Pleasant Grove Middle School
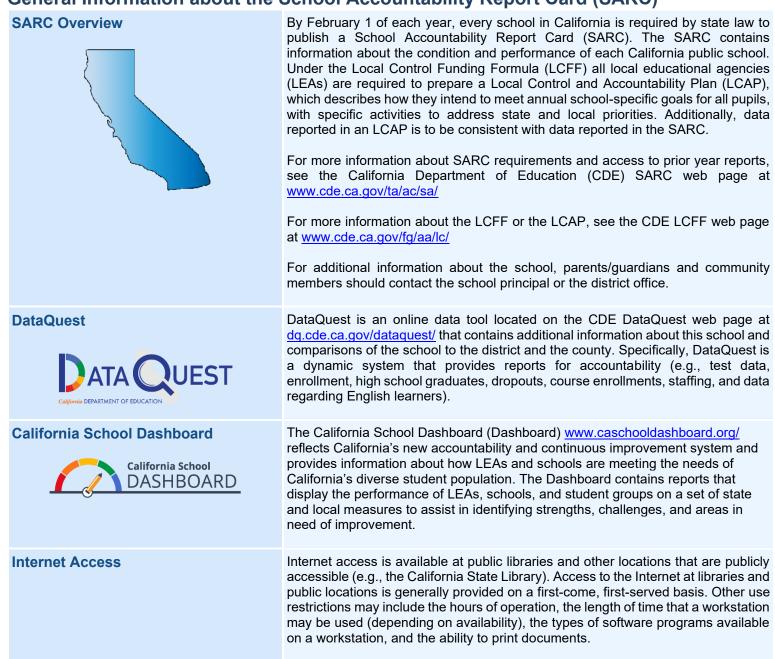## 2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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. |

2021-22 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	
County-District-School (CDS) Code	09619780101519

2021-22 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 Address	www.rescueusd.org

2021-22 School Overview

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 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 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 provide 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 the whole child both academically and socially.

In order to support the transition into middle school 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 to 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, Choir, Spanish, Leadership, Speech/Drama, Movie Analysis, Game Design, Art Exploration, Intervention, World Drums, 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.

Additional support is provided by a full-time counselor, a nurse, a health office clerk, a full-time psychologist, a district EL Coordinator, 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. Additionally, the school receives extra funds and support thanks to the Proposition 64 Grant. This Grant helps fund a School Resource Officer, lunch time club and activities director for anti-drug and marijuana, and whole school anti-drug and marijuana events.

In addition to the English Language Development class, we meet with each English Language Learner one-on-one, each trimester, to establish and reflect on goals and discuss needs, areas of improvement and growth. In addition, aide support is available within the general classroom setting, as our English Learner students are fully integrated into general education classes.

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 recognition assemblies (Student of the Trimester), compliment calls and letters home to parents/guardians, PUMA Pride Awards, and presidential awards. There are also opportunities for all students to participate in the California Junior Scholastic Federation and to be a member of the school's W.E.B. team (Where Everyone Belongs) to facilitate student leadership and to help to maintain a positive school climate.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	219
Grade 7	193
Grade 8	219
Total Enrollment	631

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
Asian	5.1
Black or African American	1
Filipino	2.5
Hispanic or Latino	20.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.6
White	67.2
English Learners	5.7
Homeless	0.5
Socioeconomically Disadvantaged	24.2
Students with Disabilities	13.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	0
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	0
Science	AMPLIFY Grade 6 STEMSCOPES Grades 7-8	Yes	0
History-Social Science	Grades 6-8: TCI	Yes	0

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 eventually needed.

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

Year and month of the most recent FIT report	11/8/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
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		
External: 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:

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	617	493	79.9	20.1	64.02
Female	308	243	78.9	21.1	70.25
Male	308	249	80.84	19.16	58.23
American Indian or Alaska Native	0	0	0	0	0
Asian	31	24	77.42	22.58	83.33
Black or African American	--	--	--	--	--
Filipino	16	9	56.25	43.75	--
Hispanic or Latino	121	96	79.34	20.66	43.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	19	79.17	20.83	84.21
White	416	338	81.25	18.75	68.25
English Learners	32	27	84.38	15.62	3.7
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	120	82.76	17.24	39.17

| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 90 | 71 | 78.89 | 21.11 | 17.14 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	617	489	79.25	20.75	49.08
Female	308	241	78.25	21.75	46.89
Male	308	247	80.19	19.81	51.42
American Indian or Alaska Native	0	0	0	0	0
Asian	31	25	80.65	19.35	72.00
Black or African American	--	--	--	--	--
Filipino	16	9	56.25	43.75	--
Hispanic or Latino	121	96	79.34	20.66	32.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	19	79.17	20.83	73.68
White	416	333	80.05	19.95	50.75
English Learners	32	28	87.50	12.50	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	118	81.38	18.62	24.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	72	80.00	20.00	6.94

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	--	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	6	2.86	97.14	--
Female	114	3	2.63	97.37	--
Male	96	3	3.13	96.87	--
American Indian or Alaska Native	0	0	0	0	0
Asian	11	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	4	8.70	91.30	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	137	2	1.46	98.54	--
English Learners	11	0	0.00	100.00	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	5	8.47	91.53	--
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	36	6	16.67	83.33	--

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Pleasant Grove consulted with all stakeholders in the development of this site plan. Surveys are sent out at the 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 the Healthy Kids Survey data 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, Lexile measurements, bi-trimester grade analysis data, and SRI metrics are also 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. However, due to COVID-19 and the creation of the virtual academy during the 2020-2021 school year, the CAASPP data does not solely include Pleasant Grove Student Data as all middle school virtual student's data is combined with Pleasant Grove's data.

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	688	670	82	12.2
Female	345	334	38	11.4
Male	342	335	43	12.8
American Indian or Alaska Native	0	0	0	0.0
Asian	34	34	1	2.9
Black or African American	7	6	0	0.0
Filipino	17	17	0	0.0
Hispanic or Latino	131	130	25	19.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	26	25	0	0.0
White	469	455	56	12.3
English Learners	39	39	8	20.5
Foster Youth	0	0	0	0.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	163	157	40	25.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	101	21	20.8

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.97	1.16	1.21	0.57	3.47	0.20
Expulsions	0.37	0.00	0.05	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.37	1.30	2.45
Expulsions	0.00	0.11	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.16	0.00
Female	1.16	0.00
Male	1.17	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	2.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.07	0.00
English Learners	2.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.94	0.00

2021-22 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 positive telephone calls, e-mails, and messages sent home by the teacher, vice principal, and principal. Staff members nominate "Students of the Trimester" three times per year. Additionally, during this unique school year, in order to have more positive recognition opportunities, we have expanded to Student of the Month Awards with celebratory rewards cart options. Students are allowed to pick various "award" items from our student cart. These students are acknowledged for any special achievement not just academic. Academic achievement is recognized through the Honor Roll. Eighth grade students are eligible for Presidential Awards for Academic Excellence. A committee of parents, teachers, students and administrators reviewed other middle school discipline policies and created a parent/student handbook for Pleasant Grove. This is reviewed each year for any needed adjustments.

In addition to academic recognitions, students are recognized for positive behavior with our Puma Pride Awards. This is part of our Positive Behavior Intervention Supports program also known as PBIS. Through PBIS, students with qualifying merit counts are recognized at various times throughout the year. The PBIS program is in the initial phase of incorporating Best Practice Rules lessons to establish positive, clear, and regularly communicated expectations for students.

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 ten 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 2021. Our school Safety Plan is also reviewed by our school's Site Council. Physical improvements, leading to a safer school environment, have been made to our parking lot, asphalt courts, and play fields and we have evaluated, revised, and improved policies related to campus supervision, anti-bullying programs, and positive recognition events.

Pleasant Grove has several programs to further promote a positive climate and help students feel more connected to the school and their community. A WEB (Where Everybody Belongs) program is in place to assist 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	8	13	
Mathematics	19	7	12	
Science	24	2	12	
Social Science	25	1	13	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	8	8	
Mathematics	19	10	8	
Science	25	3	10	
Social Science	26	3	11	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	13	27	5	
Mathematics	11	35	3	
Science	17	18	5	1
Social Science	15	22	6	

2020-21 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	631

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$11,306	$2,684	$8,622	$82,767
District	N/A	N/A	$7,672	$77,978
Percent Difference - School Site and District	N/A	N/A	11.7	6.0
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	2.1	0.4

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$51,551	$51,450
Mid-Range Teacher Salary	$73,761	$80,263
Highest Teacher Salary	$96,159	$101,012
Average Principal Salary (Elementary)	$121,024	$128,082
Average Principal Salary (Middle)	$122,635	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$185,454	$197,968
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

In a normal school year, 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. However, due to COVID-19 and the additional work created with Independent Study Contracts and quarantining students, Early Release Collaborative Wednesdays have consisted of Professional Development as well as collaboration and lesson planning surrounding Independent Study Contracts.

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

Additionally, we provide two days for parent conferences, 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

Rescue Union Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 Address	www.rescueusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2363	2088	88.36	11.64	69.28
Female	1174	1041	88.67	11.33	70.17
Male	1188	1046	88.05	11.95	68.46
American Indian or Alaska Native	--	--	--	--	--
Asian	139	124	89.21	10.79	83.87
Black or African American	24	19	79.17	20.83	57.89
Filipino	46	38	82.61	17.39	71.05
Hispanic or Latino	401	346	86.28	13.72	54.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	102	93	91.18	8.82	82.80
White	1637	1455	88.88	11.12	70.72
English Learners	97	80	82.47	17.53	28.75
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	11.11
Military	21	19	90.48	9.52	63.16
Socioeconomically Disadvantaged	378	321	84.92	15.08	45.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	338	285	84.32	15.68	32.51

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2363	2085	88.24	11.76	61.07
Female	1174	1040	88.59	11.41	57.14
Male	1188	1044	87.88	12.12	65.03
American Indian or Alaska Native	--	--	--	--	--
Asian	139	125	89.93	10.07	78.40
Black or African American	24	19	79.17	20.83	47.37
Filipino	46	38	82.61	17.39	68.42
Hispanic or Latino	401	346	86.28	13.72	46.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	102	93	91.18	8.82	65.59
White	1637	1451	88.64		62.63
English Learners	97	81	83.51	16.49	30.86
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89	11.11	12.50
Military	21	19	90.48	9.52	73.68
Socioeconomically Disadvantaged	378	320	84.66	15.34	36.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	338	286	84.62	15.38	28.42