



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pinacate Middle School	33-67207-6106223	June 1, 2022	June 15, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pinacate Middle School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the California Common Core State Standards as indicated on the California Dashboard. School goals will influence the entire educational program of the school and are aligned with the four goals of the

LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state dashboard indicators related to school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Stakeholder Involvement	14
Resource Inequities	15
School and Student Performance Data	16
Student Enrollment.....	16
CAASPP Results.....	18
ELPAC Results	23
Student Population.....	26
Overall Performance	28
Academic Performance.....	29
Academic Engagement.....	40
Conditions & Climate.....	43
Goals, Strategies, & Proposed Expenditures.....	45
Goal 1.....	45
Goal 2.....	49
Goal 3.....	51
Goal 4.....	55
Goal 5.....	57
Budget Summary	59
Budget Summary	59
Other Federal, State, and Local Funds	59
Budgeted Funds and Expenditures in this Plan.....	60
Funds Budgeted to the School by Funding Source.....	60
Expenditures by Funding Source	60
Expenditures by Budget Reference	60
Expenditures by Budget Reference and Funding Source	60
Expenditures by Goal.....	61
School Site Council Membership	62
Recommendations and Assurances	63

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This school year the students were asked to participate in 5 High School Ready surveys: Semester 1 (6, 12 & 18 weeks); Semester 2 ((6, 12 weeks). 8th Grade students were asked to take the survey 1 additional time at the beginning of Semester 1 (at the end of the previous 7th grade) year regarding the previous semesters' grades. The second survey was given at 6 weeks during Semester 2. The goal of the surveys was to gauge how students were feeling about their academic progress during the 2021-22 school year. Student participation is as follows:

Semester 1 at 6 weeks-270 students (245 7th graders; 25 8th graders)

Semester 1 at 12 weeks-558 students (309 7th graders; 249 8th graders)

Semester 1 at 18 weeks-643 students (300 7th graders; 343 8th graders)

Semester 2 at 6 weeks-504 students (198 7th graders; 306 8th graders)

Semester 2 at 12 weeks- 472students (260 7th graders; 212 8th graders)

96.9% of total students surveyed said they would like to answer the survey in English. 79% of total students surveyed said they got an A, B or C in English. 70.6% of total students surveyed said they got an A, B or C in Math. 80.7% of all students said they got an A, B or C in Science. 82.2% of total students surveyed said they got an A, B or C in History. 60.3% of all students surveyed said that received a C or above in all 4 classes.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administration makes formal observations at least twice a year for non-tenured teachers, and once every two years for tenured staff members. This school year (2021-22), in lieu of regular walk-throughs, the administration made frequent virtual visits to every classroom in each content area department. Administration observations focused on teacher clarity, the PUHSD directive for essential standards, and the “what” we want our students to know by the end of the school year. Each administrator oversaw each content area department during weekly PLCs to ensure that collaboration and communication were taking place within each department. After school committees met weekly to support all learners. These committees focused on Special Education, Future of Work, Bookworms, high school readiness, Wellness Sanctuary, PBIS, and social-emotional support systems. After-school tutoring as well as Targeted Behavior Intervention was offered weekly to all students to support the Student Incentives Contract (ABC’s).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Due to the global pandemic/COVID 19, data reflects the 2018-2019 school year. Teachers utilize a variety of assessments to determine students' success. End-of-level test scores, state achievement testing scores, Reading Inventory Lexile Assessment, benchmark tests in the core content areas, teacher-designed projects, and student product outcomes are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents with the information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness.

English Learner (EL) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development Program (ELD) classifies students levels of proficiency. There are four levels of proficiency on the ELPAC: Reading, Writing, Speaking, Listening. Teachers use the Reading Inventory Test LEXILE levels, GPA, and additional classroom assessments to determine whether students who received an overall score of 4 on the ELPAC will be reclassified.

Pinacate uses the following standardized assessments:

ELPAC: (English Language Proficiency Assessment of California)

Ellevation student monitoring system is used to monitor all English Learners at Pinacate using ELPAC data to determine whether the student is ready to reclassify. This feature allows teachers to build custom reports that make your data manageable, including their own student data and state-provided data.

SBE curriculum-embedded assessment: These assessments are embedded in the adopted curriculum and are used as benchmark assessments for ELA and math to support progress monitoring of student achievement.

SBAC: Interim SBAC online assessment process was held early this Spring in Math and ELA for all students. In May all students took the annual CAASPP test in both Math and ELA. Teachers can also create SBAC style assessments for formative assessment and summative exams.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Due to the global pandemic/COVID 19, data reflects the 2018-2019 school year. Teachers use data to analyze current level of student mastery and focus on implementing the new Common Core Standards and an effective delivery system during the weekly Professional Learning Communities (PLC). The need for valid and reliable assessments of student achievement throughout the year is vital in determining mastery of standards for re-teaching.

Teachers need to know in a timely fashion whether or not their students are mastering the standards, which standards need to be addressed and the specific modifications they need to make in their classroom instruction so they may better guide students toward improved academic achievement. The use of immediately available data allows teachers to improve their instructional intervention planning in response to areas of student need. This data, both summative and formative, is also a valuable tool used in the departmental planning process that takes place during weekly PLC time.

The school uses an ongoing assessment and monitoring system (Mastery Connect) that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic, progress monitoring that includes frequent formative and curriculum-embedded assessments, and summative assessments) are used to inform teachers and the site administration on student placement, diagnoses, progress, and effectiveness of instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development opportunities are planned in response to the assessed needs of our students and based on the professional needs of the staff. Assessment data is utilized in the annual updating of the school plan. The Principal and Leadership Team Members review and evaluate assessment results to make recommendations that will focus on the instructional practices. They also analyze assessment data to determine strengths and weaknesses in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers from Pinacate serve on district Subject Area Committees (SAC) that meet to develop how the standards are being met through the curriculum. They have developed rubrics for key assignments, revised end-of-level tests, aligned lessons to Common Core Standards, developed new lessons, selected appropriate instructional materials, and mentored staff in any areas where departments may have not fully integrated the new Common Core Standards. SAC will continue the discussion of the Common Core Standards where curriculum alignment will include standards that prepare students for college and career and other post-secondary opportunities.

Pinacate Middle School will continue to focus categorical resources on the following areas: Teacher Clarity, literacy, writing, effective lesson planning and pacing including the Gradual Release of Responsibility of lesson design. Teachers and content area experts will conduct, co-plan and co-teach in-class sessions focused on student engagement; in-class observations and feedback focused on student engagement; standards-based education, and Professional Learning Communities (PLCs).

The school provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Support includes trained content experts and specialists who are knowledgeable about the newly adopted Common Core Standards and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers will receive ongoing targeted instructional support through trained and experienced content experts, specialists, or other teacher support personnel with subject-matter expertise. The content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELA/ELD and intensive intervention instructional programs to improve student achievement. Pinacate staff will have continuous opportunities to attend monthly staff meetings with professional development focused on improving teacher clarity, learning targets, and success criteria. The Department Chair/school leadership team will provide targeted instructional support within their departments.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Pinacate has adopted Common Core State standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, and Science. The standards serve as the framework for directing district goals objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The Common Core Standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the Common Core Standards along with reporting student progress in relation to the Common Core Standards.

Several staff members are involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans are aligned with Common Core Standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers.

Students' success in school depends on effective partnerships among school staff, parents and members of the community. Although, there are many programs in place to ensure the elimination of academic barriers, there are still areas to improve in order to increase student performance on the new Common Core Assessment.

The following are areas to consider for improvement:

- * Strategies to improve organized effective instruction using the principles of Teacher Clarity, learning intentions and success criteria among all classrooms in every content area.
- * Digital Citizenship guidelines and expectations for all students regarding Chrome Book, and social media use and accountability remains a need.
- * Positive Behavior Supports and Multi-Tiered Systems of Support for all students will continue to be a focus area to improve student behaviors and academic growth.
- * All students need to take care of the ABC's (Attendance, Behavior, and C grades or higher) in order to be High School ready.
- * Increase English Learner ELPAC scores and reading lexile level in order to reclassify before entering high school.
- * Provide supports, programs and incentives for all students with social-emotional needs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Pinacate strives to ensure that all students achieve proficiency in Common Core and California State Standards by providing a rigorous and quality educational program that prepares students for high school, college and career. In order to support our mission, all students currently have access to the state adopted and board approved textbooks. Additionally, supplementary funding sources (such as Title I) are used to support the instructional program. These programs and the instructional program are aligned to the Common Core Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers will use best, first instructional strategies, innovative and proven educational technologies, such as Quill.org, Listenwise, Flocabulary, Quill.org, and Nearpod to offer all students differentiated access to instructional materials. Additional instructional teaching strategies include standards-based curriculum learning platforms through district-adopted technology platforms such as Pearson and Houghton-Mifflin (English 3D and Read 180). In addition to AVID strategies, teachers will support all students using the existing adopted texts, Google Classroom and Canvas, visual media, and pacing guides. These, along with other best practices, will improve the delivery of the CCSS in content specific areas through cross-curricular planning and teaching.

All students, including English Learners (EL), Students with Disabilities (SWD), and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in ELA/ELD. These materials are implemented daily and designed to support the needs of all students.

At all grade levels in Science and Social Studies, teachers use the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.

In English and Math, teachers are teaching from curriculum that aligns with Common Core Standards and CAASPP-like assessments.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students will be placed in intervention classes using the Reading Inventory Lexile Level assessment, and placement data from the California Standards Based as available and applicable.

English Learner students who have been in the United States for less than 12 months and have been identified on the ELPAC as level 1 and 2, will be blocked in a two-period setting. EL level 3 students may have a 2-hour block of reading intervention class or a core ELA. Students that don't have an ELA support class have an ELA core class and are placed in Academic English Elective class.

After-school tutoring for students most at risk of not meeting district benchmarks and subject mastery of state standards content will continued to be offered for all students.

More students are entering Pinacate having had access to intervention programs in their K-6 experience. However, many parents still have difficulty understanding the needs of their students who are significantly below grade level in math, and Language Arts. Parents and students need continued support in order to be High School Ready and meet the A-G requirements needed to graduate high school. Pinacate offers classes, Algebra 1, Spanish 1A/1B and Spanish SS1 that count towards High School A-G requirements.

Evidence-based educational practices to raise student achievement

All teachers will be provided the opportunity to participate in professional development that addresses teacher clarity, student engagement, and AVID strategies and methodologies. With the continued focus on the implementation of teacher clarity on a district-wide basis, it will be the expectation for teachers to actively incorporate these strategies into their daily instruction during the 2022-23 school year.

Direct classroom instruction will be enhanced by the use of technologies using Google for Education learning platforms such as Jamboard, Google Slides, Google Forms, and more. Classroom teachers will implement teacher clarity throughout their daily instruction with the use of graphic organizers, clearly written learning targets and success criteria.. All teachers are expected to post Learning Targets and Success Criteria to increase student academic progress.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Student and parent commitment are highly evident in the cooperative leadership activities of the School Site Council (SSC), English Language Advisory Committee (ELAC), and the PELI-Parent Engagement Leadership Initiative). A one-year action plan for parent partnerships was developed in cooperation with the Pinacate PELI team which includes teachers, administrators, and students. The purpose of this action plan is to develop and schedule activities with the school, family, and community partnerships to all students reach school goals.

Student leadership is also encouraged by having student representation at the district school board meetings, the Associated Student Body (ASB), PELI, and the School Site Council.

Several programs have been initiated to improve student behavior and encourage school attendance. Intervention groups have been established to deal with specific student behavior problems.

- * Student Assistance Review Board (SARB) convenes when students exhibit excessive tardies or absence behavior.
- * . ATS-Alternative to Suspension
- * Student Study Team (SST). When students have situations that prevent them from succeeding in school, any staff member may refer them to the Student Study Team. The SST consists of a representative from special education, Title I, ELL, regular education teacher, counselor, and any other personnel who may attend if needed.
- * High-School Ready Committee
- * Multi-Tiered System of Support services for Tier 2 and 3 students
- * E-Sports After-School Club
- * LEGO After-School Club
- * Family Literacy and Parent Nights.
- * Student “fairs” to display projects (i.e. Math Night, Open House/Science Night, and Winter and Spring Fine Arts Nights)
- * P.B.I.S. After-School Committee
- * Standards-Based Grading After School Committee
- * Club Live
- * Anime Club
- * Safety Committee
- * Yoga Heart & Goal
- * Dance & Cheer
- * National Junior Honor Society
- * Spring Carnival
- * Newspaper Club
- * Yearbook Club

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers and students are all part of various committees and advisory groups that continually meet to review the planning, implementation, and evaluation of the Consolidated Application programs. Those programs include:

School Site Council-Oversees Title 1 funding to support effective, research-based educational strategies and resources that close the achievement gap between high-and low-performing students and enable the students to meet the state's rigorous academic standards. Title 1 funding is aligned to the 4 LCAP goals outlined by the state of California.

Key stakeholders participate in these committees:

- LCAP Stakeholder-include community members, Pinacate Middle School teachers, administrators, counselors, and parents.
- The District English Language Acquisition Committee (DELAC) meets several times throughout the school year to review progress of our English Learners through the Title III EL Master Plan. Representatives from Pinacate Middle School serve on each of these committees.
- African American Parent Advisory Committee(AAPAC) -
- PAC-The Parent Advisory Committee's (PAC) mission is to provide an authentic parent voice, that reviews student achievement and provides advice and input to the PUHSD School Board and Superintendent, to ensure that the District's Local Control and Accountability Plan (LCAP) reflects the input of parents and key stakeholders.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following is a list of activities and programs that have been identified through our needs assessment that will provide added support for students at risk of failing. These programs range from academic support to content enrichment allowing for the social and emotional of our students.

5 STAR Students App-Track participation in school clubs or any other group on campus; track attendance at school events, assign points (Puma Points)

After School Tutoring

Kicks to Learn

Oliver Petty

Full Fall, Winter and Sports-soccer, football, softball, basketball and volleyball

Instructional Coaching for Teachers

Technology Electives

End of the Year Awards Assemblies for academic achievement

Club Live

English Learner Advisory Committee-awards and incentives for improvement

Chromebook/Google for Education

After School Late Bus/Transportation

Advancement via Individual Determination (AVID) with field trips to colleges/universities-AVID tutors

Targeted Behavior Interventions involve tutors and/other certificated personnel

Instructional technologies to provide formative/summative assessments to support content area instruction: Storyboard That!, Gimkit; Quizziz, Listenwise and Quill.org

Computer-based instructional programs that offer individualized online instruction in both ELA, Math, History and Science

Fiscal support (EPC)

Pinacate Middle School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD/Math and the Single Plan for Student Achievement (SPSA).

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA Annual Review and Update has included the School Site Council, which consists of peer elected Classified staff, Certificated Staff, Parents and students. The SPSA is informed by LCAP goals and is presented annually to the School Site Council, Certificated and Classified Staff, site Leadership, parents involved in ELAC, AAPAC, PELI, parents attending "Coffee With The Principal", and other events that support student academic success, parent involvement and capacity building.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.18%	0.2%	%	2	2	
African American	6.52%	5.3%	%	72	51	
Asian	0.54%	0.4%	%	6	4	
Filipino	0.27%	0.4%	%	3	4	
Hispanic/Latino	87.77%	87.8%	%	969	851	
Pacific Islander	0.09%	0.3%	%	1	3	
White	3.17%	3.4%	%	35	33	
Multiple/No Response	0.09%	2.2%	%	15	21	
	Total Enrollment			1,104	969	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7	515	474	
Grade 8	589	495	
Total Enrollment	1,104	969	

Student Enrollment Enrollment By Grade Level

Conclusions based on this data:

1. Data indicates that student enrollment by ethnic and socioeconomic subgroups remained essentially unchanged.
2. Data indicates that enrollment by grade level remained essentially unchanged as well.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	400	406	387	33.5%	36.8%	39.9%
Fluent English Proficient (FEP)	343	276	223	28.7%	25.0%	23.0%
Reclassified Fluent English Proficient (RFEP)	53	42	24	11.2%	10.5%	5.9%

Conclusions based on this data:

1. Pinacate Middle Schools has one of the largest EL populations in the state. California reports that 20% of our students are English Learners. At Pinacate, there are currently 384 EL students after reclassifications were completed. According to the California Dashboard this makes up about 41% of our school population. Reclassifications and drops makes this closer to 35% which makes our school a very unique environment. The EL population is also 97% identified as Socioeconomically disadvantaged. Our distinctive population makes it very difficult if not impossible to compare with any other school in the county.
2. The data also shows that close to 90 percent of all of our EL students are now identified as Long Term English Learners. These factors make it crucial for Pinacate Middle School to continue in building the EL Taskforce to address the needs of the LTEL population as they are fast becoming the most at risk group in California. They are at the bottom of academic performance in comparison with all other subgroups in California and Riverside County. It is critical that Pinacate Middle School continue supporting the EL department and the EL Taskforce to address the needs of this very large subgroup of students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	557	619	486	539	594	249	539	593	240	96.8	96	51.2
Grade 8	576	554	509	556	536	297	556	536	277	96.5	96.8	58.3
All Grades	1133	1173	995	1095	1130	546	1095	1129	517	96.6	96.3	54.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2471.	2483.	2476.	3.71	5.40	6.25	19.11	22.60	20.00	24.12	21.75	25.42	53.06	50.25	48.33
Grade 8	2496.	2502.	2501.	5.76	4.29	5.05	17.99	21.27	22.74	29.14	30.22	30.69	47.12	44.22	41.52
All Grades	N/A	N/A	N/A	4.75	4.87	5.61	18.54	21.97	21.47	26.67	25.78	28.24	50.05	47.39	44.68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	7.24	8.94	6.42	34.32	37.27	53.67	58.44	53.79	39.91
Grade 8	8.27	8.60	7.81	34.53	37.76	49.81	57.19	53.64	42.38
All Grades	7.76	8.78	7.19	34.43	37.50	51.54	57.81	53.72	41.27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	10.95	10.46	8.68	41.37	46.37	53.42	47.68	43.17	37.90
Grade 8	9.71	10.65	7.38	39.03	52.34	55.35	51.26	37.01	37.27
All Grades	10.32	10.55	7.96	40.18	49.20	54.49	49.50	40.25	37.55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2.60	4.89	4.46	49.91	57.67	74.55	47.50	37.44	20.98
Grade 8	6.47	5.22	5.58	57.91	58.96	70.63	35.61	35.82	23.79
All Grades	4.57	5.05	5.07	53.97	58.28	72.41	41.46	36.67	22.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	15.58	15.18	7.59	39.89	37.77	61.18	44.53	47.05	31.22
Grade 8	14.75	12.15	11.76	46.94	43.74	66.18	38.31	44.11	22.06
All Grades	15.16	13.74	9.82	43.47	40.60	63.85	41.37	45.66	26.33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall Achievement data indicates that approximately 50% of 7th and 8th grade students tested did not Meet the Standard (53% and 47% respectively).

Approximately 27% of both grade levels (24% and 29%) were in the Nearly Met category.

Approximately 23% of both grades Met or Exceeded the Standard.
- In the area of Research and Inquiry:

Both 7th and 8th grades showed a 5% drop in students attaining scores At or Near Standard and Below Below Standard in each category.

In the area of Listening:

7th graders showed a decline of 2% Above Standard, an increase 1.5% At or Near Standard, and a 4.5% increase in percentage scoring Below Standard.

8th graders showed improvement of 1%, 3% and 3.5% respectively.

3. Performance data indicates that the areas of Reading and Writing are more challenging for both seventh and eighth graders.

In both 7th and 8th grades the data indicates that students At or Near Standard or Below Standard increased approximately 5% in each category.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	557	620	485	542	594	291	542	594	287	97.3	95.8	60.0
Grade 8	577	554	509	560	539	333	560	539	331	97.1	97.3	65.4
All Grades	1134	1174	994	1102	1133	624	1102	1133	618	97.2	96.5	62.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2446.	2460.	2452.	3.51	3.20	1.39	8.30	12.12	11.85	25.46	24.92	26.48	62.73	59.76	60.28
Grade 8	2457.	2457.	2447.	2.14	2.97	1.51	8.21	7.98	7.25	21.43	21.52	18.73	68.21	67.53	72.51
All Grades	N/A	N/A	N/A	2.81	3.09	1.46	8.26	10.15	9.39	23.41	23.30	22.33	65.52	63.46	66.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	6.64	7.74	4.95	22.32	25.42	41.70	71.03	66.84	53.36
Grade 8	4.64	3.91	1.82	20.71	21.23	36.67	74.64	74.86	61.52
All Grades	5.63	5.92	3.26	21.51	23.43	38.99	72.87	70.65	57.75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	4.06	4.38	2.10	31.55	37.21	46.15	64.39	58.42	51.75
Grade 8	4.11	4.64	3.02	39.82	32.65	39.58	56.07	62.71	57.40
All Grades	4.08	4.50	2.59	35.75	35.04	42.63	60.16	60.46	54.78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	4.43	4.21	2.79	45.39	47.98	64.81	50.18	47.81	32.40
Grade 8	2.86	3.54	1.81	43.04	40.04	62.24	54.11	56.42	35.95
All Grades	3.63	3.89	2.27	44.19	44.21	63.43	52.18	51.90	34.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Data indicates that a high percentage (97%) of both 7th and 8th graders participated in CAASPP testing.
- The number of 7th and 8th grade students that Nearly Met the Standards is 25% and 21% respectively.

Data indicates that for 7th grade there was an improvement of approximately 1% in the category of Standards not Met, a 2% improvement in Standard nearly Met, as well as a 2% improvement in Standard Met.

In the 8th grade, there was an improvement of 5% in Standards Not Met, a 4% improvement in Standard Nearly Met, and a 1.75% improvement in Standard Met.
- For both 7th and 8th grade students, Concepts and Procedures are the areas that approximately 94% of students tested show to be an area of primary focus for remediation.

7th grade data shows that 98% of students struggle in the area of Problem Solving and Modeling Data.

8th grade data shows that 94% of students struggle in this category as well.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1536.4	1539.8	1522.2	1537.5	1542.4	1528.5	1534.8	1536.9	1515.4	202	220	192
8	1534.6	1538.4	1535.9	1530.8	1540.6	1541.6	1538.0	1535.7	1529.6	185	172	174
All Grades										387	392	366

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	32.67	22.73	16.93	37.62	39.55	32.28	23.27	27.27	35.98	6.44	10.45	14.81	202	220	189
8	33.51	18.02	17.07	37.30	34.88	32.32	17.30	34.30	29.27	11.89	12.79	21.34	185	172	164
All Grades	33.07	20.66	17.00	37.47	37.50	32.29	20.41	30.36	32.86	9.04	11.48	17.85	387	392	353

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	54.46	45.00	31.75	34.65	31.82	42.86	9.90	17.27	17.99	*	5.91	7.41	202	220	189
8	54.59	33.72	26.83	29.19	36.63	39.63	10.27	20.35	20.73	5.95	9.30	12.80	185	172	164
All Grades	54.52	40.05	29.46	32.04	33.93	41.36	10.08	18.62	19.26	3.36	7.40	9.92	387	392	353

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	17.82	10.00	8.47	22.28	24.55	15.34	32.67	42.27	39.68	27.23	23.18	36.51	202	220	189
8	25.41	8.14	7.32	21.08	23.26	18.90	28.11	36.05	38.41	25.41	32.56	35.37	185	172	164
All Grades	21.45	9.18	7.93	21.71	23.98	17.00	30.49	39.54	39.09	26.36	27.30	35.98	387	392	353

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	34.16	16.82	9.63	57.43	57.73	64.71	8.42	25.45	25.67	202	220	187
8	28.65	13.37	19.63	53.51	61.05	61.35	17.84	25.58	19.02	185	172	163
All Grades	31.52	15.31	14.29	55.56	59.18	63.14	12.92	25.51	22.57	387	392	350

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	73.76	68.64	74.87	24.75	25.45	19.25	*	5.91	5.88	202	220	187
8	74.59	54.07	54.19	20.00	38.95	38.71	*	6.98	7.10	185	172	155
All Grades	74.16	62.24	65.50	22.48	31.38	28.07	3.36	6.38	6.43	387	392	342

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	21.29	14.09	12.17	21.29	41.82	29.63	57.43	44.09	58.20	202	220	189
8	28.65	13.95	18.40	18.38	33.14	26.38	52.97	52.91	55.21	185	172	163
All Grades	24.81	14.03	15.06	19.90	38.01	28.13	55.30	47.96	56.82	387	392	352

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	16.83	4.09	6.42	76.73	87.27	77.54	6.44	8.64	16.04	202	220	187
8	18.38	2.33	1.89	75.14	88.37	84.28	6.49	9.30	13.84	185	172	159
All Grades	17.57	3.32	4.34	75.97	87.76	80.64	6.46	8.93	15.03	387	392	346

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The results of the new English Language Proficiency Assessment of California showed that Pinacate has 71% percent of ELs scoring a 3 or 4. This shows that 33% are proficient on this test and 38% are one level from proficiency. This is an outstanding achievement for the EL department as we are in our first full year of implementation of our new ELD curriculum. It should also be noted that approximately 120 students were enrolled in the AVID Excel program as their required EL mandate. The AVID Excel program did not participate in the new curriculum implementations. We were the top middle school in the region and we placed 3rd in the county as a district. The LTEL taskforce implemented motivational workshops, data workshops, and incentives to improve student performance and awareness of LTEL identification. The ELPAC results also resulted in the EL department making necessary changes to improve administration of the ELPAC. Upcoming results should see gains in academic performance on the ELPAC leading to higher rates of reclassification.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
969	96.8	39.9	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	387	39.9
Foster Youth	11	1.1
Homeless	145	15.0
Socioeconomically Disadvantaged	938	96.8
Students with Disabilities	170	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	51	5.3
American Indian or Alaska Native	2	0.2
Asian	4	0.4
Filipino	4	0.4
Hispanic	851	87.8
Two or More Races	21	2.2
Native Hawaiian or Pacific Islander	3	0.3
White	33	3.4

Conclusions based on this data:

1. For the 2018-2019 school year, Pinacate Middle School had a population of 1,067. Student demographics data indicates the following:

Hispanic Students comprised 89.3% of the student population.
African American Students comprised 5.9% of the student population.
All other subgroups combined comprised the remaining 4.8% of the student population.

2. 97% of the students enrolled were eligible for free or reduced meals or have parents who have not attained a high school diploma.
3. Additionally, 40.4% are identified as English Learners (EL's).





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Red	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. English Language Arts(ELA) is indicated as the content area that needs to be addressed. There is the potential of improved campus culture and environment with increased student engagement.
2. Improved ELA levels will assist in addressing comprehension/unpacking issues in mathematics.
3. 2020 Spring CAASSP was not administered due to COVID-19 school closure.

School and Student Performance Data

Academic Performance English Language Arts

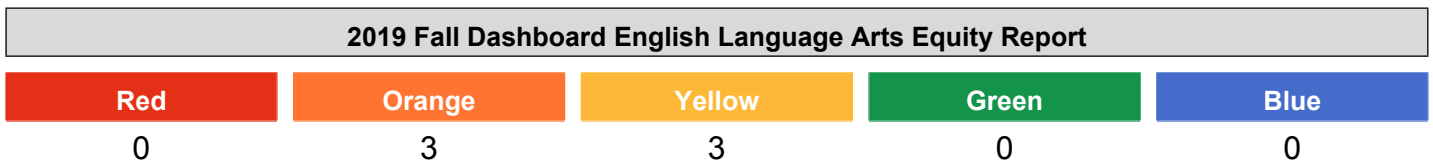
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 64.4 points below standard Increased ++7.3 points 1052	<p>English Learners</p> Orange 84 points below standard Increased ++9.5 points 583	<p>Foster Youth</p> No Performance Color 43.4 points below standard 11
<p>Homeless</p> Yellow 59.5 points below standard Increased Significantly ++15.9 points 131	<p>Socioeconomically Disadvantaged</p> Yellow 65.9 points below standard Increased ++6.9 points 999	<p>Students with Disabilities</p> Orange 139.5 points below standard Increased ++11.3 points 159

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 81 points below standard Increased ++14 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 64 points below standard Increased ++7.9 points 940	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 60.7 points below standard Maintained ++0.5 points 23

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
134.7 points below standard Declined -13.2 points 333	16.3 points below standard Increased ++3.8 points 250	60.6 points below standard Increased ++4.8 points 361

Conclusions based on this data:

1. Data indicates a decline in overall performance in ELA for all subgroups.
2. 2020 Spring CAASSP was not administered due to COVID-19 school closure.

School and Student Performance Data

Academic Performance Mathematics

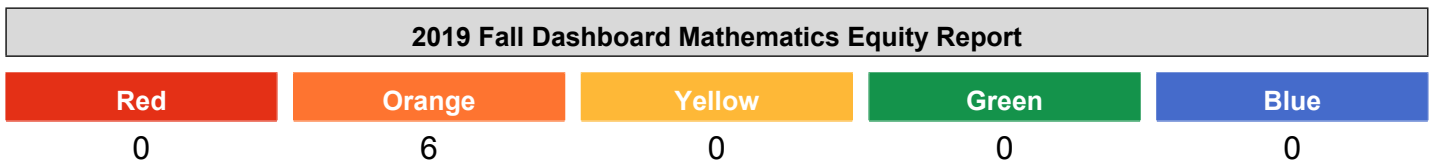
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 114.7 points below standard Increased ++7.4 points 1049	<p>English Learners</p> Orange 132.3 points below standard Increased ++6.8 points 579	<p>Foster Youth</p> No Performance Color 85.5 points below standard 11
<p>Homeless</p> Orange 110.9 points below standard Increased Significantly ++20.1 points 130	<p>Socioeconomically Disadvantaged</p> Orange 116.1 points below standard Increased ++6.6 points 997	<p>Students with Disabilities</p> Orange 191 points below standard Increased ++9 points 158

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 128.2 points below standard Increased Significantly ++17.2 points 68	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 114.5 points below standard Increased ++7.4 points 939	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 107.5 points below standard Increased ++4.5 points 23

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
177.6 points below standard Declined -8.9 points 329	72.7 points below standard Declined -10.7 points 250	111.6 points below standard Increased ++10.7 points 362

Conclusions based on this data:

- The two largest student sub-groups, Hispanic (935) and Black (47), both increased.
- Of all of the Student groups, the greatest gain was seen in the Socioeconomically Disadvantaged sub-group, which represented 92% of the entire student population.
- 2020 Spring CAASSP was not administered due to COVID-19 school closure.

School and Student Performance Data

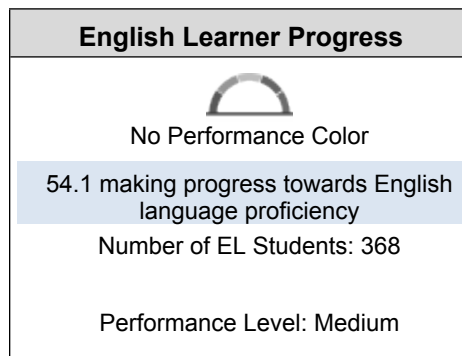
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.8	29.0	3.8	50.2

Conclusions based on this data:

- The results of the new English Language Proficiency Assessment of California showed that Pinacate has 71% percent of ELs scoring a 3 or 4. This shows that 33% are proficient on this test and 38% are one level from proficiency. This is an outstanding achievement for the EL department as we are in our first full year of implementation of our new ELD curriculum. It should also be noted that approximately 120 students were enrolled in the AVID Excel program as their required EL mandate. The AVID Excel program did not participate in the new curriculum implementations. We were the top middle school in the region and we placed 3rd in the county as a district. The LTEL taskforce implemented motivational workshops, data workshops, and incentives to improve student performance and awareness of LTEL identification. The ELPAC results also resulted in the EL department making necessary changes to improve administration of the ELPAC. Upcoming results should show gains in academic performance on the ELPAC leading to higher rates of reclassification.
- 2020 Spring CAASSP was not administered due to COVID-19 school closure.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Academic Engagement Chronic Absenteeism

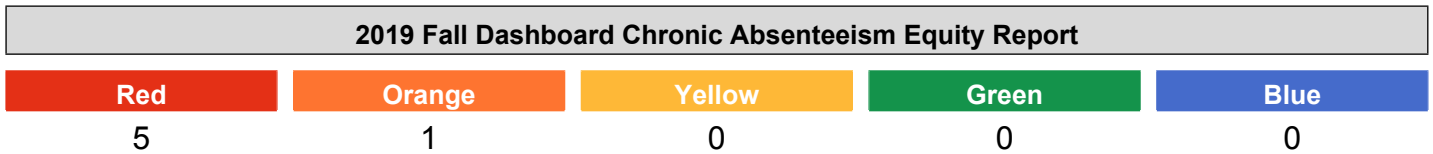
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>20.8</p> <p>Increased Significantly +3.7</p> <p>1288</p>	<p>English Learners</p> <p>Red</p> <p>18.4</p> <p>Increased Significantly +5.1</p> <p>441</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>16.7</p> <p>Declined -16.7</p> <p>24</p>
<p>Homeless</p> <p>Red</p> <p>31.9</p> <p>Increased Significantly +20.8</p> <p>185</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>21.4</p> <p>Increased Significantly +4.1</p> <p>1219</p>	<p>Students with Disabilities</p> <p>Red</p> <p>25.6</p> <p>Maintained +0.2</p> <p>199</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 27.7 Declined -7.7 101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 20 Increased Significantly +4.6 1124	 No Performance Color 22.2 Declined -8.5 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 29.4 Declined -3.9 34

Conclusions based on this data:

- 2020 Spring CAASSP was not administered due to COVID-19 school closure. The overall total of 212 students of 1,248 showed a slight increase of 2.1% in chronic absenteeism.
- It is important to note that of the 1,248 students at Pinacate, the majority of the student population is Hispanic (1,211 of 1248 students). Hispanic students maintained the lowest percentage of chronic absenteeism. While this appears good, the 15.4% chronic absenteeism equates to 170 students.
- The subgroup with the highest percentage, African American Students, with 35.4% of 79 students is 27.9 students, a disproportionate number/percentage of the total student population. Students of Two or More Races (13 students) showed an improvement of 19%. All other subgroups had no Performance Color indicated.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Conditions & Climate Suspension Rate

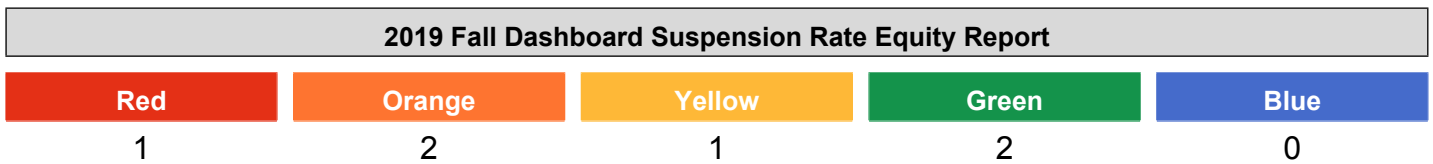
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 9.5 Declined Significantly -4.3 1341	<p>English Learners</p>  Green 7.4 Declined Significantly -6.5 457	<p>Foster Youth</p>  No Performance Color 7.1 Declined -31.7 28
<p>Homeless</p>  Red 14.9 Increased Significantly +4.4 194	<p>Socioeconomically Disadvantaged</p>  Yellow 9.8 Declined Significantly -4.3 1259	<p>Students with Disabilities</p>  Orange 20.9 Declined -2.1 206

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 27.9 Declined -4.3 104	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.9 Declined Significantly -4.4 1168	 No Performance Color 13.6 Declined -1.7 22	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 8.3 Declined -9.5 36

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	13.8	9.5

Conclusions based on this data:

1. 2020 Spring CAASSP was not administered due to COVID-19 school closure. The overall suspension rate decreased by 3.2% over the 2017 academic year. The most significant decline was seen in White students at 10%, African American students at 6.6%, and Homeless Youth at 6.5%.
2. Suspension rates declined in all subgroups with the exception of Foster Youth which increased by 2%.
3. While the data appears to present a positive turn in lowered suspension rates, it is apparent that the suspension rate for students with disabilities and African American students are suspended at a greater percentage based on the representative group enrollment figures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Proficiency that Leads to College and Career Readiness

LEA/LCAP Goal

All students will attain grade-level proficiency in English Language Arts and mathematics.

Goal 1

SPSA GOAL #1: Increase the Dashboard Academic Indicator by increasing the ELA CAASSP scores +19.8 annually (3 years) to obtain Performance Level: Green
 Increase the Dashboard Academic Indicator by increasing the math CAASSP scores +19.8 annually (3 years) to obtain Performance Level: Green

Identified Need

For Math, although the Standard not Met has decreased over the past three years, over 60% of our students are still not meeting the standard.
 For Math, as measured by the 2019 SBAC, 87% of our EL students are not meeting the standard.
 As measured by the 2019 SBAC, 90% of our SWD students are not meeting the standard.
 For ELA, the proficiency rate for Special Education Students demonstrated a slight decrease to 8% as measured by the spring administration of the CAASPP in comparison to 11% in 2018.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC Scores	2018-19: 72.3 points below standard	Increase ELA scores by 15 points
Mathematics SBAC Scores	2018-19: 122.7 points below standard	Increase Mathematics by 28 points
ELPAC Data	2018-19: 71% of students are Level 3 and 4 38% are Level 4 33% are Level 3	Increase by 3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 Provide professional development opportunities that support the following but is not limited literacy across the curriculum, PLC training to all content areas to support Teacher Clarity and the Gradual Release Model, Peer Teacher Observations, Classroom Walkthroughs, Standards Based Grading, Content level conferences (NCTM, CMC)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Registration fees for conferences, workshops, trainings and other cost associated with professional development to support instructional practices.

4,000

Title I
1000-1999: Certificated Personnel Salaries
Sub cost for staff to attend conferences, trainings, and workshops, or participate in teacher collaboration and/or other professional development.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.2 Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following: after school tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Teacher extra duty to support tutoring opportunities for students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.3 Materials and supplies that support the core academic program and instruction to include but limited to wall talkers, whiteboards, iPad Pens, notebooks, graphing paper, manipulatives, Science Fair boards, instructional technology support software, planners, reading books in alternate languages, digital sketchpads, science lab kits, and online subscriptions and supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

Title I
4000-4999: Books And Supplies
Materials and supplies to support core content instructional practices and strategies.

Title I
5000-5999: Services And Other Operating Expenditures
Licenses, software subscriptions to support core content instructional practices and strategies.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

All students will graduate from high school prepared for posted-secondary and career options.

Goal 2

Expand access and opportunities for all students to take college and career preparatory courses and curriculum. Including but not limited to honors, advanced curriculum, Career Education Technical courses, participating in college readiness activities and events.

Identified Need

Students working to pass all four Core Classes and High School Pathway courses with at least a C or higher.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	Baseline: 2018-19: 282 students 2019-20: 223 students	Maintain student participation in AVID.
STEAM Enrollment	Baseline: 2018-19: 643 students 2019-20: 596 students	Maintain student participation in STEAM courses.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Supports for students to meet grade promotion requirements and to increase or improve students' career and college readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 4000-4999: Books And Supplies Materials and supplies to support alignment of feeder high school CTE Pathways, high school and college board.
2,000	Title I 5000-5999: Services And Other Operating Expenditures Transportation to include college field trips, industry visits.
	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe and Positive School Environment

LEA/LCAP Goal

All departments and sites will provide a safe and positive environment for staff and students.

Goal 3

Improve attendance indicators by 2.5% for all sub groups. Reduce incidents of bullying, drug use, violence, truancies and suspensions/ expulsions by 3% annually. Increased implementation of other means of correction to include PBIS and Restorative Practices.

Identified Need

Although African American and Students With Disabilities went from red to orange this year. We still struggle to keep their suspension numbers down.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Bullying	<p>Baseline: 2018-19: 31 Unduplicated Incidents</p> <p>2019-20: 17 Unduplicated Incidents</p>	Spring 2021: Reduce incidence by 3%
Substance Use	<p>Baseline: 2018-19: 18 Unduplicated Incidents</p> <p>2019-20: 25 Unduplicated Incidents</p>	Spring 2021: Reduce incidence by 3%
Attendance	<p>Baseline: 2018-19: 92% Attendance Rate</p> <p>2019-20: 93.43% Attendance Rate</p>	Spring 2021: Increase by .75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	<p>Baseline: 2018-19: 213 Unduplicated Incidents</p> <p>2019-20: 39 Unduplicated Incidents</p>	Spring 2021: Reduce incidence by 3%
Expulsions/PFDA	<p>Baseline: 2018-19: 18 PFDA's</p> <p>2019-20: 8 PFDA's</p>	Spring 2021: Reduce incidence by 3%
Chronic Absenteeism	<p>Baseline: 2018-19: 20.8% Subgroups: 25.6% SWD, 18.4% ELs, 20% Hispanic, 31.9 Homeless, 21.4% SED</p> <p>2019-20: 15.96% overall; Subgroup data will be available in the Fall release of the CA Dashboard</p>	Spring 2021: Reduce Chronic Absenteeism by 3% across all subgroups

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Integrated student supports such as the provision of health, counseling, or mental health services, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

26971	Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant Contracts: Oliver Petty, Smiles for Student Growth
	Title I 5000-5999: Services And Other Operating Expenditures Conference: CASL Student Leadership, WEB training
	Title I 4000-4999: Books And Supplies Materials and supplies to include but limited to certificates, PUMA Market items, prizes and awards, and incentives.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2 Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 5000-5999: Services And Other Operating Expenditures Conferences: SEL
2,000	Title I 1000-1999: Certificated Personnel Salaries Substitute costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.3 Incentives and/or field trips for all students who show academic, social or behavioral growth or success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34,000	Title I 4000-4999: Books And Supplies Materials and supplies to include incentives and rewards.
5,000	Title I 5000-5999: Services And Other Operating Expenditures Transportation
20,000	Title I 5000-5999: Services And Other Operating Expenditures Field trips

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parental & Family Involvement

LEA/LCAP Goal

Secure and strengthen the home-school-community connections and communications.

Goal 4

Build capacity to effectively partner with parents and families.

Identified Need

Parent and community engagement in the School Site Council, the ELAC, PELI and the LCAP Parent Advisory Committee are priorities in order to involve parents in decision making and outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2019-20: Parent Participation = 730* as of March 13, 2020 2018-19: Parent Participation = 962	Increase parent attendance 1%
CA Healthy Kids Survey	2019-20: 2018-19: 118 Parent Survey Results	Increase parent attendance 5%
Social Media	2021-22: Facebook followers: 1,056 Twitter followers: 343 Instagram: 1,342	Increase Social Media followers by 1%
IC Parent Accounts	2019-20: 1,251 Parent Accounts	Increase IC Parent Accounts by 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.1 Increase parent capacity to support their students academically while participating in or attending trainings/ workshops and conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Materials and supplies for parent outreach and engagement to include, but limited to brochures, fliers, certificates, etc.

1037

Title I Part A: Parent Involvement
5000-5999: Services And Other Operating Expenditures
Registration fees for parent conferences, workshops, trainings, etc.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic and Language Proficiency Needs of English Learners

LEA/LCAP Goal

All students will attain proficiency in English Language Arts and Mathematics

Goal 5

PMS English Learners will attain language proficiency allowing them to be academically prepared for college and careers. Specifically, Pinacate Middle School will:

- increase the % of English Learners Reclassifying to Fluent English Proficient by 5%.
- increase the % of English Learners scoring Level 4 or improving a performance level on the English Learner Proficiency Assessment for California (ELPAC) by 5%.

Identified Need

- The 2020-21 Students Redesignated FEP report from California Department of Education (CDE), Dataquest shows 4.9% reclassification rate.
- Preliminary 2021 ELPAC data demonstrates the following student performance level breakdown:

◦ Level 4 - %10.9

◦ Level 3 - % 30.1

◦ Level 2 - % 36.1

◦ Level 1 - % 22.9

- Quantitative data from the 2021 ELAC Needs Assessment shows that 63.7% of respondents are concerned about the academic progress of their child.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	20-21 RFEP Rate of 5%	2021-2022 RFEP Rate 10%
ELPAC Results	2021 ELPAC Level 4 - 11.5% Level 3 - 29.7% Level 2 - 35.6% Level 1 - 23.2%	2022 ELPAC Level 4 - 14% Level 3 - 33% Level 2 - 32% Level 1 - 21%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide a four period release for an English Learner Teacher Lead to design and conduct professional development sessions using effective research-based strategies to support English Learners and provide instructional support to all teachers in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100,000

Source(s)

LCFF SC
1000-1999: Certificated Personnel Salaries
3000-3999 Health and Welfare Benefits

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$119,179.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$244,508.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$140,971.00
Title I Part A: Parent Involvement	\$3,537.00

Subtotal of additional federal funds included for this school: \$144,508.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF SC	\$100,000.00

Subtotal of state or local funds included for this school: \$100,000.00

Total of federal, state, and/or local funds for this school: \$244,508.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
District Funded		

Expenditures by Funding Source

Funding Source	Amount
LCFF SC	100,000.00
Title I	140,971.00
Title I Part A: Parent Involvement	3,537.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	110,000.00
4000-4999: Books And Supplies	71,500.00
5000-5999: Services And Other Operating Expenditures	36,037.00
5800: Professional/Consulting Services And Operating Expenditures	26,971.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF SC	100,000.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00
4000-4999: Books And Supplies	Title I	69,000.00
5000-5999: Services And Other Operating Expenditures	Title I	35,000.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	26,971.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,037.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,000.00
Goal 2	7,000.00
Goal 3	92,971.00
Goal 4	3,537.00
Goal 5	100,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
ChaKwan Jones-Principal	Principal
Rosa Heredia 2021-2023	Classroom Teacher
Tricia Stanier 2021-2023	Classroom Teacher
Christopher Lara	Classroom Teacher
Lori Thorton-Bershaw	Classroom Teacher
Elsa Serafin	Other School Staff
Vanessa Ocampo	Parent or Community Member
Demyra Cooper	Parent or Community Member
Oscar Mendoza	Secondary Student
Majorie Diaz	Secondary Student
Khloe Gomez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 1, 2022.

Attested:



Principal, ChaKwan Jones on June 1, 2022



SSC Chairperson, Elsa Serafin on June 1, 2022