

Pixley Middle School

Grades 6-8
CDS Code 54-72041-0114165

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Para español, visita www.pixley.k12.ca.us



Pixley Union School District

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Monty Dunbar, Interim Superintendent ▪ mdunbar@pixley.k12.ca.us ▪ (559) 757-5207



Principal's Message

Pixley Middle School opened its doors on August 12, 2009. Pixley Middle School serves approximately 320 students in grades 6-8.

Our goal as educators at Pixley Middle School is to promote the Jaguar DREAM in each and every student. We will accomplish this goal by guiding our students to adhere to the school vision. The hub of Pixley Middle School life is providing equal educational access to all students. We can accomplish this collaboratively by:

- Teaching curriculum that is aligned to the Common Core State Standards
- Increasing the number of students meeting the Common Core State Standards assessed by the California Assessment of Student Performance and Progress (CAASPP)
- Providing intensive intervention programs for students who have academic deficiencies
- Planning focused professional development that addresses district and school goals
- Increasing student access to the use of effective technology
- Involving parents as educational partners

Students will demonstrate the pillars of Character Counts!: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Working together, every student will achieve!

School Mission Statement

Pixley Middle School is committed to providing a quality education that meets each student's interests, abilities and needs within a common curricular framework and reflects and promotes an understanding of and appreciation for diversity in our community. Pixley Middle School challenges each student to develop character and strong work ethic; a sense of responsibility toward others both within the school and in the community at large; and become independent, critical thinkers with 21st century skills.

School Safety

Pixley Middle School's safety plan is officially called the Safe School Project: Crisis Response Plan created by Tulare County Office of Education. The school safety plan will be reviewed and updated annually by parents, students, teachers, classified personnel (maintenance and operations), site administrators and the School Site Council (SSC). All revisions will be communicated to staff. Key elements of the safety plan include ongoing collaboration with county agencies to manage family, social and medical needs as well as school and community policing needs consistent enforcement of safe-school policies. The school has been designated a gang-free zone.

The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Earthquake, fire and lockdown drills are held on a regular basis. All emergency or disastrous events are addressed in the school safety plan that outlines emergency measures (instructions and procedures) that are routinely reviewed and practiced by staff and students in the event of such emergencies.

The Crisis Response Plan addresses all possible emergency scenarios with five main safety responses. These include shelter-in, evacuation, duck and cover, lockdown, and active shooter. In an effort to ensure the safety of our students, the school—in collaboration with the local sheriff's department—has a school resource officer (SRO) on the school campus approximately eight hours a week. This is a proactive effort to create a safe school climate.

The school safety plan will be reviewed, updated and discussed with the school faculty during the start, middle and end of this school year and was last reviewed in September 2019.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of Pixley Union School District is to work in partnership with students, families and the community to ensure that each student acquires proficiency on state standards and receives a core set of values necessary to achieve personal success that will in turn transfer to enriching their own community.

District Vision Statement

Every student is achieving at his or her maximum potential in an engaging, inspiring, and challenging learning environment that will prepare them for a successful life beyond Pixley Union School District.

Governing Board

Emily Villa, president

Timmy Reveles, vice president

Angie Villa, clerk

David Williams, member

Joel Ramos, member

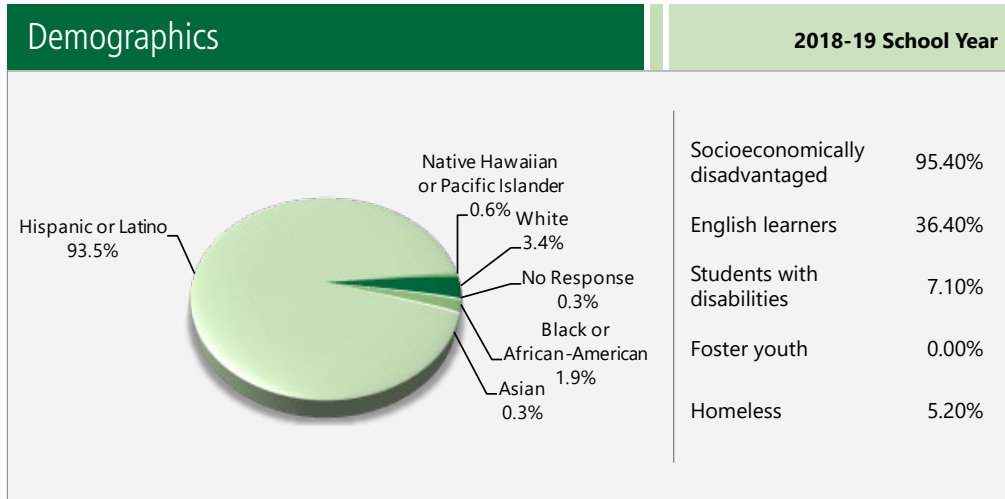
PUSD Board Priorities

1. Students and staff come to school feeling safe and connected to the learning environment.
2. All students are provided with a rigorous standard-based instruction within the core, the arts and career technical education (CTE).
3. English learners become English proficient and become reclassified prior to leaving the district.
4. Parents feel welcome and participate in the decision-making of the school and district.



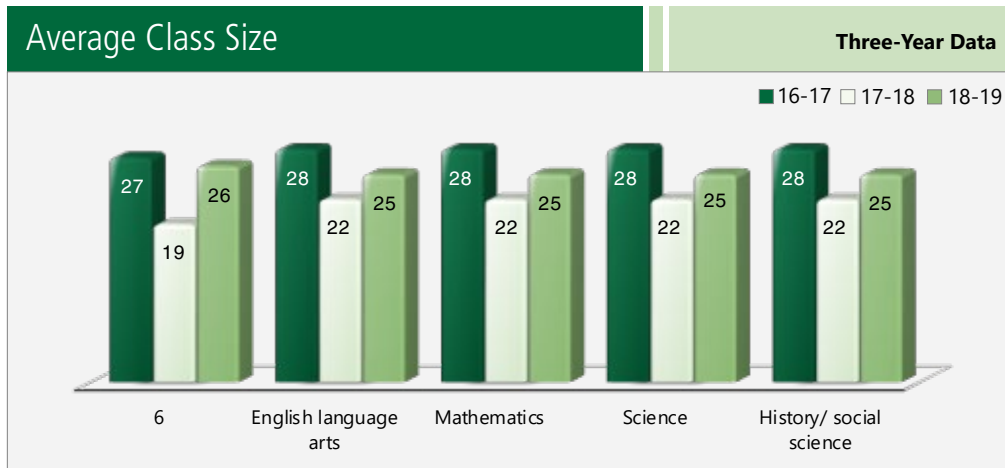
Enrollment by Student Group

The total enrollment at the school was 324 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

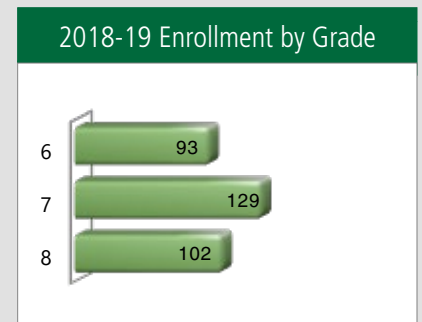
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size						Three-Year Data			
	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		5		5			1	28	1
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		9			5			4	
Mathematics		9			5			4	
Science		9			5			4	
History/social science		9			5			4	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Pixley MS			
	16-17	17-18	18-19
Suspension rates	9.6%	6.4%	3.1%
Expulsion rates	0.3%	0.3%	0.0%
Pixley Union SD			
	16-17	17-18	18-19
Suspension rates	4.3%	2.6%	1.6%
Expulsion rates	0.1%	0.1%	0.2%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Pixley MS		Pixley Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Pixley MS		Pixley Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	18%	25%	20%	29%	50%	51%
Mathematics	7%	16%	13%	20%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Pixley MS
		Grade 7
Four of six standards		15.9%
Five of six standards		21.4%
Six of six standards		18.3%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6-8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

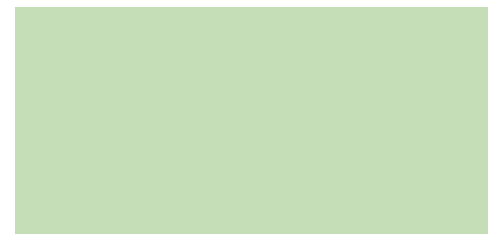
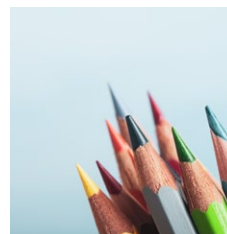
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	321	318	99.07%	0.93%	24.53%
Male	161	161	100.00%	0.00%	20.50%
Female	160	157	98.13%	1.87%	28.66%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	296	294	99.32%	0.68%	22.79%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	14	13	92.86%	7.14%	46.15%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	307	305	99.35%	0.65%	23.61%
English learners	243	241	99.18%	0.82%	16.60%
Students with disabilities	24	28	100.00%	0.00%	0.00%
Students receiving Migrant Education services	18	18	100.00%	0.00%	16.67%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

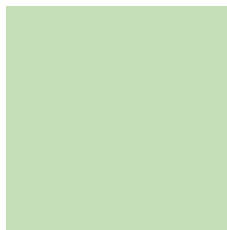




CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	321	316	98.44%	1.56%	15.82%
Male	161	160	99.38%	0.62%	16.25%
Female	160	156	97.50%	2.5%	15.38%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	296	292	98.65%	1.35%	15.41%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	14	13	92.86%	7.14%	23.08%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	307	303	98.70%	1.3%	14.52%
English learners	243	240	98.77%	1.23%	12.08%
Students with disabilities	28	28	100.00%	0.00%	3.57%
Students receiving Migrant Education services	18	18	100.00%	0.00%	11.11%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

Textbooks are state-adopted and standards-aligned. Replacements are ordered annually and throughout the year to support enrollment as necessary. The objective is to always maintain a ratio of one textbook per student. All students have access to their own textbooks and instructional materials to use in class and at home.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Collections</i> , Houghton Mifflin	2016
Mathematics	<i>Go Math!</i> , Houghton Mifflin (6-8)	2015
Science	Holt (6-8)	2007
History/social science	McDougal Littell	2017
English language development	English 3D (6-8)	2016

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Pixley MS		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		0%
Health		0%

Professional Development

Pixley Union School District offers programs to assist teachers in their professional development. Programs include Beginning Teacher Support and Assessment (BTSA) training and peer coaching in literacy, math and English language development. Core curriculum training is also provided for newly adopted state textbooks. Through district-funded and categorically funded staff-development days, teachers are afforded opportunities to improve their curriculum, teaching and assessment strategies, and develop pacing calendars (scope and sequence learning) to better prepare students for the annual state assessment program (California Content Standards) each spring.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	6	6	2	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/10/2019

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		8/19/2019
Date of the most recent completion of the inspection form		8/19/2019



School Facilities

The Williams case settlement inspection of August 2019 at Pixley Middle School resulted in an "Exemplary" rating, which means the school meets most or all standards of good repair.

Pixley Middle School was built in 2008, but did not open its doors until 2009. The school has 20 regular classrooms, which includes a Science Lab and a Computer Lab. It also provides students with a library, an amphitheater and a Gymnasium. The multipurpose room was recently converted to a dining room only, giving the students a café-like setting while they eat their school-provided meals.

Pixley Middle School maintains a clean, safe and functional plant. Repairs are made as needed by use of an electronic work order system. Preventative maintenance is performed on all major mechanical equipment on a routine bases. A staff of two custodians cleans all classrooms, offices and common areas on a daily basis.

The school meets all requirements of the Williams case settlement and is well maintained by janitorial and maintenance staff who work during school hours as well as evenings.

Pixley Middle School maintains a camera system monitoring general campus areas and entrances. All perimeter gates are secured during school hours for added student and staff safety.

Pixley Middle School has recently expanded its play areas by adding a little over six acres of lawns for an additional multipurpose field. We are working on adding a track to increase physical development.

We provide yard supervision with staff and administrators before school, during recess, lunchtime and afterschool.

Parental Involvement

Pixley Middle School welcomes parents as partners in the learning process. Parent education and training classes are offered through Tulare Joint Union High School District's adult program as well as the school's Community-Based English Tutoring (CBET); Passport to Success; Parent Institute for Quality Education; and other training programs in literacy, child safety, parenting skills and so on. Through the adult-education program, parents can earn a high-school diploma, General Educational Development (GED) certificate, learn English as a second language (ESL) and take job-training courses.

Parents participate in the school's programs; volunteer in classrooms; and serve on committees, advisory councils, and community organizations and clubs, such as 4-H, Pixley/Tipton Area Youth Sports League, Pixley Women's Club, Lions Club and Police Athletic League (PAL), offered via the Pixley sheriff's department. These agencies support the school and provide enrichment activities for students and community members.

For more information on how to become involved at the school, please contact the community liaison, Teresa Lewis, at (559) 757-3131.



School Motto

DREAM (Dedication, Respect, Education, Appreciation and Motivation)





Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Pixley Union SD	Pixley MS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	39	13	12	11
Without a full credential	9	3	6	6
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Pixley MS		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Types of Services Funded

- Title I, Part A, Basic Grants Low-Income: Provides supplemental services for students such as our computer-lab staff, math and literacy coaches, and professional development for the instructional staff
- Special Education Basic Grant Entitlement: Provides instructional assistants for students with special needs, including one-on-one supervision when needed
- Even Start Family Literacy Program: Provides preschool service to parents of children attending Tulare Adult School on our campus
- Title III LEP Student Program: Provides additional instructional assistance for students who have limited-English proficiency skills
- ASES: After School Education and Safety Program provides homework assistance through college-student tutors as well as extracurricular activities including our sports and summer-school programs
- ELAP: English Language Acquisition Program provides additional assistance for English-language learners
- EIA: Economic Impact Aid allows us to hire additional teachers and aides that might have been cut in this current budget crisis
- Migrant Education Program: Services for migrant students in the community with support for educational, medical and dental services, as well funding our summer-school program

✧ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.5
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.0



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2017-18 Fiscal Year	
	Pixley Union SD	Similar Sized District
Beginning teacher salary	\$51,384	\$49,378
Midrange teacher salary	\$71,566	\$77,190
Highest teacher salary	\$90,405	\$96,607
Average elementary school principal salary	\$116,517	\$122,074
Average middle school principal salary	\$109,830	\$126,560
Superintendent salary	\$136,627	\$189,346
Teacher salaries: percentage of budget	30%	36%
Administrative salaries: percentage of budget	4%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Pixley MS	\$11,604	\$68,263
Pixley Union SD	\$10,941	\$68,263
California	\$7,507	\$77,619
School and district: percentage difference	+6.1%	+0.0%
School and California: percentage difference	+54.6%	-12.1%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$14,670
Expenditures per pupil from restricted sources	\$3,066
Expenditures per pupil from unrestricted sources	\$11,604
Annual average teacher salary	\$68,263



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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