

Pinole Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Pinole Middle School
Street	1575 Mann Drive
City, State, Zip	Pinole, CA 94564
Phone Number	(510) 231-1436
Principal	Denise Van Hook
E-mail Address	dvanhook@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1450
CDS Code	07-61796-6057236

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

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 2013-14)

Grade Level	Number of Students
Grade 7	285
Grade 8	344
Total Enrollment	629

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	21.3
American Indian or Alaska Native	0.2
Asian	13.0
Filipino	8.3
Hispanic or Latino	43.2
Native Hawaiian or Pacific Islander	0.3
White	13.4
Two or More Races	0.3
Socioeconomically Disadvantaged	71.2
English Learners	13.4
Students with Disabilities	15.4

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	23	28	28	28
Without Full Credential	6	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.03	0.97
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

Core Curriculum Area	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, Timeless Themes (Grades 6-8) ELD and Intervention: High Point Reading Intervention:READ 180	Yes	0%
Mathematics	Everyday Mathematics Wright Group/Macmillan-McGraw Hill (Grade 6); Prentice Hall-Pre-Algebra, CA Edition (Grade 7); Prentice Hall Algebra 1,CA Edition and McDougal Littell algebra 1 (Grade 8)	Yes	0%
Science	Prentice Hall Earth Science (Grade 6); Life Science (Grade 7); Physical Science (Grade 8)	Yes	0%
History-Social Science	TCI History Alive Ancient History TCI History Alive US History TCI History Alive Medieva History	Yes	0%
Foreign Language	EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Aventura (Spanish 4) Pearson Prentice Hall: Realidades (Spanish 1,2,3)		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Pinole Middle School is currently in the middle of 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. Renovation will finish this school year and we anticipate vacating the portables for our new building in the summer of 2011. After the construction, all the classrooms will be permanent. There will be 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 in which data were collected: July 2014				
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]	Repair gym pads, transition, wall vinyl, rubber base (work orders submitted), room number missing (work complete)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Check emergency lights, replace broken switch and plug covers (work complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	69	58	51	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	51
Male	55
Female	47
Black or African American	27
American Indian or Alaska Native	
Asian	63
Filipino	66
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	
White	65
Two or More Races	
Socioeconomically Disadvantaged	46
English Learners	9
Students with Disabilities	13
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39	38	37	41	43	42	54	56	55
Mathematics	29	29	31	37	38	38	49	50	50
History-Social Science	38	41	34	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	1	1
Similar Schools	2	2	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		7	-10
Black or African American	23	45	-73
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	-13	16
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	10	18	-12
English Learners	46	-86	48
Students with Disabilities	22	8	-25

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.5	29.7	29.3

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 (Most Recent Year)

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 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.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	27.1	18.2	10.8	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.7	0.1	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

At 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 lockdowns. PMS practices a quarterly fire drill as well as a shelter-in-place drill, duck-and-cover drill, and lockdown 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 pre-determined spaces on the blacktop 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	14	6	12	25	14	7	12	25	10	5	14
Mathematics	26.2	7	12	6	26	10	5	11	26	9	5	11
Science	28.8	3	12	7	30	3	8	11	29	3	8	10
Social Science	27.2	6	11	7	31	5	2	15	28	5	8	9

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	359
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.40	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	2.00	---
Other		---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,317.24	\$4,645.35	\$4,671.89	\$57,684.57
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-15.8	4.7
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-15.6	-17.2

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Pinole Middle School include:

- ESEA-Title I
- Economic Impact Aid
- Special Education
- Remediation programs for English Learner students, and students who need support in ELA and Math
- There out school day programs as well as after school programs
- Multi-Cultural Student Union
- MESA
- Gifted and Talented
- After School Program
- Supported by the YMCA, this is an extension of the school day that supports academic, physical and social needs of students.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
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

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 who 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, 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 three 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 now have an RTI coordinator and meet every Tuesday 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.