

# Pleasant Valley Middle School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Pleasant Valley Middle School
<b>Street</b>	4120 Pleasant Valley Rd.
<b>City, State, Zip</b>	Placerville, CA 95667
<b>Phone Number</b>	530.644.9620
<b>Principal</b>	Jennifer Kloczko
<b>Email Address</b>	jkloczko@gousd.org
<b>School Website</b>	www.gousd.org
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	09-61879-6109698

2024-25 District Contact Information	
<b>District Name</b>	Gold Oak Union School District
<b>Phone Number</b>	530.626.3150
<b>Superintendent</b>	Jennifer Kloczko
<b>Email Address</b>	jkloczko@gousd.org
<b>District Website</b>	www.gousd.org

2024-25 School Description and Mission Statement
<p>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. Building "PV Pride" is a focus for our school year! A positive school culture in which all students are respected, supported, and encouraged is a priority for PV administration, teachers, and staff. Our school colors, red and black are proudly worn, especially on game days and spirit days, as they support their fellow Timber Wolves.</p> <p>Pleasant Valley serves 120 students in grades 6-8 in the Gold Oak Union School District, located in the community of Pleasant</p>

2024-25 School Description and Mission Statement

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. In addition, counselors are available on staff to help support the social-emotional needs of our students. The curriculum is adapted to meet the unique needs of all learners by making modifications in complexity, depth and pacing of lessons. Intervention takes place in our Study Hall periods where students receive personalized support from their teacher. 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. We are also working to enhance the beauty of our already gorgeous campus, offer a variety of lunchtime enrichment programs, build student leadership skills, and foster strong relationships at PV!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	47
Grade 7	55
Grade 8	45
Total Enrollment	147

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	1.4
Black or African American	0.7
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	8.2
White	68.7
English Learners	1.4
Foster Youth	0.7
Homeless	4.8
Socioeconomically Disadvantaged	42.9
Students with Disabilities	13.6

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.40	75.65	21.50	91.23	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	11.76	1.00	4.24	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	12.47	1.00	4.49	18854.30	6.86
<b>Total Teaching Positions</b>	8.50	100.00	23.60	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.00	87.50	20.60	87.29	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	8.47	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	12.50	1.00	4.24	15831.90	5.67
<b>Total Teaching Positions</b>	8.00	100.00	23.60	100.00	279044.80	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.00	87.50	20.00	86.96	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	8.70	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	12.50	1.00	4.35	14303.80	5.15
<b>Total Teaching Positions</b>	8.00	100.00	23.00	100.00	277698.00	100.00

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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 and is planning to adopt new science materials for the 2023-2024 school year. The district implemented 1-2-3 Wellness, a social-emotional curriculum in 2021.

Year and month in which the data were collected

2022, November

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	StudySync (2016), McGraw-Hill, grade 6. StudySync (2016), McGraw-Hill-grade 7. StudySync (2016), McGraw-Hill-grade 8	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	Savva Learning - Elevate Science (2024)	Yes	0
<b>History-Social Science</b>	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

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

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements				
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Outdoor water fountains on the field and campus need repair or replacement.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	28	41	35	46	47
<b>Mathematics</b> (grades 3-8 and 11)	16	23	26	25	34	35

## 2023-24 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
<b>All Students</b>	144	144	100.00	0.00	27.97
<b>Female</b>	71	71	100.00	0.00	33.80
<b>Male</b>	73	73	100.00	0.00	22.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	28	28	100.00	0.00	10.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	35.29

<b>White</b>	95	95	100.00	0.00	31.91
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	63	100.00	0.00	19.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	18	100.00	0.00	0.00

## 2023-24 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	144	143	99.31	0.69	23.08
<b>Female</b>	71	71	100.00	0.00	21.13
<b>Male</b>	73	72	98.63	1.37	25.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	28	28	100.00	0.00	17.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	17.65
<b>White</b>	95	94	98.95	1.05	26.60
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	63	63	100.00	0.00	15.87
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	18	100.00	0.00	5.56

## 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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	19.15	15.22	26.80	19.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	46	100.00	0.00	15.22
Female	20	20	100.00	0.00	20.00
Male	26	26	100.00	0.00	11.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results

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
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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.

2024-25 Opportunities for Parental Involvement

Parents are an important component in the effectiveness of the Gold Oak Union School District. School Site Council, LCAP Advisory Committee, Curriculum Adoption Committee, and classroom volunteers are involved in all aspects of the school and its programs. Parents are also invited to attend meetings in which parents and the Superintendent meet to share updates and concerns. Surveys are often used to gather input from parents on a variety of topics. 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.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	161	159	50	31.4
Female	75	75	17	22.7
Male	86	84	33	39.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	32	13	40.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	17	7	41.2
White	105	104	28	26.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	70	69	28	40.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	21	9	42.9

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.63	7.27	7.45	3.16	3.82	5.49	3.17	3.6	3.28
This table displays expulsions data.								
Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.45	0.00
Female	2.67	0.00
Male	11.63	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	6.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	8.57	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	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.

## 2024-25 School Safety Plan

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 and approved each March. The last CSSP was updated, reviewed and approved by the SSC and the school board in March 2024. 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. Additional goals include support for the social-emotional needs of our students. As a result of input from our community and students, additional counseling services have been added.

Lunchtime supervisors are employed to promote safety in the cafeteria and on the playground during lunch and recesses. Fire drills and intruder drills are conducted multiple times per year, and disaster drills, such as earthquake drills, are conducted during the year. A bus evacuation drill is also carried out each year. Coaches and office staff are trained to administer CPR and first aid as are every teacher and administrator on campus. Additionally, the school nurse works five days 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 of Education and local law enforcement on school safety measures. The administration attends meetings with local law enforcement to collaborate on the latest safety information available. Standards for cleaning and sanitation are met daily.

## 2024-25 School Safety Plan

### 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	17	4	2	
Mathematics	17	5	1	
Science	26	1	3	
Social Science	26		4	

### 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	16	4	2	
Mathematics	16	4	2	
Science	24		4	
Social Science	24		4	

### 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	17	4	2	
Mathematics	17	4	2	
Science	25	1	3	
Social Science	25	1	3	



## 2023-24 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	490

## 2023-24 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)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	14463	3634	10829	68370
District	N/A	N/A	9536	\$67,039
Percent Difference - School Site and District	N/A	N/A	11.4	7.2
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	31.0	-10.2

## Fiscal Year 2023-24 Types of Services Funded

In a regular year, Pleasant Valley Middle School offers a variety of exploratory courses as well as a district-wide music/band program. Due to restrictions due to COVID-19, our exploratory program was cut back due to safety protocols, but the school still offers an exploratory wheel where students get a variety of arts related activities as well as academic support. In addition, teachers continue to provide arts within their regular curriculum. Special Education Services are also offered for students who

Fiscal Year 2023-24 Types of Services Funded

qualify. We also provide a school-wide Title 1 program and an EL student program where funding is provided through a countywide EL consortium.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,933	\$51,352
Mid-Range Teacher Salary	\$68,361	\$80,424
Highest Teacher Salary	\$93,881	\$103,442
Average Principal Salary (Elementary)	\$114,335	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$150,390	\$145,237
Percent of Budget for Teacher Salaries	27.91	26.17
Percent of Budget for Administrative Salaries	7.62	6.29

Professional Development

In GOUSD, there is one full day dedicated to staff development before the school year begins. In 2022 school year, an additional professional development day was negotiated to be added permanently to our calendar to support staff in continuing their learning. 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 adopted materials. 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 in-service on Social-Emotional Learning and Zones of Regulation. The staff has been trained in MTSS--Multi-tiered System of Support which focused on quality first instruction and levels of academic, behavioral and social-emotional support. Teachers new to the profession also get support through the Teacher Induction Program. 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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2		