

Nicolet Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Nicolet Middle School
Street	101 E. Nicolet St.
City, State, Zip	Banning
Phone Number	9097631074
Principal	Cami L. Thomas, Ed.D.
Email Address	cthomas@banning.k12.ca.us
School Website	https://nicolet.banning.k12.ca.us/
Grade Span	6-8
County-District-School (CDS) Code	33-66985-6112080

2025-26 District Contact Information

District Name	Banning Unified School District
Phone Number	(951) 922-0200
Superintendent	Terrence Davis
Email Address	tdavis@banning.k12.ca.us
District Website	www.banning.k12.ca.us

2025-26 School Description and Mission Statement

Nicolet Middle School is a grade six through eight middle school and is the only middle school within the Banning Unified School District. The site was established as a middle school during the 1995-1996 school year and was previously Banning High School. Facilities include a gymnasium, tennis courts, softball field, and football stadium. Enrollment is approximately 981 students. Classrooms are a combination of permanent and portable structures. Our mission is to empower and inspire our students to apply the knowledge, skills, and attitudes necessary to advocate for themselves, to meaningfully interact with others, to be active physically, and to become balanced, creative, responsibly informed, contributing citizens of a diverse world.

Nicolet Middle School Mission Statement:

2025-26 School Description and Mission Statement

Nicolet Middle School staff, in partnership with parents and families, commits to providing high-quality education in a safe, equitable, and inclusive environment where we value and respect everyone. Our scholars are empowered to achieve lifelong success, overcome challenges, become college and career-ready, and develop civic responsibility and social awareness with a global perspective.

Mission
Nicolet Middle School fosters academic growth and personal well-being through tradition, integrity, and a strong commitment to education. Tradition / Integrity / Education

Vision
Banning Unified School District's vision is to prepare, inspire, and educate

District Wide Goals

1. Accelerate Student Achievement
2. Maintain Fiscal Responsibility and Long-Term Financial Viability
3. Maintain Effective Communication and Accountability of All Systems

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	322
Grade 7	318
Grade 8	324
Total Enrollment	964

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.2
Non-Binary	0.1
American Indian or Alaska Native	2.3
Asian	3.6
Black or African American	6.7
Filipino	1.2
Hispanic or Latino	74.4
Native Hawaiian or Pacific Islander	0
Two or More Races	1.7
White	10
English Learners	19.6
Foster Youth	1.1
Homeless	6.5
Migrant	0
Socioeconomically Disadvantaged	91.2
Students with Disabilities	18.6

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.

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)	40.6	87.22	187	86.45	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	6.55	9.2	4.28	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.13	9.8	4.53	11953.1	4.28
Unknown/Incomplete/NA	2.8	6.08	9.2	4.28	15831.9	5.67
Total Teaching Positions	46.5	100	216.3	100	279044.8	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.

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)	39.8	81.41	186.2	87.35	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	1.02	2	0.94	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.6	11.44	15.6	7.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.5	1.68	11746.9	4.23
Unknown/Incomplete/NA	3	6.13	5.7	2.71	14303.8	5.15
Total Teaching Positions	48.9	100	213.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	37.8	79.08	179	81.23	230039.4	100
Intern Credential Holders Properly Assigned	1.6	3.47	6.5	2.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.9	6.13	16.1	7.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	2.45	8.8	3.99	12112.8	4.34
Unknown/Incomplete/NA	4.2	8.83	9.8	4.47	13705.8	4.91
Total Teaching Positions	47.8	100	220.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	3.00	5.6	2.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	5.6	2.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	1.1
Total Out-of-Field Teachers	0.00	0	1.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.4	11.8	5.6
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials (School Year 2025-2026)

Banning Unified School District held a Public Hearing on August 14, 2025, and determined that each school has sufficient and good quality textbooks, instructional materials, and science lab equipment under the settlement of Williams vs. the State of California. In the 2025-26 year, Nicolet passed its Williams Act visit. All students, including English Learners, are given their own Chromebook to access all materials for all classes in addition to individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays textbooks in use during the 2021-2022 and 2022-2023 school year.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. Recent purchases have upgraded equipment to meet the needs of the Next Generation Science Standards (NGSS).

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Banning and Cabazon which contain numerous computer workstations. A new partnership with the Banning library in the second semester will afford all students library cards plus monthly Mobile Library at all grade level lunches. The site also has 3 free book carts for students to continuously explore new materials.

Computer Resources

Each classroom at Nicolet Middle School contains at least one computer. The school has a 2:1 student-to-computer ratio in all classrooms. Every student has a Chromebook checked out to them for use at school and home. Each student is assigned a school Gmail account and has access to Gsuite and Google Classroom. Computer skills and concepts are integrated through the standard curriculum to prepare students for technological growth and opportunities. We offer 3 sections of coding that include iPads and shero robots. Lastly, the Nicolet Library is a main centralized study area that students may use before school, during lunch, and after school.

Year and month in which the data were collected

August 14, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts – McGraw Hill, CA Adoption Study Sync (Adopted April, 2016) Grades 6-8	0%
Mathematics	Mathematics – McGraw Hill, CA Adoption Math Your Common Core Edition © 2015 (Adopted April 17, 2014) Grades 6-8	0%
Science	California Integrated, Elevate Science Segments 1-4" by Savvas/Pearson, grades 6-8	0%

History-Social Science	National Geographic, History/Social Science (Adopted June 28, 2018) • 6th – World History Ancient Civilizations (© 2018) • 7th - Medieval and Early Modern Times (© 2018) • 8th – U.S. History American Stories (© 2018)	0%
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Nicolet Middle School provides a safe, clean environment for students, staff, and volunteers. Built in 1938, Nicolet Middle School is situated on 23.82 acres. The school buildings span 85,501 square feet, consisting of 29 permanent classrooms, 20 relocatable classrooms, a library, a cafeteria, a gym, a football stadium, and an auditorium. The facility strongly supports teaching and learning through its ample classroom and usable space.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites continually. Repairs necessary to keep the school in good repair and working order are completed promptly. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. Nicolet Middle School has six full-time custodians on duty. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

10/21/2025

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	Nurse: Stained ceiling tiles and damaged wall surface Boys Restroom: Dirty exhaust grill no lock on stall, loose faucet, faucet off and OBSERVATION: one light fixture out (low impact). Class 802: Expired fire extinguisher. Boys Locker Room: Missing ceiling tiles, faucet stays on and unfinished wall. Class 807: Sagging ceiling tile and stained ceiling tiles. Class 811: Damaged window sill and damaged wall surface. Class 804: Sagging ceiling tile. Girls Restroom: Loose toilet and faucet off. Boys Restroom: Dirty exhaust grill.

School Facility Conditions and Planned Improvements

				Class 405: Stained ceiling tiles, dirty return grill and no fire extinguisher. Class 410: Dirty return grill. Girls Restroom: Loose faucets and stall closed. Library: Stained ceiling tile. Class 104: Missing wall plate. Class 101: Stained ceiling tiles and missing wall plate.
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			

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 Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	21	19	26	27	47	48
Mathematics (grades 3-8 and 11)	7	8	13	15	35	37

2024-25 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

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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	975	950	97.44	2.56	18.55
Female	456	445	97.59	2.41	23.82
Male	518	504	97.30	2.70	13.92
American Indian or Alaska Native	22	21	95.45	4.55	9.52
Asian	34	32	94.12	5.88	31.25
Black or African American	70	68	97.14	2.86	20.90
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	714	698	97.76	2.24	18.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	12.50
White	99	95	95.96	4.04	15.79
English Learners	170	168	98.82	1.18	3.57
Foster Youth	--	--	--	--	--
Homeless	60	57	95.00	5.00	10.53
Military	20	19	95.00	5.00	21.05
Socioeconomically Disadvantaged	877	854	97.38	2.62	17.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	185	178	96.22	3.78	2.26

2024-25 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	976	950	97.34	2.66	8.43
Female	457	445	97.37	2.63	8.09
Male	518	504	97.30	2.70	8.75
American Indian or Alaska Native	22	20	90.91	9.09	0.00
Asian	34	32	94.12	5.88	15.63
Black or African American	70	68	97.14	2.86	8.96
Filipino	12	12	100.00	0.00	25.00
Hispanic or Latino	715	699	97.76	2.24	8.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	4.17
White	99	95	95.96	4.04	7.37
English Learners	170	168	98.82	1.18	1.79
Foster Youth	--	--	--	--	--
Homeless	61	58	95.08	4.92	0.00
Military	20	19	95.00	5.00	10.53
Socioeconomically Disadvantaged	878	855	97.38	2.62	7.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	185	177	95.68	4.32	1.14

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.93	14.15	13.26	18.67	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	311	97.19	2.81	14.15
Female	153	147	96.08	3.92	17.01
Male	166	163	98.19	1.81	11.66
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	28.57
Black or African American	20	19	95.00	5.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	237	231	97.47	2.53	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	24	92.31	7.69	8.33
English Learners	56	56	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	10.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	293	286	97.61	2.39	14.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	2.08

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.

2024-25 California Physical Fitness Test Participation Rates

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 7	95.3	96.3	96.9	93.8	97.8

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.

2025-26 Opportunities for Parental Involvement

Parent involvement activities include School Site Council, ELAC, monthly Coffee with the Principal, and volunteer opportunities for field trips, school activities like PAAC Track, and sports. Parents are included in the development of our Emergency Operations Plan, and parent input into school-wide planning, and problem-solving are always welcome. Parents are also encouraged to attend Back to School Night in the Fall, Parent-Teacher conferences in fall and spring, a variety of sporting events, fine arts performances, District Parent Advisory Committee (DPAC) meetings, school board meetings, award assemblies, chaperone events, use Aeries Parent Portal and the School Messenger system on Parent Square

To serve as a parent volunteer parents and guardians must: 1) Be fingerprint cleared 2) Have valid clearance and proof of tuberculosis testing (TB) and 3) attend the six meetings throughout the school year. Parents' and guardians' dedication, service, and involvement are highly encouraged and appreciated.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1048	1009	300	29.7
Female	493	479	146	30.5
Male	554	529	154	29.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	24	22	8	36.4
Asian	35	35	12	34.3
Black or African American	76	73	19	26.0
Filipino	13	12	4	33.3
Hispanic or Latino	770	741	219	29.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	17	3	17.6
White	107	104	34	32.7
English Learners	203	198	54	27.3
Foster Youth	16	12	4	33.3
Homeless	73	68	31	45.6
Socioeconomically Disadvantaged	951	916	277	30.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	207	196	74	37.8

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
17.35	10.86	7.16	8.19	5.8	5.12	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.31	1.61	1.05	0.37	0.52	0.28	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.16	1.05
Female	4.87	0.61
Male	9.21	1.44
Non-Binary	0.00	0.00
American Indian or Alaska Native	12.50	0.00
Asian	0.00	0.00
Black or African American	18.42	7.89
Filipino	7.69	0.00
Hispanic or Latino	6.23	0.52
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	7.48	0.93
English Learners	3.94	0.99
Foster Youth	25.00	6.25
Homeless	10.96	0.00
Socioeconomically Disadvantaged	7.57	1.16
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.98	3.38

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.

2025-26 School Safety Plan

The safety of students and staff is a top priority at Nicolet Middle School and in the Banning Unified School District. Many people visit the campus to volunteer as chaperones on field trips, shadow their student, and participate in school event, and athletic events.

Parents and visitors are welcomed and required to check-in at the front desk of the administration building upon arrival and obtain a visitor's badge via the visitor's management system (VMS) called Verkada. Visitors are required to return to the school office upon departure to return their badges. During lunch, before, and after school, assigned staff to supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly campus environment. Should parents/guardians wish to shadow their student, they must give 24 hours' notice and sign a notice of understanding for visitor behavior expectations (no smoking, no taking pictures of students, not having a conference with the teacher during instruction, for example.)

The Comprehensive Safe School Plan was developed by site stakeholders to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine, and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted at least once per semester and intruder/lock-down drills and disaster preparedness drills are conducted annually. The plan is annually reviewed and recommendations and suggestions for updates are made. The plan itself is then subsequently updated as needed and reviewed and approved by the School Site Council. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. An updated copy of the plan is available for public review in the school administration office. School Site Council was made aware of and approved the CSSP at the December 2025 meeting.

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	23	15	14	4
Mathematics	23	9	14	3
Science	27	3	17	2
Social Science	30	0	15	5

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	12	16	5
Mathematics	27	6	12	6
Science	27	4	16	4
Social Science	30	1	14	7

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	10	17	5
Mathematics	25	7	14	4
Science	29	3	13	6
Social Science	29	2	14	6

2024-25 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	328.33

2024-25 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)	3
Library Media Teacher (Librarian)	.08
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.5
Other	.25

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$4764.84	\$298.56	\$4466.29	\$71,505
District	N/A	N/A	\$9727.38	\$97,399
Percent Difference - School Site and District	N/A	N/A	-74.1	-22.9
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-82.8	-20.3

Fiscal Year 2024-25 Types of Services Funded

Alternative supports were offered to Nicolet Middle School students. All students at Nicolet Middle School receive instruction in the Common Core State Standards. During English Language Development, ELL students are grouped by instructional language level and provided with daily designated ELD instruction. Teachers regularly analyze state, local, and classroom assessment data to determine student needs and guide instruction. The SST process is used to identify and monitor students who are below grade level and provide Interventions that are agreed upon and implemented by the classroom teacher in collaboration with the student's family and support staff. After-school intervention programs are provided to assist students who are below grade level in the areas of reading and math.

Alternative Supports were provided to students through an after-school tutoring program and Saturday Academies offered throughout the school year. The school will be offering 8 Saturday Academies to offer students a chance to make up absences, and tardies, and get tutoring. Some teachers also offer tutoring before and/or after school. In addition, three district coaches, one ELA, one ELL, and one Math support each department. Intervention classes and programs are implemented to support struggling students in math and reading. The individualized intervention was also provided through the i-Ready online tutorial program that assisted teachers in helping students with learning gaps and deficits.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,289	\$57,978
Mid-Range Teacher Salary	\$95,329	\$89,612
Highest Teacher Salary	\$135,953	\$117,194
Average Principal Salary (Elementary)	\$155,133	\$143,632
Average Principal Salary (Middle)	\$103,693	\$149,447
Average Principal Salary (High)	\$154,498	\$162,334
Superintendent Salary	\$332,886	\$234,076
Percent of Budget for Teacher Salaries	30.7%	27.81%
Percent of Budget for Administrative Salaries	5.74%	5.47%

Professional Development

Staff development within the district addresses the individual needs of teachers and broader school concerns through cooperative in-service programs. Staff development at the site level is centered around the teaching of the Common Core ELA and Math curriculum, our student information system Aeries, an intervention computer-based diagnostic program called i-Ready, AVID, Integrated ELD strategies, Irvine Math, Jane Schaffer, SEL, Trauma-Informed Care, Effective PLC meetings, Data-Driven PLCs, BARR, and Positive Behavior Intervention and Support (PBIS). The training also includes the Next Generation of Science Standards (NGSS) HIV/AIDS, Common Core in Social Studies at UC Irvine, AVID Summer Institute, and Growth Mindset. At the site level, professional development is done in group meetings held before school starts in the Fall and throughout the school year, as needed. Typically Professional Development meetings are scheduled for the first Wednesday of each month and during the Wednesday PD meetings, PLC meetings, departmental meetings, and site leadership meetings. Staff attend various training throughout the year as they become available.

The methods are:

At NMS, Professional Development is acquired through preparation before the school year begins, offered to teachers for extra duty pay beyond contract hours (Evenings and weekends), during school days with sub provided, and once a month on the SMART Wednesdays.

Teachers are provided with the following support:

- District ELA/Math/Science Academic Coaches
- Hour Zero ALICE Training
- Professional Development at Staff Meetings
- Administrative Observation and Feedback
- Departmental, grade level, and content area Support
- Data Reflection Sessions
- RCOE content-specific training
- AVID training
- BARR (Building Assets, Reducing Risk)
- PD on SEL and trauma-informed care
- Behavior and classroom management strategies

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5