of ELAC and GATE students to provide input for the support of their students at our school. 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 and parents from our feeder schools can come and see what their students are and will be learning. We also have Family nights that include all of our community members.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526 or School Community Outreach Worker - William Swift - 510-231-1436 ext. 26378

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.8	16.8	17.5	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and SafetyAt the beginning of the year, the faculty reviews safety procedures for issues such as blood borne pathogens, fire alarms, evacuation, earthquake, shelter in place, and lock-downs. PMS practices a quarterly fire drill as well as a shelter-in-place drill, duck-and-cover drill, and lock-down drill. We also cover procedures for reporting child abuse or sexual harassment. We come together as a staff to review and revise the Safety Plan so that all teachers and staff understand their roles in a crisis. Faculty and staff serve on various teams like search and rescue, first aid, student supervision, etc. Teachers practice taking students out to predetermined spaces on the field so in the event of an actual disaster, we can evacuate safely. Site Supervisors are on duty one hour before school begins and are in the hallways at every passing period. They also supervise during the lunch periods and after school. Teachers, administrators, and counselors provide additional supervision before and after school, passing periods, and lunch periods. A School Resource Officer, a member of Pinole Police Department, helps to keep students safe on and off campus. By building relationships with students, staff, and parents, he is an invaluable resource for our school.

Our safety plan was last updated during the summer, and it was reviewed and discussed as a faculty on September 23, 2016, led by Officer Engle (SRO).

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	10	5	14	24	10	3	12	24	12	4	10
Mathematics	26	9	5	11	28	5	5	10	26	7	6	9
Science	29	3	8	10	29	5	5	10	33	1	5	13
Social Science	28	5	8	9	26	4	10	7	30	5	2	11

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	271
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.60	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.60	N/A
Resource Specialist	2.00	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6994.06	2795.94	4198.12	65549.06
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-34.5	0.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-26.1	-13.6

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Pinole Middle School include:

- | | |
|----------------------------------|-------------------------------|
| CENTRAL SUPPLEMNTL/CONCENTRATION | PROJECT READ |
| EDUCATION PROTECTION ACCOUNT | PARCEL TAX |
| SP ED IDEA BASIC LOCAL ENTITL | CHEVRON |
| SPECIAL ED - E | SITE SUPPLEMNTL/CONCENTRATION |

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers at Pinole Middle School engage in collaboration in department, grade level, and house configurations every Friday. Each department/grade level examines assessment data, sets SMART Goals and have developed and agreed upon a school-wide assessment calendar for the school year. Departments, as well as individual teachers examine formative and summative data regularly to identify areas of focus. Once the areas of focus are identified, teachers/departments complete and implement a Corrective-Instruction Action Planning Form to improve student achievement and teacher practices. We are fortunate to have very skilled teachers on staff that provide professional development for their colleagues in areas such as the Essential Elements of Common Core strategies and classroom management. As a staff, we have come together to align our school goals and vision with the district's. Around climate, we are focusing on reducing disproportionate suspensions and referrals for our historically underserved students and also learn how to educate our students in the light of the traumas that many of our students face. ILT members will lead their respective departments through discussion and problem solving around the implementation of Close Reading strategies and citing evidence, which is our area of focus for this year. We are also working closely with Ed Services for support and professional development in this area.

For the past five years, we have been diligently working on building an effective RTI (Response to Intervention) system that will ensure we meet the needs of all of our students. We meet regularly to discuss and look at the data of referred students, in order to meet their needs to ensure academic success. In identifying the needs of our students, we also identify the needs of our teachers and thus plan professional development accordingly. Within our Single Plan for Student Achievement (SPSA), all of our core class, which includes our EL students are focusing on improving reading scores (STAR) and Writing (citing evidence) as measured by the District Writing Benchmarks. Off-site, teachers regularly participate in professional development opportunities provided by the district and other entities.