

Pinacate Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Pinacate Middle School
Street	1990 South A Street
City, State, Zip	Perris, CA 92570
Phone Number	(951) 943-6441
Principal	ChaKwan Jones
Email Address	chakwan.jones@puhsd.org
School Website	https://pms.puhsd.org
County-District-School (CDS) Code	33-67207-6106223

2021-22 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369
Superintendent	Grant Bennett
Email Address	grant.bennett@puhsd.org
District Website Address	www.puhsd.org

2021-22 School Overview

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

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

ChaKwan Jones
Principal

Vision and Mission Statements

Vision

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

Mission

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	474
Grade 8	495
Total Enrollment	969

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	5.3
Filipino	0.4
Hispanic or Latino	87.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.2
White	3.4
English Learners	39.9
Foster Youth	1.1
Homeless	15
Socioeconomically Disadvantaged	96.8
Students with Disabilities	17.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

On Wednesday, September 15, 2021, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

September 15, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lang Arts 7- California Collections (Houghton Mifflin Harcourt, 2016) Lang Arts 8- California Collections (Houghton Mifflin Harcourt, 2016) English I/Advanced English I--Literature: Pearson My Perspective 1 & 2 (Pearson 2017) English II/Advanced English II--Literature: Pearson My Perspective 1 & 2 (Pearson 2017) English III--Literature: The American Experience (Pearson, 2010) English IV--Literature: The British Tradition (Pearson, 2010) CSU Expository Reading & Writing--Expository Reading & Writing Course 2nd Ed (Ca St Univ, 2013) AP English Language & Composition--Language of Composition 2nd Ed (Bedford, 2013) AP English Literature & Composition--Norton Introduction to Literature (Norton, 2013) College Freshman Comp--Writing Matters (McGraw-Hill, 2011) College Critical Thinking & Writing--Creating America 4th Ed. (Pearson, 2005) Edge A: Student Editon and myNGconnect (National Geographic Learning, 2014) Edge B: Student Edition and myNGconnect Edge C: Student Edition and myNGconnect Edge 2014 Fundamentals: Student Edition and myNGconnect	Yes	0

Mathematics	Math - 5 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 6 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 7 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 8 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Geometry California Common Core (Pearson, 2016) Algebra 1 California Common Core (Pearson, 2016) Algebra 2 California Common Core (Pearson, 2016) AP Calculus AB/BC--Calculus (Houghton Mifflin, 1998) AP Statistics--The Practice of Statistics 5th (Freeman, 2015) Consumer Math--Mathematics w/Business Applications (Glencoe, 2007) Technology Math--Mathematics w/Business Applications (Glencoe, 2007) Math Analysis--Precalculus 5th Ed. (Houghton Mifflin, 2001) Trigonometry--Precalculus 5th Ed. (Houghton Mifflin, 2001) Pre Calculus--Precalculus 5th Ed. (Houghton Mifflin, 2001) Math Pathways/Algebra Readiness--Algebra Readiness Volumes 1, 2, 3, 4 (Holt, 2008)	Yes	0
Science	Science 7--Life Science (Holt, 2007) Science 8--Physical Science (Holt, 2007)	Yes	0
History-Social Science	World History 7--World History: Medieval to Early Modern Times (Holt, 2006) US History 8--United States History: Independence to 1914 (Holt, 2006)	Yes	0
Foreign Language	Intro to Spanish--En Espanol! 1 (McDougal Littell, 2004)	Yes	0

School Facility Conditions and Planned Improvements

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

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

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

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

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

Deferred Maintenance

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

Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.

Facilities Inspection

The district's maintenance department inspects Pinacate Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Pinacate Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 10/29/2020. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the school inspection.

Year and month of the most recent FIT report				10/29/2020
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom 206: 4 stained ceiling tiles (significant in size) Classroom 704: Dirty return vent Observation: 1 light blub out and 1 loose ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Classroom 701: Webs inside window (front)
Electrical	X			MPR: Missing floor outlet cover Gym: Low voltage sensor hanging from wall
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1001	546	54.55	45.45	27.08
Female	504	293	58.13	41.87	31.75
Male	497	253	50.91	49.09	21.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	51	15	29.41	70.59	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	883	502	56.85	43.15	26.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	5	25	75	--
White	33	16	48.48	51.52	50
English Learners	393	217	55.22	44.78	6.7
Foster Youth	--	--	--	--	--
Homeless	324	164	50.62	49.38	24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	960	520	54.17	45.83	26.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	176	79	44.89	55.11	2.56

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1000	624	62.40	37.60	10.84
Female	503	331	65.81	34.19	10.03
Male	497	293	58.95	41.05	11.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	51	20	39.22	60.78	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	882	571	64.74	35.26	10.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	8	40.00	60.00	--
White	33	18	54.55	45.45	22.22
English Learners	393	246	62.60	37.40	2.87
Foster Youth	--	--	--	--	--
Homeless	324	206	63.58	36.42	8.91
Military	0	0	0	0	0
Socioeconomically Disadvantaged	960	598	62.29	37.71	10.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	176	86	48.86	51.14	3.49

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	509	NT	NT	NT	NT
Female	270	NT	NT	NT	NT
Male	239	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	31	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	447	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	186	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	182	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	495	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent Involvement

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

Opportunities to Volunteer:

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

Committees:

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

School Activities and Meetings for Parents:

- Coffee with the Principal
- 7th Grade WEB Orientation Day
- 8th Grade Puma Spirit Day
- Back to School Night

2021-22 Opportunities for Parental Involvement

Chromebook Information Meetings
 A.V.I.D. Parent Informational Meetings
 Semester Honor Roll Celebration
 National Junior Honor Society
 Open House/Science/ VAPA Night
 Puma Pride Rallies
 Visual and Performing Arts Nights
 Science Night
 End of Year Awards Ceremony
 Athletic Competitions
 ESL Classes
 Citizenship Classes
 Parent/Teacher Conferences Each Semester

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1031	1014	378	37.3
Female	521	510	179	35.1
Male	510	504	199	39.5
American Indian or Alaska Native	2	2	2	100.0
Asian	5	5	1	20.0
Black or African American	56	54	32	59.3
Filipino	4	4	2	50.0
Hispanic or Latino	904	891	313	35.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	22	21	10	47.6
White	35	34	17	50.0
English Learners	416	412	155	37.6
Foster Youth	16	15	9	60.0
Homeless	165	165	68	41.2
Socioeconomically Disadvantaged	990	976	369	37.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	182	178	84	47.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	9.47	0.00	5.95	0.02	3.47	0.20
Expulsions	0.37	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.52	4.43	2.45
Expulsions	0.25	0.20	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Pinacate Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	10	13	26
Mathematics	30	5	23	24
Science	31	5	9	24
Social Science	31	3	18	17

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	16	15	18
Mathematics	29	8	17	22
Science	31	2	14	19
Social Science	30	3	16	17

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	15	16	16
Mathematics	27	10	10	23
Science	30	5	7	20
Social Science	29	6	6	21

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	334.1

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15619	4904	10715	93167
District	N/A	N/A	10009	\$97,835
Percent Difference - School Site and District	N/A	N/A	6.8	-4.9
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	23.7	1.0

2020-21 Types of Services Funded

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

- Local Control Funding Formula (LCFF)
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extracurricular activities for students that increase school climate and connectedness
- Student Leadership
- PBIS (Positive Behavior Incentive Program training for students and teachers)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,606	\$54,687
Mid-Range Teacher Salary	\$92,144	\$92,222
Highest Teacher Salary	\$114,721	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$149,067	\$145,785
Average Principal Salary (High)	\$154,467	\$162,322
Superintendent Salary	\$261,493	\$258,950
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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

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

The teaching staff was provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. In addition, site and district professional development during the 2020-21 school year at Pinacate Middle is focused on a variety of areas:

- AVID Instructional Strategies - Summer Institute and site-based training, K-12 Conference, AVID DI, and School Admin Training
- Integrated and Designated ELD instruction
- SBAC Administration
- Positive Behavior and Intervention Support
- School Safety Procedures (Hour Zero) & Keenan Safe Schools Training
- Next Generation Science Standards
- English 3-D
- Collections training for both Grade 7 and Grade 8
- ELPAC Academy
- Math Assessment - Pearson Training
- Math Data Analysis - Performance Task Assessments
- Edmentum - Math Support Classes
- Conferences for Master Schedule development, Bullying Prevention, California Math Conference, California Steam Conference, National PLTW Conference, RIMS-AVID Conference, CUE, CABE
- Reflective Coach Professional Learning Connections
- MTLC Teacher Cohort, and Leadership Cohort
- Excellence and Equity Team
- Special Education Legal Training
- RCOE Counseling Network
- Inland Empire Stars
- GEMS
- WEB Training
- Training youth address Chronic Absenteeism
- Family Engagement Network/Workshop
- CADA ASB Training
- Parent Engagement Leadership
- After school Program Leadership Training

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

Perris Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369
Superintendent	Grant Bennett
Email Address	grant.bennett@puhsd.org
District Website Address	www.puhsd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3061	1777	58.05	41.95	50.09
Female	1482	943	63.63	36.37	54.11
Male	1579	834	52.82	47.18	45.56
American Indian or Alaska Native	--	--	--	--	--
Asian	41	33	80.49	19.51	75.00
Black or African American	171	85	49.71	50.29	41.46
Filipino	57	46	80.70	19.30	89.13
Hispanic or Latino	2262	1279	56.54	43.46	44.72
Native Hawaiian or Pacific Islander	14	6	42.86	57.14	--
Two or More Races	132	84	63.64	36.36	68.67
White	378	240	63.49	36.51	61.67
English Learners	694	337	48.56	51.44	8.92
Foster Youth	33	13	39.39	60.61	25.00
Homeless	582	298	51.20	48.80	36.43
Military	36	25	69.44	30.56	80.00
Socioeconomically Disadvantaged	2479	1400	56.47	43.53	44.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	484	206	42.56	57.44	10.89

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3060	1713	55.98	44.02	22.13
Female	1481	910	61.44	38.56	20.51
Male	1579	803	50.85	49.15	23.98
American Indian or Alaska Native	--	--	--	--	--
Asian	41	30	73.17	26.83	51.72
Black or African American	171	84	49.12	50.88	13.41
Filipino	57	45	78.95	21.05	67.44
Hispanic or Latino	2261	1235	54.62	45.38	17.36
Native Hawaiian or Pacific Islander	14	5	35.71	64.29	--
Two or More Races	132	79	59.85	40.15	35.06
White	378	231	61.11		33.62
English Learners	694	346	49.86	50.14	2.65
Foster Youth	33	9	27.27	72.73	--
Homeless	582	322	55.33	44.67	11.39
Military	36	22	61.11	38.89	50.00
Socioeconomically Disadvantaged	2479	1362	54.94	45.06	18.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	484	192	39.67	60.33	3.17

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.