

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

Pleasant Grove Middle School
Rescue Union Elementary District

Published During
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I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

“The Rescue Union School District, working cooperatively with parents and community, will educate all students to their highest potential, preparing them to understand and appreciate the past, adapt to the ever-changing present, and make responsible decisions for the future.”

The Pleasant Grove Mission Statement:

Pleasant Grove Middle School will provide every student with a high standard of academic learning combined with personal and social development in a collaborative, healthy, inclusive and positive environment.

The Pleasant Grove School Motto:

Respect + Responsibility = Results

Pleasant Grove Middle School opened in 2003. It is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County. The school is in its eighth year of operation. It is a sixth/seventh/eighth grade school with an enrollment of approximately 650 students. Pleasant Grove is one of seven schools in the district.

Pleasant Grove has a trimester schedule which provides students with more exploratory classes than on a semester schedule. Progress reports are mailed home shortly after the middle of each trimester. Grades are mailed home at the end of each trimester.

Since opening on August 18, 2003, Pleasant Grove has quickly established a reputation for academic excellence and community pride. There are grade requirements for participating in extracurricular activities. The staff has high expectations for quality 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.

Students with special needs are provided special help through several support programs. The Resource specialist program provides help for students in the areas of mathematics, reading and language arts. This support is provided by direct instruction, collaboration with the classroom teacher, and team teaching. The Special Day Class also serves those students who meet the special education criteria. Class size is small to allow for individual attention. Pleasant Grove houses a county Academic Intervention program for 7th graders.

Additional support is provided by a full-time counselor, a district nurse (1 day per week), a district psychologist (1 ½ days per 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 Program is in place to assist students, teachers and parents. Also, tutorial instruction is available during all lunch periods and after school for those students in need of extra help. Pleasant Grove teachers work closely with the support staff.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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Parent support of the school is very high. Parent involvement includes, but is not limited to, Parent Teacher Organization (PTO), School Site Council, Music Boosters, Honor Society, GATE Program, chaperoning dances and field trips, volunteering with the classrooms, and assisting in promotion activities. Parent newsletters are posted electronically to the school's webpage (mypleasantgrove.com) every month and hard copies are available in the office. Communication with parents regarding the school and individual students is maintained through telephone calls, marquee, progress reports, letters, conferences, press releases and special flyers, and our web site.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	212
Grade 7	208
Grade 8	221
Total Enrollment	641

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.1	White	78.5
American Indian or Alaska Native	0.8	Two or More Races	6.4
Asian	0.9	Socioeconomically Disadvantaged	19.7
Filipino	0.5	English Learners	2.8
Hispanic or Latino	11.5	Students with Disabilities	11.5
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09				2009-10				2010-11			
	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	23.5	6	15		25.7	6	19		24.8	5	13	
Mathematics	19.2	16	8		23.8	12	15		23.2	5	15	
Science	23.8	8	12		27.9	1	22		25.4	5	13	
Social Science	26.6	3	13		27.9	2	21		25.4	3	14	

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

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 and post cards sent home by the teacher, vice principal and principal. Staff members nominate "Students of the Month" every month. 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.

In 2009-10, the suspension rate was 11.6% and the expulsion rate was 0%. In 2007-08, the rate of suspensions was 16.3% and the rate of expulsion was 0.5%. During 2008-09, the suspension rate was 11.6% and the expulsion rate was 0.0%. Pleasant Grove has started several programs to 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 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 health, productive school climate.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	11.6	9.8	6.55	5.2	4.4	3.69
Expulsions	0	0.1	1.4	0.2	0.1	0.25

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.










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, and heating/air conditioning units when eventually needed.

The facilities at Pleasant Grove Middle School are in very good condition. At the start of the previous school year, a shade structure was erected over some of the tables outside the Multipurpose Room. Plans are in place to add two additional shade structures to cover the remaining tables this year. Last October, landscaping was completed, courtesy of a Boy Scout's Eagle Project, in the area on either side of the administration building.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 1/13/2012	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating		—	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	30	33	30	193
Teachers without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	1	1	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.15	0.85
All Schools in District	98.94	1.06
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	98.88	1.12

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.29	N/A
Social Worker		N/A
Nurse	0.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

All materials are current, high quality and available to all students.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Holt Rinehart Winston: Literature and Language Arts Grades 6-8	0	Yes
Mathematics	Holt Mathematics: Grades 6-8	0	Yes
Science	Prentice Hall: Science Explorer Grades 6-8	0	Yes
History-Social Science	Prentice Hall: History-Social Science Grades 6-7 Glencoe/McGraw Hill: CA Discovering Our Past Grade 8	0	Yes
Foreign Language			
Health	Botvin's LifeSkills Grades 6-8	0	Yes
Science Laboratory Equipment (grades 9-12)			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,681.00	\$1,346.00	\$5,335.00	\$65,102.00
District	N/A	N/A	\$5,256.00	\$63,743.00
Percent Difference - School Site and District	N/A	N/A	1.5	2.13
State	N/A	N/A	\$5,455.00	\$65,524.00
Percent Difference - School Site and State	N/A	N/A	-2.2	-0.64

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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, each school in the Rescue Union School District receives 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, Gifted and Talented (GATE), academically deficient and students at risk of failing.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$42,636	\$41,183
Mid-Range Teacher Salary	\$61,016	\$63,647
Highest Teacher Salary	\$79,791	\$80,955
Average Principal Salary (Elementary)	\$98,780	\$102,400
Average Principal Salary (Middle)	\$100,097	\$106,158
Average Principal Salary (High)		\$124,133
Superintendent Salary	\$135,869	\$151,742
Percent of Budget for Teacher Salaries	46	41
Percent of Budget for Administrative Salaries	7	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	70	71	74	76	76	75	49	52	54
Mathematics	58	62	53	74	74	71	46	48	50
Science	73	73	79	80	82	84	50	54	57
History-Social Science	63	65	68	64	68	69	41	44	48

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	71	84	69
All Students at the School	74	53	79	68
Male	70	52	79	71
Female	79	55	78	65
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	68	44	78	57
Native Hawaiian or Pacific Islander	0	0	0	0
White	76	56	80	70
Two or More Races	75	45	75	75
Socioeconomically Disadvantaged	53	31	64	47
English Learners	14	29	0	0
Students with Disabilities	46	31	25	26
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	17.6	28.2	43.6
9	0	0	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	8	7	5

Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-8	12	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	1	11	-1
Two or More Races			
Socioeconomically Disadvantaged		23	13
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	855	886	778
Black or African American		834	696
American Indian or Alaska Native		807	733
Asian		939	898
Filipino		914	859
Hispanic or Latino	825	827	729
Native Hawaiian or Pacific Islander			764
White	865	891	845
Two or More Races	837	909	836
Socioeconomically Disadvantaged	748	768	726
English Learners	667	751	707
Students with Disabilities	675	737	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.

At the middle schools five minimum days are provided for departmental collaboration, three days for parent conferences, three days for report card preparation and one day for middle school/high school departmental articulation.