

Pinacate Middle School

1990 South A Street • Perris, CA 92570 • (951) 943-6441 • Grades 7-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Perris Union High School District

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Principal's Message

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.

Pinacate Middle School provides a safe and positive school climate where students are actively involved in learning academics as well as positive values. Students have access to a challenging curriculum taught by dedicated, professional staff members who use engaging and differentiated instructional strategies to effectively meet the individual needs of students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

At Pinacate we have made a commitment to "Strive to be our BEST" in order to provide an outstanding educational program for our students. We welcome any suggestions or questions that you may have about the information contained in this report or about the school. Through collaborative and individual effort our students can overcome the challenges that they will face to reach their maximum potential.

Vision and Mission Statements

Vision

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

Mission

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

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 943-6441.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	566
Gr. 8	570
Total	1,136

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.7
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.4
Hispanic or Latino	86.4
Native Hawaiian/Pacific Islander	0.5
White	2.1
Two or More Races	0.9
Socioeconomically Disadvantaged	94.3
English Learners	35.7
Students with Disabilities	8.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Pinacate Middle School	12-13	13-14	14-15
Fully Credentialed	42	45	49
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Perris Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	411
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Pinacate Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

On Wednesday, September 17, 2014, 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 2013-14 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.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 17, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0	Pearson, Literature (2009)
Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0	Holt, Algebra 1 & 2 (2008) Holt, CA Geometry (2008)
Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0	Holt, Rinehart and Winston, Holt California Science: Earth, Life, and Physical Science (2007)
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0	Holt, Rinehart and Winston, Holt California Social Studies: United States History, Independence to 1914 (2006) Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations (2006)

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

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

Deferred Maintenance

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

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 11/3/14. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14 all restrooms were fully functional and available for student use.

Facilities construction/improvement projects

Demolition of the existing gym building.

Addition of a 14 classroom - two story building. This building will house 2 Special ed rooms along with 4 science labs and 8 general purpose classrooms.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/3/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	31	35	36	45	46	44	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	32	36	35	44	47	48	54	56	55
Math	20	28	30	23	27	24	49	50	50
HSS	25	23	21	42	42	39	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	2	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.6	18.2	22.9

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

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	36
Male	37
Female	35
Black or African American	33
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	37
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	35
English Learners	10
Students with Disabilities	22
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-9	5	6
Black or African American	-13	7	
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-11	9	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-13	3	5
English Learners	-13	-30	1
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent Involvement

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

Opportunities to Volunteer:

Assemblies

Classroom Bulletin Boards

College Corners

Campus Beautification

Committees:

English Learner Advisory Council

Parent Teacher Student Association

School Safety Committee

School Site Council

Positive Climate Committee

A.V.I.D. Site Team

School Activities and Meetings for Parents:

Coffee with Administration (4th Thursday of the month, 9am)

Dessert with Administration (4th Thursday of the month, 6pm)

Puma Spirit Day

Back to School Night

Chromebook Information Meetings

A.V.I.D. parent informational meetings

National Junior Honor Society

Open House

Puma Pride Assemblies

Visual and Performing Arts Nights

Science Night

7th grade orientation Parent

8th grade awards ceremony

Athletic team sport games

State Priority: School Climate

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

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

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 2014.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	15.0	16.7	11.9
Expulsions Rate	0.0	0.0	0.2
District	11-12	12-13	13-14
Suspensions Rate	5.2	9.6	8.1
Expulsions Rate	0.0	0.0	0.5
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	5	
Percent of Schools Currently in Program Improvement	100.0	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist	7
Other	0
Average Number of Students per Staff Member	
Academic Counselor	560

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	33.1	31	29	6	12	10	12	9	17	39	38	27
Math	34.6	33	31	0	3	4	15	13	21	41	33	25
Science	36.1	37	34	0			4	2	6	17	22	21
SS	37	37	35	0			5	1	1	20	26	25

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,216	\$42,957
Mid-Range Teacher Salary	\$69,074	\$69,613
Highest Teacher Salary	\$86,001	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$119,748	\$120,526
Average Principal Salary (HS)	\$124,086	\$129,506
Superintendent Salary	\$193,215	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	6	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9166	2499	6668	68077.60
District	♦	♦	6277	\$70,137
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			6.2	-1.0
Percent Difference: School Site/ State			20.4	-4.9

Types of Services Funded at Pinacate Middle School

In addition to general fund state funding, Perris Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Economic Impact Aid (EIA/LEP)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), calls for parents of eligible students attending Title I schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three years to be provided with opportunities and choices to help ensure that their children achieve at high levels. SES provides extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three years), in corrective action, or in restructuring status are eligible to receive these services. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used by PUHSD and is aligned with the State's academic content and achievement standards.

The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP).

Professional Development provided for Teachers at Pinacate Middle School

Decisions concerning 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 targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

During the 2013-14 school year Pinacate Middle School held Professional Development devoted to:

- AVID instructional strategies
- Use of Technology for instructional strategies and lesson delivery
- EADMS Test Creation and Data Collection
- Access to Common Core Standards
- SBAC Administration
- Positive Behavior and Intervention Support
- School Safety Procedures (Hour Zero) & Keenan Safe Schools Training

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session 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. During the 2013-2014 school year, Pinacate Middle School's teachers attended the following events hosted by the Perris Union High School District:

- Explicit-Research Based Instructional Strategies Training
- English Reading Writing Curriculum (ERWC)
- Critical Reading Strategies
- Positive Behavior Support Intervention
- New Generation Science Standards
- AVID strategies (e.g. Focused Note-taking; Philosophical Chairs, etc.)