

Pleasant Grove Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Vera Rue Morris
Email Address	vmorris@rescueusd.org
School Website	https://www.pleasantgrovepumas.org/
Grade Span	6-8
County-District-School (CDS) Code	09619780101519

2025-26 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2025-26 School Description and Mission Statement

Since opening on August 18, 2003, Pleasant Grove has 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 487 sixth, seventh, and eighth grade students.

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. In order to support this, Pleasant Grove couples our certified school-wide AVID (Advancement Via Individual Determination) program and practices with Positive Behavior Incentives and Supports (PBIS). To support students on a path of career and college readiness, AVID brings research-based strategies and curriculum to educational institutions in

2025-26 School Description and Mission Statement

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 and for making college access and success available to all students. By implementing school-wide AVID strategies, we provide all students with methodologies that develop their critical thinking, literacy, and math skills across all content areas. Our AVID program focuses on skills and behaviors that promote academic success and provides intensive support with tutorials and strong student/teacher relationships, while also supporting peer collaboration, and a rigorous education. Our PBIS program helps to foster and develop student's social emotional skills and successes. For example, students are recognized and rewarded for their positive choices, taught or re-taught social skills as needed, and provided with various types of behavior supports. The school-wide AVID and PBIS programs work together to develop as a whole child both academically and socially.

In order to support the transition into sixth grade from elementary, we core our students together. Core scheduling allows sixth graders to have the same teacher for history and language arts, the same teacher for math and science, and an additional teacher for PE. This reduces the amount of transitions and teachers from six different teachers down to three or four depending on each sixth graders' schedule.

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, Guitar Spanish, Leadership, Speech/Drama, Movie Analysis, Game Design, Art Exploration, Intervention, Study Hall, English Language Development, and Advancement via Individual Determination (AVID). The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and socialize in a safe environment, to be challenged, and to be properly instructed and evaluated by highly qualified, 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.

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 multiple pedagogical practices: direct instruction, collaboration with the classroom teacher, team teaching, and paraprofessional support integrated throughout the school day and disciplines. Special Day Classes (SDC) also serve our students who meet certain special education criteria. The class size in our SDC program is small to allow for individual attention; however, students can be fully integrated into mainstream PE and some elective classes with their general education peers. Each SDC class has two aides. We currently have three sections of SDC and two sections of RSP.

Additional support is provided by a full-time counselor, a shared nurse, a full time health office clerk, a full-time psychologist, a district EL Coordinator, a mental health clinician through a partnership grant with Summetview, and a county speech/language specialist (2 days/week). A Learning Support Team is in place to support students who may be struggling academically or socially. 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.

In addition to the English Language Development class, we have focused on building our library selection to include books offered in multiple languages. Additionally, we provide Rosetta Stone for level 1 ELs.

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 online 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. Lastly, regular communication is sent home to parents via a digital newsletter, emails, and text messages.

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 of the trimester awards, positive behavior referrals, PUMA Pride Awards, and Student of the Trimester Awards. There are also opportunities for all students to participate in W.E.B. team (Where Everyone Belongs) to facilitate student leadership and to help to maintain a positive school climate, lunch time clubs, and after school clubs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	152
Grade 7	160
Grade 8	158
Total Enrollment	470

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.4
Asian	0.9
Black or African American	0.4
Filipino	1.3
Hispanic or Latino	18.5
Two or More Races	4
White	74.5
English Learners	2.6
Foster Youth	0.2
Homeless	2.1
Socioeconomically Disadvantaged	27.4
Students with Disabilities	16.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.9	80.58	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	7.28	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	3.24	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	2.2	8.9	5	2.82	15831.9	5.67
Total Teaching Positions	24.7	100	179.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.1	90.97	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.82	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.64	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	1.6	6.57	3.6	2.07	14303.8	5.15
Total Teaching Positions	24.3	100	173.5	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.8	75.69	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.63	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	4.43	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	3.2	12.21	5.2	3.01	13705.8	4.91
Total Teaching Positions	26.2	100	172.7	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.80	0.2	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.80	0.2	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.2	0
Local Assignment Options	0.20	0.2	1.1
Total Out-of-Field Teachers	0.80	0.4	1.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4	0.9	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	1/15/2018	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	0
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	0
Science	AMPLIFY Grade 6 STEMSCOPES Grades 7-8	0
History-Social Science	Grades 6-8: TCI	0
Health		0

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

School Facility Conditions and Planned 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, stucco, and heating/air conditioning units when needed. Pleasant Grove is in the process of solar installation as of December 2024 to be completed February 2025. Stucco was repaired on the back side of the MP building and the library.

The facilities at Pleasant Grove Middle School are in very good condition.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				12/23/2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			GYM HVAC RPLCD SPRING 2024 / MP HVAC TO BE RPLCD 2025-26
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			CRACKED STUCCO REPAIRED ON LIBRARY AND MP
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			D POD WINDOWS LEAKING

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	63	70	71	47	48
Mathematics (grades 3-8 and 11)	39	39	62	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	433	92.13	7.87	62.82
Female	229	206	89.96	10.04	69.42
Male	241	227	94.19	5.81	56.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	76	88.37	11.63	48.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	68.75
White	354	330	93.22	6.78	65.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	109	87.20	12.80	44.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	70	84.34	15.66	22.86

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	434	92.34	7.66	39.40
Female	229	205	89.52	10.48	38.05
Male	241	229	95.02	4.98	40.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	76	88.37	11.63	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	25.00
White	354	331	93.50	6.50	41.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	109	87.20	12.80	24.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	71	85.54	14.46	9.86

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.17	49.32	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	159	146	91.82	8.18	49.32
Female	70	64	91.43	8.57	57.81
Male	89	82	92.13	7.87	42.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	28	84.85	15.15	39.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	117	111	94.87	5.13	49.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	36	85.71	14.29	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	21	84.00	16.00	9.52

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.5	98.2	96.9	98.8	98.2

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Pleasant Grove consulted with all stakeholders in the development of this site plan. Surveys are sent out at the beginning and end of each school year to gather data on school climate, inclusion practices, academic rigor, areas of strength, and areas needing improvement. The data of the surveys is reviewed by staff via professional discussions at staff and collaboration meetings to elicit feedback about any conclusions and possible responses to the data. The school Site Council meets six times a year to review data collected in their survey and compares it to both the results of school provided Google Form Survey and a newly created Positive Culture District Survey and the comments and ideas offered by staff. Additional data is collected through our participation on our District English Learner Advisory Committee (DELAC), Site English Learner Advisory Committee (ELAC), and monthly meetings with our Parent Teacher Organization (PTO), all of which are reviewed by school staff at collaboration meetings.

SBAC assessment data, accelerated reading data, IXL math data, bi-trimester grade analysis data, classroom data metrics, and student survey data are reviewed by school staff throughout the year, considered in conjunction with the indirect data gathered in the above data and used in the development of this plan as well as the Site Plan for Student Achievement.

Contact Person: Vera Rue Morris, Principal
Contact Phone No. 530-672-4400

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	489	485	57	11.8
Female	240	236	33	14.0
Male	249	249	24	9.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	90	14	15.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	4	21.1
White	364	361	37	10.2
English Learners	12	12	1	8.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	140	138	31	22.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	91	15	16.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.92	5.92	6.54	1.57	1.54	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.2	0	0.2	0.03	0	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.54	0.20
Female	5.00	0.42
Male	8.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.53	0.00
White	6.59	0.27
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.79	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School 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 Puma Pride awards, Clash of the Classes, Student of the Trimester awards, positive telephone calls, positive referrals, and messages sent home by the teacher, vice principal, and principal. Staff members nominate Student of the Trimester recipients each trimester along with students earning High Honor Roll and Principal's Honor Roll. Students are allowed to pick various "award" items from our student awards cart. These students are acknowledged for any special achievement not just academic. Academic achievement is recognized through the Honor Roll and Positive Referrals home. Eighth grade students are eligible for various academic and leadership recognition awards presented during promotion. A committee of parents, teachers, students and administrators reviewed other middle school discipline policies and created a parent/student handbook for Pleasant Grove and this handbook is updated annually.

In addition to academic recognitions, students are recognized for positive behavior with our Puma Pride Awards, positive referrals home, 100 Merit Celebrations, and Student of the Trimester nominations. Through PBIS, students with qualifying merit counts are recognized at various times throughout the year. Through the PBIS program rules and procedures are highlighted and reviewed weekly.

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 10 members: Both classified and certificated staff. The school Safety committee meets tri-annually throughout the school year and the plan was last reviewed and updated in November 2024. 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 school's asphalt paint, classified walkie talkies, and monthly staff meeting safety topics, and improved policies related to campus supervision and monthly meetings, alternative discipline "binder" lesson program, 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 all new students in a positive transition to our 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. Students participate in a school culture survey two times per year in order to provide the school staff with feedback and input. These results are used to guide the use of funds and decision making.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	9	7	0
Mathematics	19	8	8	0
Science	27	0	11	0
Social Science	26	1	11	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	9	7	
Mathematics	19	11	6	
Science	25	1	11	
Social Science	22	6	8	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	6	9	
Mathematics	19	8	8	
Science	25	1	11	
Social Science	23	3	10	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	465

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,227	\$5,508	\$10,719	\$87,672
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	10.7	-4.8
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-3.9	-13.2

Fiscal Year 2024-25 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$61,543	\$61,516
Mid-Range Teacher Salary	\$85,191	\$95,479
Highest Teacher Salary	\$110,211	\$125,208
Average Principal Salary (Elementary)	\$144,480	\$152,668
Average Principal Salary (Middle)	\$146,403	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$231,774	\$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

Professional Development

Pleasant Grove Teachers participate in roughly thirty eight Early Release Professional Development/Teacher Collaboration Wednesdays are scheduled 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. There is a focus on AVID instructional teaching practices as well as PBIS strategies woven throughout the professional development yearly cycle. Teachers attend the AVID Summer Institute or the AVID Winter Institute.

Additionally, we provide two and a half days for parent conferences, one and a half days for report card preparation and collaboration, and IEP/504 transition and collaboration days between the middle school and high school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2