



# Pinacate Middle School

1990 South A Street • Perris, CA 92570 • (951) 943-6441 • Grades 7-8

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## 2019-20 School Accountability Report Card Published During the 2020-21 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

Dr. Jose Luis Araux  
**President**

Anthony T. Stafford, Sr.  
**Vice President**

Dr. Randall Freeman  
**Clerk**

David G. Nelissen  
**Member**

Elizabeth Vallejo  
**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, History 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	515
Grade 8	589
<b>Total Enrollment</b>	<b>1,104</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.3
Hispanic or Latino	87.8
Native Hawaiian or Pacific Islander	0.1
White	3.2
Two or More Races	1.4
Socioeconomically Disadvantaged	96.5
English Learners	36.8
Students with Disabilities	15.1
Foster Youth	0.9
Homeless	14

## 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	18-19	19-20	20-21
With Full Credential	48	50	42
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Perris Union High	18-19	19-20	20-21
With Full Credential	♦	♦	434
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	1

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

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
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 2020-21)

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 16, 2020, 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 16, 2020

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
Science	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
History-Social Science	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
Foreign Language	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 10/29/2020 During fiscal year 2020-21, 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/29/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Classroom 206: 4 stained ceiling tiles (significant in size) Classroom 704: Dirty return vent Observation: 1 light blub out and 1 loose ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Classroom 701: Webs inside window (front)
<b>Electrical:</b> Electrical	Good	MPR: Missing floor outlet cover Gym: Low voltage sensor hanging from wall
<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>Good</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	27	N/A	43	N/A	50	N/A
Math	13	N/A	19	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	10	N/A	11	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

##### Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, virtual committees, 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 (School Year 2020-2021)**

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 2020.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	13.8	9.5	7.8	6.0	3.5	3.5
Expulsions	0.4	0.4	0.3	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.03	4.47	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	345

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	28	18	4	27	29	10	13	26	27	16	15	18
Mathematics	29	9	20	26	30	5	23	24	29	8	17	22
Science	30	7	2	29	31	5	9	24	31	2	14	19
Social Science	31	6	5	26	31	3	18	17	30	3	16	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 (Most Recent Three Years)

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, CUBE
- 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,518	\$52,670
Mid-Range Teacher Salary	\$90,337	\$89,660
Highest Teacher Salary	\$112,472	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$140,521	\$142,638
Average Principal Salary (HS)	\$149,496	\$158,074
Superintendent Salary	\$245,495	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	32.0
Administrative Salaries	5.0	5.0

\* 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 Extracurricular activities for students that increase school climate and connectedness
- Dual Enrollment
- Gifted & Talented Education (GATE)
- Student Leadership
- PBIS (Positive Behavior Incentive Program training for students and teachers)

### 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.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	14053	3971	10081	87491
District	N/A	N/A	10453	\$95,428
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.6	-8.7
School Site/ State	26.1	-3.1

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