

# Pinacate Middle School

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

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



## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Perris Union High School District**

155 East Fourth St.  
Perris, CA 92570  
(951) 943-6369  
[www.puhsd.org](http://www.puhsd.org)

#### **District Governing Board**

David G. Nelissen  
Edward Agundez  
Joan D. Cooley  
Dr. Jose Luis Araux  
Carolyn Twyman

#### **District Administration**

Dr. Jonathan Greenberg  
**Superintendent**  
Candace Reines  
**Assistant Superintendent  
Business Services**  
Grant Bennett  
**Assistant Superintendent  
Educational Services**  
Steve Swartz  
**Assistant Superintendent  
Human Resources**  
Tonya Davis  
**Executive Director of  
Human Resources**

### **School Description**

#### Principal's Message

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.

Pinacate Middle School provides a safe and positive school climate where students are actively involved in learning academics as well as positive values. Students have access to a challenging curriculum taught by dedicated, professional staff members who use engaging and differentiated instructional strategies to effectively meet the individual needs of students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

At Pinacate, we have made a commitment "To be college and career ready, be your best, every student everyday" in order to provide an outstanding educational program for our students.

Loretta Houston  
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 everyday, 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 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 at (951) 943-6441 or the district office.

| 2014-15 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 7                                   | 589                |
| Grade 8                                   | 596                |
| <b>Total Enrollment</b>                   | <b>1,185</b>       |

| 2014-15 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 9                           |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 0.6                         |
| Filipino                            | 0.3                         |
| Hispanic or Latino                  | 85.5                        |
| Native Hawaiian or Pacific Islander | 0.7                         |
| White                               | 3                           |
| Two or More Races                   | 0.8                         |
| Socioeconomically Disadvantaged     | 94.2                        |
| English Learners                    | 37.3                        |
| Students with Disabilities          | 8.9                         |
| Foster Youth                        | 1.3                         |

## 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                         |       |       |       |
|---|-------|-------|-------|
| Pinacate Middle School                      | 13-14 | 14-15 | 15-16 |
| With Full Credential                        | 45    | 49    | 50    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Perris Union High School District           | 13-14 | 14-15 | 15-16 |
| With Full Credential                        | ♦     | ♦     | 419   |
| Without Full Credential                     | ♦     | ♦     | 11    |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 4     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Pinacate Middle School   | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* "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

| 2014-15 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School   | 100.0                               | 0.0                                     |
| Districtwide  |                                     |   |
| All Schools   | 99.9                                | 0.1                                     |
| High-Poverty Schools  | 99.9                                | 0.1                                     |
| Low-Poverty Schools   | 0.0                                 | 0.0                                     |

\* 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 2015-16)

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, 2015, 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 2014-15 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<br>Year and month in which data were collected: September 16, 2015 |  |
|--|--|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts  | Pearson, Literature (2009)<br><b>Percent of students lacking their own assigned textbook: 0</b>  |
| Mathematics  | Holt, Algebra 1 & 2 (2008)<br>Holt, CA Geometry (2008)<br><b>Percent of students lacking their own assigned textbook: 0</b>  |
| Science  | Holt, Rinehart and Winston, Holt California<br>Science: Earth, Life, and Physical Science (2007)<br><b>Percent of students lacking their own assigned textbook: 0</b>  |
| History-Social Science   | Holt, Rinehart and Winston, Holt California Social Studies: United States History, Independence to 1914 (2006)<br>Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations (2006)<br><b>Percent of students lacking their own assigned textbook: 0</b> |

### 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 during September 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

#### Facilities construction/improvement projects

Pinacate has recently completed Phase 3 of a total campus renovation project. The entire campus has been rebuilt or modernized. Phase 3 Which was completed during the time period covered by this report includes the addition of a 14 classroom - two story building. This building includes 2 Special ed rooms along with 4 science labs and 8 general purpose classrooms. This facility has incorporated collaboration spaces for student and teaching staff's use.

As part of the capital facilities project, athletic fields were renovated.

New basketball courts along with paved, outside activities areas have been added to Pinacate.

| School Facility Good Repair Status (Most Recent Year)                      |                  |             |             |   |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: 09/24/2015                    |                  |             |             |   |
| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned |
|  | Good             | Fair        | Poor        |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X                |             |             |   |
| <b>Interior:</b><br>Interior Surfaces                                      | X                |             |             |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | X                |             |             |   |
| <b>Electrical:</b><br>Electrical   | X                |             |             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X                |             |             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X                |             |             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>                               |
|  | 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], Science California Standards Tests); 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

| 2014-15 CAASPP Results for All Students |  |          |       |
|---|--|----------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |          |       |
|   | School   | District | State |
| ELA                                     | 26   | 42       | 44    |
| Math                                    | 15   | 19       | 33    |

\* 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 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 |       |       |
|   | 12-13  | 13-14 | 14-15 | 12-13    | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science   | 34   | 35    | 39    | 46       | 44    | 41    | 59    | 60    | 56    |

\* Results are for 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.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 7           | 18.60   | 20.70  | 23.40  |

\* 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.

| 2014-15 CAASPP Results by Student Group |   |
|---|---|
| Group                                   | Percent of Students Scoring at Proficient or Advanced |
|   | Science (grades 5, 8, and 10)                         |
| All Students in the LEA                 | 41  |
| All Student at the School               | 39  |
| Male                                    | 39  |
| Female                                  | 38  |
| Black or African American               | 18  |
| American Indian or Alaska Native        | --  |
| Asian                                   | --  |
| Filipino                                | --  |
| Hispanic or Latino                      | 40  |
| Native Hawaiian or Pacific              | --  |
| White                                   | 44  |
| Two or More Races                       | --  |
| Socioeconomically Disadvantaged         | 23  |
| English Learners                        | 15  |
| Students with Disabilities              | 39  |
| Foster Youth                            | --  |

\* 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.

| School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |       |                    |        |                     |                  |                     |              |                   |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| Student Group   | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|   |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students  | 7     | 592                | 583    | 98.5                | 47               | 26                  | 23           | 3                 |
|   | 8     | 624                | 604    | 96.8                | 43               | 30                  | 23           | 4                 |
| Male  | 7     |                    | 300    | 50.7                | 56               | 21                  | 20           | 2                 |
|   | 8     |                    | 334    | 53.5                | 51               | 29                  | 16           | 3                 |
| Female  | 7     |                    | 283    | 47.8                | 38               | 32                  | 25           | 4                 |
|   | 8     |                    | 270    | 43.3                | 34               | 31                  | 30           | 5                 |
| Black or African American   | 7     |                    | 48     | 8.1                 | 69               | 15                  | 13           | 4                 |
|   | 8     |                    | 53     | 8.5                 | 58               | 25                  | 11           | 4                 |
| American Indian or Alaska Native  | 8     |                    | 2      | 0.3                 | --               | --                  | --           | --                |
| Asian   | 7     |                    | 2      | 0.3                 | --               | --                  | --           | --                |
|   | 8     |                    | 3      | 0.5                 | --               | --                  | --           | --                |
| Filipino  | 7     |                    | 1      | 0.2                 | --               | --                  | --           | --                |
|   | 8     |                    | 1      | 0.2                 | --               | --                  | --           | --                |
| Hispanic or Latino  | 7     |                    | 513    | 86.7                | 45               | 28                  | 24           | 3                 |
|   | 8     |                    | 515    | 82.5                | 43               | 30                  | 24           | 4                 |

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Native Hawaiian or Pacific Islander | 7     |                    | 2      | 0.3                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 6      | 1.0                 | --               | --                  | --           | --                |
| White                               | 7     |                    | 13     | 2.2                 | 62               | 23                  | 15           | 0                 |
|                                     | 8     |                    | 18     | 2.9                 | 33               | 39                  | 22           | 6                 |
| Two or More Races                   | 7     |                    | 4      | 0.7                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 5      | 0.8                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged     | 7     |                    | 534    | 90.2                | 47               | 27                  | 22           | 3                 |
|                                     | 8     |                    | 566    | 90.7                | 44               | 30                  | 22           | 4                 |
| English Learners                    | 7     |                    | 241    | 40.7                | 66               | 23                  | 10           | 0                 |
|                                     | 8     |                    | 198    | 31.7                | 69               | 28                  | 3            | 1                 |
| Students with Disabilities          | 7     |                    | 46     | 7.8                 | 96               | 2                   | 0            | 0                 |
|                                     | 8     |                    | 49     | 7.9                 | 84               | 12                  | 2            | 0                 |
| Foster Youth                        | 7     |                    | --     | --                  | --               | --                  | --           | --                |
|                                     | 8     |                    | --     | --                  | --               | --                  | --           | --                |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                    | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|----------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                  |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students                     | 7     | 592                | 578    | 97.6                | 54               | 30                  | 13           | 4                 |
|                                  | 8     | 624                | 600    | 96.2                | 61               | 25                  | 11           | 3                 |
| Male                             | 7     |                    | 296    | 50.0                | 60               | 24                  | 11           | 3                 |
|                                  | 8     |                    | 331    | 53.0                | 65               | 22                  | 9            | 3                 |
| Female                           | 7     |                    | 282    | 47.6                | 47               | 35                  | 14           | 4                 |
|                                  | 8     |                    | 269    | 43.1                | 57               | 28                  | 12           | 2                 |
| Black or African American        | 7     |                    | 48     | 8.1                 | 63               | 29                  | 4            | 4                 |
|                                  | 8     |                    | 52     | 8.3                 | 79               | 13                  | 8            | 0                 |
| American Indian or Alaska Native | 8     |                    | 2      | 0.3                 | --               | --                  | --           | --                |
| Asian                            | 7     |                    | 1      | 0.2                 | --               | --                  | --           | --                |
|                                  | 8     |                    | 3      | 0.5                 | --               | --                  | --           | --                |
| Filipino                         | 7     |                    | 1      | 0.2                 | --               | --                  | --           | --                |
|                                  | 8     |                    | 1      | 0.2                 | --               | --                  | --           | --                |

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Hispanic or Latino                  | 7     |                    | 509    | 86.0                | 53               | 30                  | 13           | 4                 |
|                                     | 8     |                    | 512    | 82.1                | 60               | 26                  | 11           | 3                 |
| Native Hawaiian or Pacific Islander | 7     |                    | 2      | 0.3                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 6      | 1.0                 | --               | --                  | --           | --                |
| White                               | 7     |                    | 13     | 2.2                 | 62               | 23                  | 15           | 0                 |
|                                     | 8     |                    | 18     | 2.9                 | 67               | 22                  | 6            | 6                 |
| Two or More Races                   | 7     |                    | 4      | 0.7                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 5      | 0.8                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged     | 7     |                    | 530    | 89.5                | 54               | 29                  | 13           | 4                 |
|                                     | 8     |                    | 564    | 90.4                | 62               | 24                  | 11           | 2                 |
| English Learners                    | 7     |                    | 240    | 40.5                | 67               | 25                  | 7            | 0                 |
|                                     | 8     |                    | 197    | 31.6                | 83               | 15                  | 2            | 0                 |
| Students with Disabilities          | 7     |                    | 45     | 7.6                 | 96               | 4                   | 0            | 0                 |
|                                     | 8     |                    | 46     | 7.4                 | 98               | 2                   | 0            | 0                 |
| Foster Youth                        | 7     |                    | --     | --                  | --               | --                  | --           | --                |
|                                     | 8     |                    | --     | --                  | --               | --                  | --           | --                |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### 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

##### 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 Gracie Farahzad, 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
- School Safety Committee
- School Site Council

##### School Activities and Meetings for Parents:

- Coffee with Administration (4th Thursday of the month, 9am)
- Puma Spirit Day

Back to School Night  
 Chromebook Information Meetings  
 A.V.I.D. Parent Informational Meetings  
 National Junior Honor Society  
 Open House  
 Puma Pride Rallies  
 Visual and Performing Arts Nights  
 Science Night  
 7th Grade Parent Orientation  
 8th Grade Awards Ceremony  
 Athletic Competition  
 ESL Classes  
 Citizenship Classes  
 Parent Conferences Each Semester

**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.

**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 2015.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 16.67   | 11.87   | 6.99    |
| Expulsions Rate            | 0.00    | 0.15    | 0.00    |
| District                   | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 9.55    | 8.12    | 7.38    |
| Expulsions Rate            | 0.00    | 0.47    | 0.10    |
| State                      | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 5.07    | 4.36    | 3.80    |
| Expulsions Rate            | 0.13    | 0.10    | 0.09    |

**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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria |        |          |       |
|--|--------|----------|-------|
| AYP Criteria   | School | District | State |
| <b>English Language Arts</b>                             |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| <b>Mathematics</b>                                       |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| Made AYP Overall   | Yes    | Yes      | Yes   |
| Met Attendance Rate                                      | Yes    | Yes      | Yes   |
| Met Graduation Rate                                      | N/A    | Yes      | Yes   |

| 2015-16 Federal Intervention Program                |           |           |
|---|-----------|-----------|
| Indicator   | School    | District  |
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2003-2004 | 2006-2007 |
| Year in Program Improvement                         | Year 5    | Year 3    |
| Number of Schools Currently in Program Improvement  | 4         |           |
| Percent of Schools Currently in Program Improvement | 80.0      |           |



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

| Average Class Size |         |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|--------------------|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                    |         |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
| Subject            | 2012-13 | 2013-14 | 2014-15 | 2012-13               | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English            | 31      | 29      | 31      | 12                    | 10      | 3       | 9       | 17      | 21      | 38      | 27      | 23      |
| Math               | 33      | 31      | 31      | 3                     | 4       | 6       | 13      | 21      | 20      | 33      | 25      | 28      |
| Science            | 37      | 34      | 34      |                       |         |         | 2       | 6       | 6       | 22      | 21      | 24      |
| SS                 | 37      | 35      | 34      |                       |         |         | 1       | 1       | 6       | 26      | 25      | 25      |

\* 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 at this School**

| Number of Full-Time Equivalent (FTE)                |     |
|---|-----|
| Academic Counselor                                  | 2   |
| Counselor (Social/Behavioral or Career Development) | 0   |
| Library Media Teacher (Librarian)                   | 0   |
| Library Media Services Staff (Paraprofessional)     | 1   |
| Psychologist  | 1   |
| Social Worker                                       | 0   |
| Nurse   | 1   |
| Speech/Language/Hearing Specialist                  | 0   |
| Resource Specialist                                 | 7   |
| Other   | 0   |
| Average Number of Students per Staff Member         |     |
| Academic Counselor                                  | 560 |

\* 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.

**Professional Development provided for Teachers**

Decisions concerning 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 targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

During the 2015-16 school year Pinacate Middle School held Professional Development devoted to:

- AVID instructional strategies
- Use of Technology for instructional strategies and lesson delivery
- EADMS Test Creation and Data Collection
- Access to Common Core Standards
- SBAC Administration
- Positive Behavior and Intervention Support
- School Safety Procedures (Hour Zero) & Keenan Safe Schools Training

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session 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. During the 2015-2016 school year, Pinacate Middle School's teachers attended the following events hosted by the Perris Union High School District:

- Explicit-Research Based Instructional Strategies Training
- English Reading Writing Curriculum (ERWC)
- Critical Reading Strategies
- Positive Behavior Support Intervention
- New Generation Science Standards
- AVID strategies (e.g. Focused Note-taking; Philosophical Chairs, etc.)

| FY 2013-14 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$46,200        | \$44,363                                     |
| Mid-Range Teacher Salary                       | \$73,843        | \$71,768                                     |
| Highest Teacher Salary                         | \$91,939        | \$92,368                                     |
| Average Principal Salary (ES)                  |                 |  |
| Average Principal Salary (MS)                  | \$123,104       | \$121,276                                    |
| Average Principal Salary (HS)                  | \$129,265       | \$133,673                                    |
| Superintendent Salary                          | \$206,551       | \$210,998                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36%             | 36%  |
| 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/).

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 10100                  | 2803       | 7297         | 74658                  |
| District   | ♦                      | ♦          | 7433         | \$74,802               |
| State  | ♦                      | ♦          | \$5,348      | \$74,908               |
| Percent Difference: School Site/District                           |                        |            | -1.8         | -0.2                   |
| Percent Difference: School Site/ State                             |                        |            | 36.4         | -0.3                   |

\* Cells with ♦ do not require data.

### Types of Services Funded

In addition to general fund state funding, Perris Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Economic Impact Aid (EIA/LEP)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), calls for parents of eligible students attending Title I schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three years to be provided with opportunities and choices to help ensure that their children achieve at high levels. SES provides extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three years), in corrective action, or in restructuring status are eligible to receive these services. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used by PUHSD and is aligned with the State's academic content and achievement standards.

The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP).

### 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, the county, and the state. 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.