



# Pinacate Middle School

1990 South A St. • Perris, Ca, 92570 • (951) 943-6441 • Grades 7-8

CHAKWAN JONES, Principal

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<http://pms.puhsd.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Perris Union High School District

155 East Fourth Street

Perris, CA 92570

(951) 943-6369

[www.puhsd.org](http://www.puhsd.org)

#### District Governing Board

Edward D. Garcia, Jr.

**President**

Anthony T. Stafford, Sr.

**Vice President**

Dr. Randall Freeman

**Clerk**

Dr. Jose Luis Araux

**Member**

David G. Nelissen

**Member**

#### District Administration

Grant Bennett

**Superintendent**

Candace Reines

**Deputy Superintendent of Business  
Services**

Dr. Charles Newman, Ed.D

**Assistant Superintendent  
Educational Services**

Kirk Skorpanich

**Assistant Superintendent  
Human Resources**

Joseph Williams

**Executive Director of Technology**

### School Description

At Pinacate Middle school, we strive to ensure academic excellence as well as exemplary citizenship from all students. Our commitment to excellence in these areas is furthered by our participation in our Positive Behavior Intervention System, WEB - Where Everyone Belongs, and Project Lead the Way which all nurture all aspects of a learner and encourages students to work toward becoming well-rounded, contributing members of society. Academic growth is monitored throughout the school year using multiple forms of assessment to ensure standards mastery. Teachers maintain contact with parents and students using Google Classroom, Infinite Campus portal, Progress Reports, AVID strategies schoolwide and student agendas to ensure that all students are successful. Pinacate students are also involved in a variety of clubs and activities including cheer, dance team, AVID, ASB, Robotics Club, Publications, drama, sports, band, Makerspace club, visual arts and more. We continue to focus on the implementation of Common Core State Standards with our recently adopted English Language Arts and Math curriculum and identifying and utilizing best practices to support reading comprehension, writing, and vocabulary development.

Thank you for reading the annual School Accountability Report Card for Pinacate Middle School. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. At Pinacate, we have made a commitment "To be college and career ready, be your best, every student every day" in order to provide an outstanding educational program for our students.

ChaKwan Jones  
Principal

### Vision and Mission Statements

#### Vision

The vision of Pinacate Middle School is to prepare and support all students to be their BEST to become college and career ready and productive, contributing members in a competitive, global society.

#### Mission

Pinacate Middle School will inspire and support college and career readiness and the personal success of every student every day, by providing a safe, positive learning environment, effective instruction, targeted intervention, and active parental involvement.

## About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	626
Grade 8	568
Total Enrollment	1,194

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.2
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	0.3
White	2.6
Two or More Races	1.1
Socioeconomically Disadvantaged	95.1
English Learners	33.5
Students with Disabilities	15.7
Foster Youth	1
Homeless	13.7

## 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

Teacher Credentials for Pinacate Middle School	17-18	18-19	19-20
With Full Credential	50	48	50
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Perris Union High	17-18	18-19	19-20
With Full Credential	◆	◆	440
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Pinacate Middle School

Indicator	17-18	18-19	19-20
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks used in the core curriculum at Pinacate Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 18, 2019, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 18, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Lang Arts 7- California Collections (Houghton Mifflin Harcourt, 2016) Lang Arts 8- California Collections (Houghton Mifflin Harcourt, 2016) English I/Advanced English I--Literature: Pearson My Perspective 1 & 2 (Pearson 2017) English II/Advanced English II--Literature: Pearson My Perspective 1 & 2 (Pearson 2017) English III--Literature: The American Experience ( Pearson, 2010) English IV--Literature: The British Tradition (Pearson, 2010) CSU Expository Reading & Writing--Expository Reading & Writing Course 2nd Ed (Ca St Univ, 2013) AP English Language & Composition--Language of Composition 2nd Ed (Bedford, 2013) AP English Literature & Composition--Norton Introduction to Literature (Norton, 2013) College Freshman Comp--Writing Matters (McGraw-Hill, 2011) College Critical Thinking & Writing--Creating America 4th Ed. (Pearson, 2005) Edge A: Student Edition and myNGconnect (National Geographic Learning, 2014) Edge B: Student Edition and myNGconnect Edge C: Student Edition and myNGconnect Edge 2014 Fundamentals: Student Edition and myNGconnect  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Math - 5 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 6 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 7 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 8 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Geometry California Common Core (Pearson, 2016) Algebra 1 California Common Core (Pearson, 2016) Algebra 2 California Common Core (Pearson, 2016) AP Calculus AB/BC--Calculus (Houghton Mifflin, 1998) AP Statistics--The Practice of Statistics 5th (Freeman, 2015) Consumer Math--Mathematics w/Business Applications (Glencoe, 2007) Technology Math--Mathematics w/Business Applications (Glencoe, 2007) Math Analysis--Precalculus 5th Ed. (Houghton Mifflin, 2001) Trigonometry--Precalculus 5th Ed. (Houghton Mifflin, 2001) Pre Calculus--Precalculus 5th Ed. (Houghton Mifflin, 2001) Math Pathways/Algebra Readiness--Algebra Readiness Volumes 1, 2, 3, 4 (Holt, 2008)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	Science 7--Life Science (Holt, 2007) Science 8--Physical Science (Holt, 2007)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	World History 7--World History: Medieval to Early Modern Times ( Holt, 2006) US History 8--United States History: Independence to 1914 (Holt, 2006)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Intro to Spanish--En Espanol! 1 (McDougal Littell, 2004)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pinacate Middle School's original facilities were built in 1986; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Pinacate Middle School.

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning
- Kitchen

The principal communicates with custodial staff daily concerning maintenance and school safety issues including:

- Cafeteria setup/cleanup
- Lunch area setup/cleanup
- Restroom cleaning
- Administration offices and staff lounge

#### Deferred Maintenance

Pinacate Middle School participates in the State School Deferred Maintenance Program, which provides funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and the removal, repair, and installation of flooring systems.

Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.

#### Facilities Inspection

The district's maintenance department inspects Pinacate Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Pinacate Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 09/04/2018. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the school inspection.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/4/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys RR: 2-stuffy rm - will check exhaust fan Girls RR: 2-stuffy rm - will check exhaust fan
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	702: 7-8 light out (27 Sept - replaced bulb, still out) Gym B03: Missing 3 floor brass outlet covers (27 Sept - missing)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	23	27	39	43	50	50
Math	11	13	15	19	38	39

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.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	17.6	16.1	7.4

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1173	1130	96.33	26.84
Male	650	624	96.00	21.67
Female	523	506	96.75	33.20
Black or African American	83	77	92.77	15.58
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1039	1005	96.73	26.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	24	92.31	45.83
Two or More Races	14	14	100.00	28.57
Socioeconomically Disadvantaged	1103	1062	96.28	26.39
English Learners	641	625	97.50	19.71
Students with Disabilities	166	156	93.98	3.87
Foster Youth	17	17	100.00	52.94
Homeless	165	149	90.30	9.70

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1174	1133	96.51	13.24
Male	650	625	96.15	13.76
Female	524	508	96.95	12.60
Black or African American	83	74	89.16	5.41
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1040	1011	97.21	13.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	24	92.31	33.33
Two or More Races	14	14	100.00	21.43
Socioeconomically Disadvantaged	1104	1065	96.47	13.05
English Learners	641	628	97.97	9.39
Students with Disabilities	166	155	93.37	1.29
Foster Youth	17	17	100.00	11.76
Homeless	165	150	90.91	9.09

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

Note: 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.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

##### Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, the school marquee, the school website, and a monthly calendar. Contact Gloria Webster, Community Liaison at (951) 943-6441 ext. 40117 for more information on how to become involved in your child's learning environment.

##### Opportunities to Volunteer:

- Assemblies
- Classroom Bulletin Boards
- College Corners
- Campus Beautification
- Prepare Facilities for Special Events

##### Committees:

- English Learner Advisory Council (ELAC)
- School Safety Committee
- School Site Council (SSC)
- African American Parent Advisory Council (AAPAC)
- Parent Engagement Leadership Institute (PELI)
- Parent-Teacher-Student Association (PTSA)



**School Activities and Meetings for Parents:**

- Coffee with the Principal
- 7th Grade WEB Orientation Day
- 8th Grade Puma Spirit Day
- Back to School Night
- Chromebook Information Meetings
- A.V.I.D. Parent Informational Meetings
- Semester Honor Roll Celebration
- National Junior Honor Society
- Open House/Science/ VAPA Night
- Puma Pride Rallies
- Visual and Performing Arts Nights
- Science Night
- End of Year Awards Ceremony
- Athletic Competitions
- ESL Classes
- Citizenship Classes
- Parent/Teacher Conferences Each Semester

**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.

**School Safety Plan**

The Comprehensive School Site Safety Plan was developed for Pinacate Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2019 and October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	17.0	13.8	9.5
Expulsions Rate	0.7	0.4	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.0	7.8	6.0
Expulsions Rate	0.4	0.3	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	542.7

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.1
Other	1.0

\* 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	29	7	28	17	28	18	4	27	29	10	13	26
Mathematics	29	4	22	14	29	9	20	26	30	5	23	24
Science	29	1	28	10	30	7	2	29	31	5	9	24
Social Science	30	3	24	11	31	6	5	26	31	3	18	17

\* 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.

### Professional Development provided for Teachers

Decisions concerning the selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Pinacate Middle School supports ongoing professional growth throughout the year on early release days each week. Teachers meet in both grade level and department level teams to conduct data analysis and identify areas of need.

Pinacate Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff was encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

The teaching staff was provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. In addition, site and district professional development during the 2019-2020 school year at Pinacate Middle is focused on a variety of areas:

- AVID Instructional Strategies - Summer Institute and site-based training, K-12 Conference, AVID DI, and School Admin Training
- Integrated and Designated ELD instruction
- SBAC Administration
- Positive Behavior and Intervention Support
- School Safety Procedures (Hour Zero) & Keenan Safe Schools Training
- Next Generation Science Standards
- English 3-D
- Collections training for both Grade 7 and Grade 8
- ELPAC Academy
- Math Assessment - Pearson Training
- Math Data Analysis - Performance Task Assessments
- Edmentum - Math Support Classes
- Conferences for Master Schedule development, Bullying Prevention, California Math Conference, California Steam Conference, National PLTW Conference, RIMS-AVID Conference, CUE, CAFE
- Reflective Coach Professional Learning Connections

- MTLC Teacher Cohort, and Leadership Cohort
- Excellence and Equity Team
- Special Education Legal Training
- RCOE Counseling Network
- Inland Empire Stars
- GEMS
- WEB Training
- Training youth address Chronic Absenteeism
- Family Engagement Network/Workshop
- CADA ASB Training
- Parent Engagement Leadership
- After school Program Leadership Training

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,410	\$52,466
Mid-Range Teacher Salary	\$88,566	\$87,373
Highest Teacher Salary	\$110,267	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$143,278	\$142,025
Average Principal Salary (HS)	\$148,469	\$153,904
Superintendent Salary	\$231,424	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

Available funding for programs and services that support student access & success include:

- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF)
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco Use Prevention Education (TUPE)
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Dual Enrollment
- Gifted & Talented Education (GATE)
- Student Leadership
- Summer School

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13497	3868	9629	87271
District	N/A	N/A	9815	
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.9	-6.6
School Site/ State	25.2	-2.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**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).

**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.