Pleasant Grove Middle School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- 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/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 http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Pleasant Grove Middle School
Street	2540 Green Valley Road
City, State, Zip	Rescue, CA 95672
Phone Number	530-672-4400
Principal	Hope Migliaccio
E-mail Address	hmigliaccio@rescueusd.org
Web Site	www.pleasantgrovepumas.org
CDS Code	09619780101519

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2017-18)

Since opening on August 18, 2003, Pleasant Grove has quickly established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 569 sixth, seventh, and eighth grade students.

The school day is broken up into seven 50 minute periods of math, science, English, history, physical education, an elective and a lunch period. Elective options include: Band, Choir, Guitar, Computer Science, Spanish, Social Health, Leadership, Speech/Drama, PLTW (project Lead the Way) Robotics, PLTW Design and Modeling, PLTW Coding, PLTW Medical Detectives and AVID (Advancement via Individual Determination). The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by competent, caring teachers. Middle school students rely heavily upon social affiliation during a period of rapid physical and socio-emotional development as they establish a sense of self, while still needing adult guidance and connection. We believe that middle school students are highly malleable, so they need adults with whom they can connect and who lead them in a positive direction by tapping into their interests to motivate positive relationships and strong educational habits. The Pleasant Grove staff is committed to providing lessons that connect what the students are learning (content) to their interests, needs and long-term goals.

At Pleasant Grove, our primary goal is to help all of our students be successful. All programs and policies are established to accomplish this goal. Our ever growing population of students with special needs represents a unique opportunity and challenge given the school's commitment to providing a supportive culture of inclusion for all students. Our focus is to accurately identify students with diverse needs, fully integrate all students into the school community, and train our staff in inclusion practices that draws on an integrated and interdisciplinary approach, engaging all students in a classroom setting, which ultimately benefits every student. Teacher training techniques that foster creativity, differentiation, collaboration, communication, critical thinking, a global-focus, and effective technology use will be crucial to the success of all of our students and our school in general.

Students with special needs are provided specialized academic instruction through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts, history, science, and electives. This support is provided through direct instruction, collaboration with the classroom teacher, team teaching, and paraprofessional support integrated throughout the school day and disciplines. Special Day Classes also serve our students who meet certain special education criteria. Class size in our SDC program is small to allow for individual attention; however, students are fully integrated in mainstream PE and some elective classes with their general education peers.

To support students on a path of career and college readiness, Pleasant Grove is pleased to announce that we are an AVID school. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas. We utilize these skills throughout our entire campus in what we call School-wide AVID. Our AVID program focuses on skills and behaviors that promote academic success, provide intensive support with tutorials and strong student/teacher relationships,create a positive peer group for students, and develop a sense of hope for personal achievement gained through hard work and determination.

Additional support is provided by a full-time counselor, a district nurse (1 day/week), a district psychologist (3.5 days/week) and a county speech/language specialist (2 days per week). Services include academic counseling, crisis intervention and referrals to outside agencies. A Student Success Team process is in place to partner with teachers, and parents to assist struggling students. Tutorial instruction is available during lunch periods and intervention aide supports are integrated into the classroom setting to provide support for students within the general education classroom setting. We meet with our English Learner students is one-on-one, each trimester, to establish and reflect on goals and discuss needs, areas of improvement and growth. In addition, aide support for our struggling learners is available within the general classroom setting.

Communication with parents is a key component to student academic success. It is critical to provide a format where students, teachers, and parents can communicate to support the development of student-centered learning and student self-advocacy. Pleasant Grove uses an on-line grading program, Jupiter Grades, and a classroom informational system, Google Classroom, to provide a format for more effective communication between all stakeholders. Through these interactive and engaged practices, parents have access to up-to-date information on student grades and upcoming assignments to support their student's academic success. Additionally, progress reports are available three times a year through the Aeries Portal mid-trimester and report card grades are available through the Aeries Portal at the end of each trimester.

Pleasant Grove promotes a positive learning environment where all students are held to high academic standards and are recognized for positive behavior and hard work. Positive behavior and achievement are recognized through honor roll, student recognition assemblies (Student of the Trimester), complement calls and letters home to parents/guardians, PUMA Pride Awards, presidential awards, and the ability to participate in the California Junior Scholastic Federation.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	158
Grade 7	210
Grade 8	206
Total Enrollment	574

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	0.2
Filipino	0.9
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0
White	73.5
Two or More Races	5.4
Socioeconomically Disadvantaged	21.1
English Learners	3.3
Students with Disabilities	16.4
Foster Youth	0.7

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	27	29	180
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 1/15/2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	0
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	0
Science	Prentice Hall: Science Explorer Grades 6-8	Yes	0
History-Social Science	Prentice Hall: History-Social Science Grades6-7 Glencoe/McGraw Hill: CA Discovering Our Past Grade 8	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Botvin's LifeSkills Grades 6-8	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School buildings and grounds at Pleasant Grove provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Rescue School District custodial and maintenance personnel work hard to keep the campus clean, safe, and in good working order.

While our facility is still fairly new and in good working order, a district deferred maintenance program is in place to repair or replace major areas of the campus, such as roofs, black top, carpet, stucco, and heating/air conditioning units when eventually needed.

The facilities at Pleasant Grove Middle School are in very good condition.   Recently added garden area was completed, courtesy of an Eagle Scout Project.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/3/18				
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	Ceiling tiles replaced, window sills replaced
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		Fix leaking roofs, replace stucco
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Fix asphalt, failed window seals

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/3/18				
Overall Rating	**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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	57	62	71	71	48	48
Mathematics (grades 3-8 and 11)	47	46	64	63	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	555	548	98.74	62.04
Male	313	307	98.08	55.05
Female	242	241	99.59	70.95
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	96	98.97	44.79
White	408	402	98.53	66.67
Two or More Races	31	31	100	64.52
Socioeconomically Disadvantaged	123	120	97.56	39.17
English Learners	28	27	96.43	22.22
Students with Disabilities	83	82	98.8	12.2
Foster Youth	--	--	--	--

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

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

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	555	547	98.56	45.7
Male	313	306	97.76	42.81
Female	242	241	99.59	49.38
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	97	100	29.9
White	408	400	98.04	49.75
Two or More Races	31	31	100	48.39
Socioeconomically Disadvantaged	123	120	97.56	25
English Learners	28	28	100	7.14
Students with Disabilities	83	81	97.59	9.88
Foster Youth	--	--	--	--

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

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

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 Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	82	75	85	80	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.2	21.1	44.6

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent support of the school is very high. Parent involvement includes, but is not limited to: Parent Teacher Organization (PTO), DELAC Committee, School Site Council, Music Boosters, Honor Society,
chaperoning dances and field trips, volunteering within the classrooms, and assisting in promotion activities. Parent newsletters are sent home every trimester and posted electronically to the school's webpage (mypleasantgrove.com) and hard copies are available in the office. Communication with parents regarding the school and individual students is maintained through telephone calls, our marquee, progress reports, letters, conferences, press releases and special flyers, JupiterGrades, the ParentLink automated call/email program, and our school and district web sites.

Contact Person: Hope Migliaccio, Principal
Contact Phone No. 530-672-4400

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.7	5.3	4.5	2.1	2.3	2.4	3.8	3.7	3.6
Expulsions	0.0	0.2	0.5	0.0	0.0	0.1	0.1	0.1	0.1

Parents and students believe that Pleasant Grove provides a positive learning environment and the students are challenged in all academic areas. Positive behavior and achievement are recognized by positive telephone calls, e-mails, and messages sent home by the teacher, vice principal and principal. Staff members nominate "Students of the Trimester" three times per year. These students are acknowledged for their special achievement. Academic achievement is recognized through the Honor Roll and the National Junior Honor Society. Eighth grade students are eligible for Presidential Awards for Academic Excellence. A committee of parents, teachers, students and administrators reviewed other middle school discipline policies and created a parent/student handbook for Pleasant Grove. Again this year, the committee will review the existing policy and may recommend additional revisions.

Each year, Pleasant Grove's Safety Committee reviews policies, assesses needs, and explores ways to make our school a safer place and improve the physical and cultural climates. The Pleasant Grove Safety Committee consists of 16 members: 3 students, 3 parents, 3 teachers, classified employee, lead custodian, food service representative, principal, vice principal, school secretary, student service secretary, and consults with a member of our district's technology department. The school Safety committee meets monthly throughout the school year and the plan was last reviewed and updated in September of 2017. Our school Safety Plan is also reviewed by our school's Site Council. Physical improvements, leading to a safer school environment, have been made to our parking lot, asphalt courts, and play fields and we have evaluated, revised, and improved policies related to campus supervision, anti-bullying programs, and positive recognition events.

Pleasant Grove has several programs to further promote a positive climate and help students feel more connected to the school and their community. A WEB (Where Everybody Belongs) program is in place to assist new students and all incoming 6th grade students in meeting others and connecting to school. Pleasant Grove students function in a safe, positive environment. Pleasant Grove recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	5	11		25	4	13		22	5	14	
Mathematics	8	3			11	3			8	5		
Science	27	2	12		28	1	15		24	4	15	
Social Science	27	2	12		28		14		26	2	14	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	555
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker	0	N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,523	$2,129	$7,394	$79,923
District	N/A	N/A	$7,102	$76,962
Percent Difference: School Site and District	N/A	N/A	4.0	3.8
State	N/A	N/A	$6,574	$74,194
Percent Difference: School Site and State	N/A	N/A	11.7	7.4

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

Types of Services Funded (Fiscal Year 2016-17)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$47,034
Mid-Range Teacher Salary		$73,126
Highest Teacher Salary		$91,838
Average Principal Salary (Elementary)		$116,119
Average Principal Salary (Middle)		$119,610
Average Principal Salary (High)		$115,194
Superintendent Salary		$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Fourteen Early Release Professional Development/Teacher Collaboration days are scheduled on various Mondays (typically two per month) throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, Common Core State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices. Teachers and administrators regularly attend conferences and workshops to learn about and implement the most effective instructional practices.

Additionally, we provide two days for parent conferences, three days for report card preparation and one day for middle school/high school departmental articulation.