

Pinacate Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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://www.pms.puhsd.org
Grade Span	7-8
County-District-School (CDS) Code	33-67207-6106223

2024-25 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369 Ext. 80102
Superintendent	Dr. José Luis Araux
Email Address	jose.luis@puhsd.org
District Website	www.puhsd.org

2024-25 School Description and Mission Statement

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,

2024-25 School Description and Mission Statement

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 programs and opportunities 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	470
Grade 8	479
Total Enrollment	949

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.3
Asian	0.5
Black or African American	5.6
Filipino	0.1
Hispanic or Latino	89.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.4
White	1.8
English Learners	34.6
Foster Youth	0.4
Homeless	7
Socioeconomically Disadvantaged	95.4
Students with Disabilities	15.8

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/Incomplete/NA	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

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)	33.30	83.06	341.20	74.79	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.62	5.20	1.16	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	3.89	11.30	2.48	11953.10	4.28
Unknown/Incomplete/NA	4.90	12.41	97.90	21.46	15831.90	5.67
Total Teaching Positions	40.10	100.00	456.30	100.00	279044.80	100.00

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.

2022-23 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)	32.80	76.85	361.80	73.76	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	2.34	6.90	1.41	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.30	14.79	24.40	4.99	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	0.75	9.20	1.88	11746.90	4.23
Unknown/Incomplete/NA	2.20	5.23	88.00	17.95	14303.80	5.15
Total Teaching Positions	42.80	100.00	490.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.5
Misassignments	1.00	0.20	5.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.20	6.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90	0
Local Assignment Options	1.10	0.50	0.3
Total Out-of-Field Teachers	1.10	1.50	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	0.4	11
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	0	0.4

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

2024-25 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, August 21, 2024, 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 2023-24 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

August 21, 2024

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)	Yes	0
	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)

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)

	<p>English III - The Crucible: A Play in Four Acts (Penguin)</p> <p>English IV - Literature: The British Tradition (Pearson)</p> <p>English LA - 5 - Pearson Reading Street (Pearson)</p> <p>English LA - 6 - California Collections (Houghton Mifflin)</p> <p>Journalism I - Warriners English Grammar & Composition 5th (Prentice Hall 1985)</p> <p>Lang Arts 7 - California Collections (Houghton Mifflin Harcourt)</p> <p>Lang. Arts 8 - California Collections (Houghton Mifflin Harcourt)</p> <p>Reading Intervention-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)</p>		
<p>Mathematics</p>	<p>Advanced Algebra with Financial Application Essentials - Financial Algebra: Advanced Algebra with Financial Applications/South-Western (Cengage Learning)</p> <p>Algebra 1 Support - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra 1A - Algebra 1 California Common Core (Pearson)</p> <p>Algebra 1a Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra 1B - Algebra 1 California Common Core (Pearson)</p> <p>Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra II/Trigonometry - Algebra 2 California Common Core (Pearson)</p> <p>AP Calculus AB Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)</p> <p>AP Calculus BC Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)</p> <p>AP Statistics - The Practice of Statistics 5th (Freeman)</p> <p>Basic Math 2-Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>College Algebra - College Algebra (9th/e) (Pearson)</p> <p>Consumer Math - Mathematics of Money with Algebra (Glencoe/McGraw Hill)</p> <p>Geometry - Geometry California Common Core (Pearson)</p>	<p>Yes</p>	<p>0</p>

	<p>Geometry Essentials - Geometry California Common Core (Pearson)</p> <p>Math-5 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-6 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-7 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-8 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <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>	Yes	0

AP Physics Part 1 - Physics for Scientists & Engineers w/Modern Physics (Pearson)

AP Physics Part 2 - Physics for Scientists & Engineers w/Modern Physics (Pearson)

Basic Earth Science - Earth Science (Holt)

Basic Life Science - Biology (McDougal Littell)

Basic Physical Science - Physical Science (Prentice Hall)

Biology - Biology (MCDUGAL LITTEL)

Biosustainability - Online Resources Only

Chemistry - World of Chemistry (McDougal Littell)

Earth Science - Modern Earth Science (Holt Reinheart)

Environ. Science - Environmental Science or Environmental Science with Online Resouces (Holt)

Forensic Science - The Introduction to Forensic Science and Criminalists (McGraw Hill)

Geography-Climate and Weather DE - Meteorology Today: An Introduction to Weather and the Environment (Brooks Cole)

Health - Glencoe Health

Human Body Systems - CK12 Biology (CK12)

Life Science - Life Science (Glencoe)

Marine Biology - Marine Biology (McGraw Hill)

Medical Interventions - None

MSJC Basic Elec. & Modern Physics - College Physics (Cengage)

MSJC Basic Physics: Energy in Motio - College Physics (Cengage)

Physical Science - Physical Science (Prentice Hall)

Physics - Holt Physics (Houghton Miffline Harcourt)

Physics Honors -n Holt Physics (Houghton Miffline Harcourt)

PLTW Biomedical Innovation

PLTW Civil Engin. & Archit

PLTW Prin. of Biomedical

Science-5 - California Science 5 (Houghton Mifflin)

Science-6 - Earth Science (Holt)

	<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 History Adopted from: The College Board Advanced Placement Program - Western Heritage Since 1300 11th Ed. (Pearson)</p> <p>AP Government - Government in America 16th Ed. (Pearson)</p> <p>AP Human Geography - Human Geography for the AP Course (Bedford, Freeman & Worth)</p> <p>AP Psychology - Myers' Psychology for AP (Worth Publishers)</p> <p>AP US Hist/Geo - American Pageant 16th Ed (Cengage)</p> <p>AP World History - Earth and its Peoples 6th Ed. (Cengage)</p> <p>Basic Am Govt</p> <p>Basic Economics - Economics (Pearson)</p> <p>Basic US History - The Americans (McDougal Littell)</p> <p>Basic World History - World History Modern Times (Glencoe)</p> <p>CA Civil Procedures - Dual Enrollment MSJC - Fundamentals of California Litigation for Paralegals (Wolters Klawer)</p> <p>Criminal Law-Admin Just 101 DE - California Criminal Law Concepts 13th Ed (Pearson)</p> <p>Criminology - Criminal Justice (Scholastic Book Service)</p> <p>Cultural Geography DE - Encounter Human Geography: Interactive Explorations (Prentice Hall)</p> <p>Economics - Economics Principles in Action (Pearson/Savvas)</p> <p>Foundations of the Legal Sys DE - Introduction to Paralegal Studies 4th Ed (Aspen)</p> <p>Geography of California-Dual Enrollment MSJC - Rediscovering the Golden State of California (Wiley)</p> <p>Geography of California DE - Rediscovering the Golden State of California (Wiley)</p> <p>Government - Magruder's American Government (Pearson/Savvas)</p>	Yes	0

	<p>History West - None</p> <p>Immigration Law DE - U.S.Immigrations Made Easy (Nolo)</p> <p>Intro To Psych - Introduction to Psychology (ITP)</p> <p>Law Office Management DE - Law Office Management for Paralegals, 2nd Ed (Aspen)</p> <p>Political Science 101 - Living Democracy (Pearson)</p> <p>Political Science DE - Living Democracy (Pearson)</p> <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>	Yes	0

	<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> <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>	Yes	

Drama II - A Practical Handbook for the Actor (1986) (Vintage Books/Random House)

Floral Design - The Principles of Floral Design (Goodheart)

General Music - Music and You (MacMillan)

Piano Keyboard - Piano for Adults: A Beginner Course: Lessons - Theory - Technic - Sight Reading (Kjos Music Press)

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

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. Campus painting projects along with plumbing and electrical upgrades have occurred during this evaluation period.

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 11/25/24. During fiscal year 2023-24, 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

11/25/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			200 Boys RR:
Interior: Interior Surfaces		X		400 Building Downstairs BoysRR: VANDALIZED RESTROOMS STALL DOOR REPAIRED BY MAINTENANCE 704 Classroom: Borken ceiling tiles, broken sink

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: 304 Classroom:
Electrical		X		304 Classroom: 701 Classroom: ELECTRICAL OUTLET MISSING COVER, REPLACED DURING VISIT, Classroom dirty during visit
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			200 Boys RR: 704 Classroom: Broken ceiling tiles, broken sink Student Union RR Boys: Missing paper towel dispenser
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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	21	18	39	40	46	47
Mathematics (grades 3-8 and 11)	8	8	12	13	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	960	915	95.31	4.69	18.25
Female	452	434	96.02	3.98	20.28
Male	508	481	94.69	5.31	16.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	51	50	98.04	1.96	12.00
Filipino	--	--	--	--	--
Hispanic or Latino	866	826	95.38	4.62	18.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	21.43
White	17	15	88.24	11.76	26.67
English Learners	248	222	89.52	10.48	0.00
Foster Youth	--	--	--	--	--
Homeless	65	57	87.69	12.31	15.79
Military	0	0	0	0	0
Socioeconomically Disadvantaged	916	873	95.31	4.69	18.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	161	154	95.65	4.35	2.60

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	960	928	96.67	3.33	7.76
Female	452	439	97.12	2.88	5.47
Male	508	489	96.26	3.74	9.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	51	49	96.08	3.92	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	866	840	97.00	3.00	7.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	7.14
White	17	15	88.24	11.76	13.33
English Learners	248	238	95.97	4.03	1.26
Foster Youth	--	--	--	--	--
Homeless	65	59	90.77	9.23	3.39
Military	0	0	0	0	0
Socioeconomically Disadvantaged	916	886	96.72	3.28	7.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	161	152	94.41	5.59	1.32

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.47	7.38	18.67	18.05	30.29	30.73

2023-24 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	494	475	96.15	3.85	7.38
Female	235	228	97.02	2.98	7.02
Male	259	247	95.37	4.63	7.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	32	31	96.88	3.12	3.23
Filipino	--	--	--	--	--
Hispanic or Latino	441	426	96.60	3.40	7.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	110	105	95.45	4.55	0.00
Foster Youth	--	--	--	--	--
Homeless	42	39	92.86	7.14	5.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	468	451	96.37	3.63	7.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	75	91.46	8.54	0.00

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.

2023-24 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. The administration of the PFT requires only participation results 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 5	--	--	--	--	--
Grade 7	84	84	84	84	84
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Parent Involvement

Pinacate Middle School Parents are invited and encouraged to get involved. There are numerous ways to partner with the school.

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

2024-25 Opportunities for Parental Involvement

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
 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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1059	1027	427	41.6
Female	512	493	220	44.6
Male	547	534	207	38.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	63	60	30	50.0
Filipino	--	--	--	--
Hispanic or Latino	945	921	375	40.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	16	11	68.8
White	20	17	6	35.3
English Learners	386	377	152	40.3
Foster Youth	11	--	--	--
Homeless	79	76	44	57.9
Socioeconomically Disadvantaged	1010	981	415	42.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	171	167	78	46.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	12.49	8.31	9.63	7.25	6.31	3.27	3.17	3.60	3.28
Expulsions	0.28	0.00	0.00	0.14	0.06	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.63	0.00
Female	8.59	0.00
Male	10.60	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.46	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.53	0.00
White	0.00	0.00
English Learners	9.59	0.00
Foster Youth	9.09	0.00
Homeless	12.66	0.00
Socioeconomically Disadvantaged	10.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.28	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2024.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	18	16
Mathematics	27	7	14	13
Science	29	4	14	13
Social Science	28	6	13	14

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	20	14	19
Mathematics	26	9	15	13
Science	28	8	11	15
Social Science	28	7	7	19

2023-24 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	237.25

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	22594	8474	14120	107162
District	N/A	N/A	12123	\$118,211
Percent Difference - School Site and District	N/A	N/A	15.2	-9.8
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	26.9	1.8

Fiscal Year 2023-24 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)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$72,920	\$62,635
Mid-Range Teacher Salary	\$110,866	\$101,698
Highest Teacher Salary	\$139,692	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$179,355	\$162,013
Average Principal Salary (High)	\$182,346	\$182,697
Superintendent Salary	\$310,426	\$298,748
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	5%	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 2023-24 school year at Pinacate Middle is focused on a variety of areas:

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

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

Subject	2022-23	2023-24	2024-25
---------	---------	---------	---------

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8
--	---	---	---