

# Pleasant Valley Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Pleasant Valley Middle School
Street	4120 Pleasant Valley Rd.
City, State, Zip	Placerville, CA 95667
Phone Number	530.644.9620
Principal	Meg Enns
Email Address	menns@gousd.org
Website	www.gousd.org
County-District-School (CDS) Code	09-61879-6109698

Entity	Contact Information
<b>District Name</b>	Gold Oak Union School District
<b>Phone Number</b>	530.626.3150
<b>Superintendent</b>	Meg Enns
<b>Email Address</b>	menns@gousd.org
<b>Website</b>	www.gousd.org

### School Description and Mission Statement (School Year 2019-20)

The mission of Pleasant Valley Middle School is to provide academically rigorous curriculum by promoting and challenging the intellectual, creative, physical, and social development of middle school students. Our students wear their school colors of red and black proudly, especially on game days and spirit days, as they support their fellow Timber Wolves. The students start each day with our daily motivational quote and "Go Timber Wolves!"

Pleasant Valley was identified as a California Distinguished School in 2002 by the California Department of Education. We serve 150 students in grades 6-8 in the Gold Oak Union School District, located in the community of Pleasant Valley in the Sierra foothills, 10 miles southeast of Placerville. Pleasant Valley Middle School has a staff of dedicated, caring and well-trained personnel who provide programs which give students equal access to the core curriculum. The principal and the staff have worked together to form a collaborative endeavor for the common goal of making a learning/sharing environment which is good for all students, staff, parents and community. A collaborative effort is in place in which understanding, listening, and constructive feedback are essential for success. Pleasant Valley Middle School has a sense of community with shared responsibility for all involved persons. All stakeholders and their opinions are valued and respected.

All students at Pleasant Valley Middle School benefit from various programs, materials and support services. Our philosophy is that all students receive a rigorous standards-based curriculum using research-based instructional practices. Furthermore, a strong progressive discipline system combined with positive incentive programs contribute to the positive culture that exists at our school. The curriculum is adapted to meet the unique needs of all learners by making modifications in complexity, depth and pacing of lessons. Students are placed in appropriate intervention programs based on specific needs. All students are expected to achieve grade level standards. The goal of our staff is to put students at the center of all decisions. The state-mandated core curriculum and electives are taught. The efforts of the Pleasant Valley staff are focused on providing the best possible educational experience for all students.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 6</b>	47
<b>Grade 7</b>	60
<b>Grade 8</b>	51
<b>Total Enrollment</b>	158

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	1.9
Asian	1.9
Hispanic or Latino	14.6
White	79.7
Socioeconomically Disadvantaged	42.4
English Learners	0.6
Students with Disabilities	15.8
Foster Youth	0.6
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	8	8	25
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

**Year and month in which data were collected:** 2019, November

Mathematics materials were adopted in 2014 and Language Arts materials were adopted in 2016. History-Social Science was adopted in 2019. The district will be reviewing science materials aligned the Next Generation Science Standards as state approved lists become available and funding becomes available.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync (2016), McGraw-Hill, grade 6. StudySync (2016), McGraw-Hill-grade 7. StudySync (2016), McGraw-Hill-grade 8	Yes	0
Mathematics	Big Ideas - Course 1 (2014), grade 6. Big Ideas – Course 2 (2014), grade 7. Big Ideas (2014) – Algebra I , grade 8. Big Ideas ( 2014), Course 3, Common Core and grade 8. Aleks Math Web-based Assessment and Learning System.	Yes	0
Science	Prentice Hall Earth Science (2008), grade 6. Prentice Hall Life (2008), grade 7. Prentice Hall Physical Science (2008), gr 8.	Yes	0
History-Social Science	Teachers Curriculum Institute (TCI)-(2019), History Alive! The Ancient World, grade 6. TCI (2019)-History Alive! The Medieval World, grade 7. TCI (2019)-History Alive! The United States Through Industrialization, grade 8.	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The facilities at Pleasant Valley are adequate to serve our student population. The cleanliness of the school is exceptional as staff and students take pride in the school. The custodial and grounds keeping staff work continually to keep the school clean. Maintenance is regular and ongoing as needed.

### 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

**Year and month of the most recent FIT report:** October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Some repair needed in D building girls' restroom. Water fountain by track needs repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	D building classroom roof needs replacement. Scheduled for January 2019.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Gopher holes in field.
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	49	51	49	51	50	50
<b>Mathematics (grades 3-8 and 11)</b>	41	36	42	41	38	39

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	155	100.00	0.00	50.97
Male	84	84	100.00	0.00	47.62
Female	71	71	100.00	0.00	54.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	23	23	100.00	0.00	47.83
Native Hawaiian or Pacific Islander					
White	124	124	100.00	0.00	52.42
Two or More Races					
Socioeconomically Disadvantaged	70	70	100.00	0.00	38.57
English Learners	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	9.09
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	155	100.00	0.00	36.13
Male	84	84	100.00	0.00	34.52
Female	71	71	100.00	0.00	38.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	23	23	100.00	0.00	21.74
Native Hawaiian or Pacific Islander					
White	124	124	100.00	0.00	40.32
Two or More Races					
Socioeconomically Disadvantaged	70	70	100.00	0.00	22.86
English Learners	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	4.55
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

### 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	9.8	14.8	57.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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 school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents are an important component in the effectiveness of Pleasant Valley School. School Site Council, LCAP Advisory Committee, Budget Advisory Committee, and classroom volunteers are involved in all aspects of the school and its programs. Parent are also invited to attend "Coffee and Conversation" meetings in which parents and the Superintendent meet to share updates and concerns. Back-to-School Night, Open House, student government sponsored activities, after-school athletics, and other supplemental social and educational programs are designed and implemented to foster student learning, social development, and parental involvement. The buildings and grounds are in continual use on evenings and weekends, as the school often serves as the hub of the community.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.1	8.5	8.5	4.3	3.7	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2019-20)

Each year, School Site Council reviews and provides input regarding the School Safety Plan. The plan is evaluated and updated annually based on the input from the council as well as other stakeholders, including staff. After input, the Safety Plan is presented to the Board each March. The main goals of the Safety Plan include: Creating a safe, positive learning environment; creating a physical environment that is safe and friendly; creating a school culture that is safe, welcoming, and filled with kindness and compassion. Goals were developed after a review of data from parent and student surveys.



The School Safety Plan also incorporates district policies that assist staff and students with campus safety, fire drills, earthquake preparedness, lockdown drills, and cafeteria and playground supervision.

Three lunchtime supervisors are employed to promote safety in the cafeteria and on the playground during lunch recess. Fire drills are monitored each month, intruder drills are conducted multiple times per year, and disaster drills are conducted during the year. A bus evacuation drill and other emergency drills are also carried out each year. Coaching and office staff are trained to administer CPR and first aid as are every teacher and administrator on campus. Additionally, the school nurse works one day per week assisting office personnel, staff, students, and parents with health concerns. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Multiple staff members are trained in how to shut off the various utilities in the event of an emergency. Administration works collaboratively with the County Office and local law enforcement on school safety measures. The administration attends regular SCALE-School, Community and Law Enforcement meetings to collaborate with the latest safety information with our local law enforcement.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	1	5		19	4	3		22	2	3	
Mathematics	2	1			20	3	2		22	2	3	
Science	24	1	4		25	1	3		25	1	4	
Social Science	26		4		25	1	3		28		4	

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,176	\$1,596	\$8,580	\$60,931
District	N/A	N/A	\$7,938	\$58,096.00
Percent Difference - School Site and District	N/A	N/A	7.8	4.8
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	13.3	-6.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Pleasant Valley Middle School offers a variety of elective courses as well as a district-wide music/band program. Special Education Services are also offered for students who qualify. We also provide a school-wide Title 1 program and an EL student program where funding is provided through a county-wide EL consortium.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,019	\$45,252
Mid-Range Teacher Salary	\$58,701	\$65,210
Highest Teacher Salary	\$80,616	\$84,472
Average Principal Salary (Elementary)	\$114,721	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$137,642	\$124,686
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	9%	7%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

In GOUSD, there is one full day dedicated to staff development before the school year begins. In addition to this full day, Pleasant Valley also has one early release day per week where the afternoons are dedicated to staff development. Staff development is selected based on the needs determined through our state dashboard data and surveys of staff needs. Staff development occurs through in class peer coaching, professional workshops, conference attendance and mini staff led workshops during our early release collaboration time. Professional development continues yearly in supporting teachers in mathematics and language arts instruction. With the adoption of the Next Generation Science Standards, science teachers will be taking part in professional development to support the implementation of these standards. Lead teachers have been trained in UDL (Universal Design for Learning) to support all curricular areas and additional teachers will be trained this year. In addition to curricular areas, staff development will focus on ongoing culture and climate work including inservice on PBIS (Positive Behavioral Intervention and Supports) and Love and Logic. The staff will also take part in training in MTSS--Multi-tiered System of Support which will focus on quality first instruction and levels of academic, behavioral and social-emotional support. In addition to staff development offered through our district, staff is also encouraged to attend professional development hosted by the El Dorado County Office of Education as well as through other learning opportunities over the summer and during the school year.