

Pinacate Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

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

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

DataQuest



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

California School Dashboard



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

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.

2022-23 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	Deidra Johnson
Email Address	deidra.johnson@puhsd.org
School Website	https://www.pms.puhsd.org
County-District-School (CDS) Code	33-67207-6106223

2022-23 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

2022-23 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 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, choir, band, 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.

Deidra Johnson
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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	451
Grade 8	481
Total Enrollment	932

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.0
Asian	0.4
Black or African American	4.6
Filipino	0.5
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.3
White	3.3
English Learners	39.9
Foster Youth	0.6
Homeless	11.5
Migrant	0.0
Socioeconomically Disadvantaged	96.5
Students with Disabilities	17.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.10	82.17	345.00	78.61	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.20	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.34	9.10	2.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.78	13.70	3.14	12115.80	4.41
Unknown	5.40	12.66	70.00	15.97	18854.30	6.86
Total Teaching Positions	42.80	100.00	438.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.10	
Total Out-of-Field Teachers	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 21, 2022 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 2021-22 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 21, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Academic English Elective 7th-Eng 3D - English 3D-Course B-Volume 1 (Houghton Mifflin Harcourt) Academic English Elective 7th-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt) Basic English 10 - Literature: Reading & Language 10 (Pearson) Basic English 11 - The American Experience (Pearson) Basic English 12 - The British Tradition (Pearson) Basic English 9 - Literature: Reading & Language 9 (Pearson) AP Seminar - No primary Text listed only supplemental resources Academic English Electives 8th - Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt) Academic English Elective I - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC) Academic English Elective II - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC)	Yes	0

Academic English Elective III - The Distance Between Us: A Memoir (Washington Square Press)

Academic English Elective IV - Never Fall Down, First they Killed My Father: A Daughter of Cambodia, Remembers, Stay Alive My Son (Balzer & Bray, Harper Perennial, Touchstone, Reprint Edition)

Academic English I - ELD Companion Skills Practice Workbook Grade 9 (Savvas Learning Company LLC)

Academic English I - Edge Fundamental (National Geographic/Cengage Learning)

Academic English I - Edge Level A (National Geographic/Cengage Learning)

Adv English I - Literature: Reading & Language 9 (Pearson)

Adv English II - Literature: Reading & Language 10 (Pearson)

Adv Journalism - High School Journalism (Rosen Publishing Group)

AP English Language and Composition - Language of Composition 2nd Ed (Bedford)

AP English Literature and Composition Adopted from: The College Board Advanced Placement Program - Introduction to Literature (Norton)

College Freshman Comp - Praxis: a brief rhetoric (Fountainhead)

Critical Thinking and Writing - World of Ideas (Bedford/St. Martin)

CSU Expos Reading & Writ - Consumable

English I - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 9 (Pearson My Perspective)

English II - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 10 (Pearson)

English III - The Crucible: A Play in Four Acts (Penguin)

English IV - Literature: The British Tradition (Pearson)

English LA - 5 - Pearson Reading Street (Pearson)

English LA - 6 - California Collections (Houghton Mifflin)

Journalism I - Warriners English Grammar & Composition 5th (Prentice Hall 1985)

Lang Arts 7 - California Collections (Houghton Mifflin Harcourt)

	Lang. Arts 8 - California Collections (Houghton Mifflin Harcourt)		
	Reading Intervention-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)		
Mathematics	Advanced Algebra with Financial Application Essentials - Financial Algebra: Advanced Algebra with Financial Applications/South-Western (Cengage Learning)	Yes	0
	Algebra 1 Support - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)		
	Algebra 1A - Algebra 1 California Common Core (Pearson)		
	Algebra 1a Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)		
	Algebra 1B - Algebra 1 California Common Core (Pearson)		
	Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)		
	Algebra II/Trigonometry - Algebra 2 California Common Core (Pearson)		
	AP Calculus AB Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)		
	AP Calculus BC Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)		
	AP Statistics - The Practice of Statistics 5th (Freeman)		
	Basic Math 2-Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)		
	College Algebra - College Algebra (9th/e) (Pearson)		
	Consumer Math - Mathematics of Money with Algebra (Glencoe/McGraw Hill)		
	Geometry - Geometry California Common Core (Pearson)		
	Geometry Essentials - Geometry California Common Core (Pearson)		
	Math-5 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)		
	Math-6 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)		
	Math-7 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)		
	Math-8 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)		

	<p>Math Analysis - Precalculus (Houghton Mifflin)</p> <p>Math Analysis Honors - PRECALCULUS: with Limits Third Edition</p> <p>Mathematical Thinking - Algebra 1 (Pearson/Savvas)</p> <p>MSJC Elementary Algebra DE - Introductory Algebra (Hawkes Learning)</p> <p>MSJC Intermediate Algebra DR - Intermediate Algebra (Pearson)</p> <p>Pre Alg Strategies-CMI Edmentum (Online)</p> <p>Pre Calculus DE - Precalculus, 7th (Cengage)</p> <p>Statistics - Statistics Through Application (W.H. Freeman & Co.)</p> <p>Technology Math - Elementary Technical Mathematics 10th (Brooks Cole Publishing)</p> <p>Trigonometry - PreCalculus (Houghton Mifflin)</p>		
Science	<p>Advanced Biology - Biology (McDougal Littell)</p> <p>Anatomy and Physiology - Human Anatomy and Physiology (Pearson)</p> <p>Anatomy and Physiology in Veterinary Science - Introduction to Veterinary Science (Delmar Learning)</p> <p>AP Biology Adopted from: The College Board Advanced Placement Program - Biology (10th AP Ed) (Pearson)</p> <p>AP Chemistry Adopted from: The College Board Advanced Placement Program - Chemistry (9th AP Ed) Cengage Learning</p> <p>AP Environmental Science Adopted from: The College Board Advanced Placement Program - Environmental Science: a Global Concern (McGraw Hill)</p> <p>AP Physics Part 1 - Physics for Scientists & Engineers w/Modern Physics (Pearson)</p> <p>AP Physics Part 2 - Physics for Scientists & Engineers w/Modern Physics (Pearson)</p> <p>Basic Earth Science - Earth Science (Holt)</p> <p>Basic Life Science - Biology (McDougal Littell)</p> <p>Basic Physical Science - Physical Science (Prentice Hall)</p> <p>Biology - Biology (MCDUGAL LITTEL)</p> <p>Biosustainability - Online Resources Only</p>	Yes	0

	<p>Chemistry - World of Chemistry (McDougal Littel)</p> <p>Earth Science - Modern Earth Science (Holt Reinheart)</p> <p>Environ. Science - Environmental Science or Environmental Science with Online Resouces (Holt)</p> <p>Forensic Science - The Introduction to Forensic Science and Criminalists (McGraw Hill)</p> <p>Geography-Climate and Weather DE - Meteorology Today: An Introduction to Weather and the Environment (Brooks Cole)</p> <p>Health - Glencoe Health</p> <p>Human Body Systems - CK12 Biology (CK12)</p> <p>Life Science - Life Science (Glencoe)</p> <p>Marine Biology - Marine Biology (McGraw Hill)</p> <p>Medical Interventions - None</p> <p>MSJC Basic Elec. & Modern Physics - College Physics (Cengage)</p> <p>MSJC Basic Physics: Energy in Motio - College Physics (Cengage)</p> <p>Physical Science - Physical Science (Prentice Hall)</p> <p>Physics - Holt Physics (Hougton Miffline Harcourt)</p> <p>Physics Honors -n Holt Physics (Hougton Miffline Harcourt)</p> <p>PLTW Biomedical Innovation</p> <p>PLTW Civil Engin. & Archit</p> <p>PLTW Prin. of Biomedical</p> <p>Science-5 - California Science 5 (Houghton Mifflin)</p> <p>Science-6 - Earth Science (Holt)</p> <p>Science-7 - Life Science (Holt)</p> <p>Science-8 - Physical Science (Holt)</p>		
History-Social Science	<p>American Government/Civics - Magruder's American Government (Pearson/Savvas)</p> <p>AP Economics - Economics 20th Ed (McGraw Hill)</p> <p>AP European HistoryAdopted from: The College Board Advanced Placement Program - Western Heritage Since 1300 11th Ed. (Pearson)</p>	Yes	0

AP Government - Government in America 16th Ed. (Pearson)

AP Human Geography - Human Geography for the AP Course (Bedford, Freeman & Worth)

AP Psychology - Myers' Psychology for AP (Worth Publishers)

AP US Hist/Geo - American Pageant 16th Ed (Cengage)

AP World History - Earth and its Peoples 6th Ed. (Cengage)

Basic Am Govt

Basic Economics - Economics (Pearson)

Basic US History - The Americans (McDougal Littell)

Basic World History - World History Modern Times (Glencoe)

CA Civil Procedures - Dual Enrollment MSJC - Fundamentals of California Litigation for Paralegals (Wolters Klawer)

Criminal Law-Admin Just 101 DE - California Criminal Law Concepts 13th Ed (Pearson)

Criminology - Criminal Justice (Scholastic Book Service)

Cultural Geography DE - Encounter Human Geography: Interactive Explorations (Prentice Hall)

Economics - Economics Principles in Action (Pearson/Savvas)

Foundations of the Legal Sys DE - Introduction to Paralegal Studies 4th Ed (Aspen)

Geography of California-Dual Enrollment MSJC - Rediscovering the Golden State of California (Wiley)

Geography of California DE - Rediscovering the Golden State of California (Wiley)

Government - Magruder's American Government (Pearson/Savvas)

History West - None

Immigration Law DE - U.S.Immigrations Made Easy (Nolo)

Intro To Psych - Introduction to Psychology (ITP)

Law Office Management DE - Law Office Management for Paralegals, 2nd Ed (Aspen)

Political Science 101 - Living Democracy (Pearson)

Political Science DE - Living Democracy (Pearson)

	<p>Research and Writing for Legal Assistants - Dual Enrollment MSJC - Legal Research and Writing Handbook: A Basic Approach for Paralegals (Aspen)</p> <p>Social Studies-5 - United States History: Early Years (Houghton Mifflin)</p> <p>Social Studies-6 - World History: Ancient Civilizations (Holt)</p> <p>Sociology - Sociology-The Study of Human Relationships 5th Ed (Holt, Rinhart & Winston)</p> <p>U S History - US History Interactive: Reconstruction to the Present (Pearson/Savvas)</p> <p>US His 8 - United States History: Independence to 1914 (Holt)</p> <p>US History - to 1877 DE None</p> <p>US History 1877 to Present DE - The American People: Creating a Nation and a Society: vol. II (Longman)</p> <p>World Geography - Geography Alive!: Regions & People</p> <p>World His 7 - Medieval to Early Modern Times (Holt)</p> <p>World History - World History Interactive: The Modern Era (Pearson/Savvas)</p> <p>Youth and Law - Street Law 5th (West Publishing)</p>		
Foreign Language	<p>American Sign Language I - Learning American Sign Language (Prentice Hall Inc.)</p> <p>American Sign Language II - Learning American Sign Language For Hearing People Only (Not Provided)</p> <p>American Sign Language III Honors - Signing Naturally (Dawn Sign Press)</p> <p>American Sign Language IV Honors - Signing Naturally Levels 2 and 3 (Dawn Sign Press)</p> <p>AP Spanish IV - Tema (Vista Higher Learning)</p> <p>AP Spanish V Lit - Abriendo puertas: Tomo I (McDougal Littel)</p> <p>Chinese I (Mandarin) - Huanying Volume 1 (Cheng & Tsui Company)</p> <p>Chinese II - Integrated Chinese Level 1 Part 1 & 2 (Cheng & Tsui Company)</p> <p>French I - T'ES BRANCHE 2E 1 TEXT SE (T'es Branche)</p> <p>French II - T'ES BRANCHE 2E 2 TEXT SE (T'es Branche)</p>	Yes	0

	<p>French III Honors - T'ES BRANCHE 2E 3 TEXT SE (T'es Branche)</p> <p>German I - Auf Deutsch! 1 (McDougal Littel)</p> <p>German II - Auf Deutsch! 1 (McDougal Littel)</p> <p>German II - Auf Deutsch! 2 (McDougal Littel)</p> <p>German III Honors - Auf Deutsch! 3 (McDougal Littel)</p> <p>Intro to Spanish - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish I A - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish I B - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish III Hon - Descubre Level 3 (Vista Higher Learning)</p> <p>Spanish Language Essentials - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish SS I - Imagina 3e</p> <p>Spanish SS II - Revista 4e</p>		
Health	Health - Glencoe Health	Yes	
Visual and Performing Arts	<p>Adv Dance: Theory & Pract - Anatomy of Movement (Churchill Liningston)</p> <p>AP Art History - Art History (Pearson)</p> <p>Art - Humor in Art (Davis Publishing)</p> <p>Ceramics I - Experience Clay (Davis Publishing)</p> <p>Ceramics II - Experience Clay (Davis Publishing)</p> <p>Cinema Studies - Understanding Movies 11th Ed (Prentice Hall)</p> <p>Dance Choreog & Production H - Dance Masters (Routledge)</p> <p>Drama I - Creative Communication 5th Edition (None Provided)</p> <p>Drama II - A Practical Handbook for the Actor (1986) (Vintage Books/Random House)</p> <p>Floral Design - The Principles of Floral Design (Goodheart)</p> <p>General Music - Music and You (MacMillan)</p> <p>Piano Keyboard - Piano for Adults: A Beginner Course: Lessons - Theory - Technic - Sight Reading (Kjos Music Press)</p>	Yes	
Science Laboratory Equipment			

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

Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs. During this period there have been multiple HVAC replacements along with the modernization of 2 classrooms.

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 10/12/2021 During fiscal year 2021-22, 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

11/9/2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Conditions and Planned Improvements

			ADMINISTRATION BUILDING: Door to the exterior of library was stuck shut. WO # 61425
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Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	19	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	8	N/A	12	N/A	33

2021-22 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.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	958	915	95.51	4.49	19.39
Female	445	427	95.96	4.04	24.82
Male	513	488	95.13	4.87	14.61
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	56	50	89.29	10.71	12.00
Filipino	--	--	--	--	--
Hispanic or Latino	848	816	96.23	3.77	19.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	13	81.25	18.75	46.15
White	26	24	92.31	7.69	16.67
English Learners	371	347	93.53	6.47	6.65
Foster Youth	--	--	--	--	--
Homeless	98	94	95.92	4.08	25.53
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	896	858	95.76	4.24	19.16
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	174	167	95.98	4.02	5.42

2021-22 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.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	958	922	96.24	3.76	7.81
Female	445	431	96.85	3.15	8.58
Male	513	491	95.71	4.29	7.13
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	56	49	87.50	12.50	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	848	823	97.05	2.95	8.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	13.33
White	26	23	88.46	11.54	4.35
English Learners	371	357	96.23	3.77	1.12
Foster Youth	--	--	--	--	--
Homeless	98	94	95.92	4.08	9.57
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	896	863	96.32	3.68	7.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	174	161	92.53	7.47	0.62

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	8.04	NT	18.13	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	488	462	94.67	5.33	8.04
Female	237	225	94.94	5.06	7.62
Male	251	237	94.42	5.58	8.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	23	85.19	14.81	0
Filipino	--	--	--	--	--
Hispanic or Latino	432	410	94.91	5.09	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100	0	7.69
White	12	12	100	0	16.67
English Learners	183	171	93.44	6.56	0.58
Foster Youth	--	--	--	--	--
Homeless	59	56	94.92	5.08	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	453	428	94.48	5.52	7.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	68	89.47	10.53	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	89.6%	89.1%	89.3%	89.6%	89.2%

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.

2022-23 Opportunities for Parental Involvement

Parent Involvement

Parents are encouraged to get involved in their child's learning environment. 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 Pinacate Middle school for more information 951.943.6441

Opportunities to Volunteer:

Assemblies

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)

School Activities and Meetings for Parents:

Pastries with the Principals

Spirit Days

Back to School Night

Chromebook Information Meetings

A.V.I.D. Parent Informational Meetings

National Hispanic Heritage Month - Family Paint Night

Black History Month Performance

Semester Honor Roll Celebration

National Junior Honor Society

2022-23 Opportunities for Parental Involvement

Open House
 Puma Pride Rallies
 Visual and Performing Arts Nights
 Science Night
 End of Year Awards Ceremony
 Athletic Competitions
 ESL Classes
 Parent/Teacher Conferences Each Semester

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1057	1015	458	45.1
Female	497	476	202	42.4
Male	560	539	256	47.5
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	57	56	29	51.8
Filipino	6	6	1	16.7
Hispanic or Latino	932	897	401	44.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	14	12	4	33.3
White	36	33	21	63.6
English Learners	444	426	182	42.7
Foster Youth	15	10	6	60.0
Homeless	45	42	22	52.4
Socioeconomically Disadvantaged	1005	968	435	44.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	186	180	101	56.1

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	12.49	0.02	7.25	0.20	3.17
Expulsions	0.00	0.28	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.49	0.28
Female	9.26	0.60
Male	15.36	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	19.30	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.45	0.32
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.11	0.00
English Learners	12.16	0.00
Foster Youth	20.00	0.00
Homeless	17.78	0.00
Socioeconomically Disadvantaged	12.94	0.30
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.28	0.54

2022-23 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	14	12	17
Mathematics	28	8	16	10
Science	29	5	15	11
Social Science	29	5	12	15

2021-22 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	238.97

2021-22 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)	3.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	17215	7271	9944	99725
District	N/A	N/A	9048	\$101,090
Percent Difference - School Site and District	N/A	N/A	9.4	-1.4
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	40.5	5.8

2021-22 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

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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$61,818	\$55,947
Mid-Range Teacher Salary	\$93,987	\$90,080
Highest Teacher Salary	\$117,015	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$152,048	\$146,364
Average Principal Salary (High)	\$154,972	\$164,633
Superintendent Salary	\$271,952	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement			