**For: Pleasant Grove High School**

**Address:** 9531 Bond Rd, Elk Grove, CA 95624          **Phone:** 916-686-0230
**Principal:** Taigan Keplinger                                        **Grade Span:** 9-12

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at  http://www.cde.ca.gov/fg/aa/lc/

- For additional information about the school, parents 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 http://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.

**About This School**

| | |
|---|---|
| **District Name** | Elk Grove Unified |
| **Phone Number** | (916) 686-5085 |
| **Web Site** | www.egusd.net |
| **Superintendent** | Christopher R. Hoffman |
| **E-mail Address** | choffman@egusd.net |

School Contact Information (School Year  2023 - 2024)

| | |
|---|---|
| **School Name** | Pleasant Grove High School |
| **Street** | 9531 Bond Rd |
| **City, State, Zip** | Elk Grove, CA 95624 |
| **Phone Number** | 916-686-0230 |
| **Principal** | Taigan Keplinger |
| **E-mail Address** | tkepling@egusd.net |
| **Web Site** | http://pghs.egusd.net |
| **County-District-School(CDS) Code** | 34673140108753 |

School Description and Mission Statement (School Year 2023 - 2024)

As a California Distinguished School, Pleasant Grove High School offers a unique and wonderful educational experience for students - including the relationships we build with students and families, the safety of our campus, the importance of a respectful learning environment, the rigor and breadth of the instructional programs, and the support provided to our diverse learners. Our goal is to ensure that all policies, practices and procedures are Implemented through a lens of educational equity. Furthermore, PGHS strives to achieve our vision: a learning community where all are safe, supported and encouraged to grow.

All aspects of PGHS support the EGUSD mission and contribute to providing students with the academic and life skills needed to be lifelong learners who are prepared to succeed in college, career, and life. Our success in implementing our district's mission is evident in our school's special strengths, including: Academic courses ranging from a full continuum of special education and intervention classes to Honors and Advanced Placement courses. Our goal is to educate and support all students based on the whole-child approach by addressing their academic and emotional needs.

Family and community engagement continue to be an important aspect of the success of Pleasant Grove High School. A monthly parent newsletter is distributed to keep our families connected to PGHS activities and events. Additionally, parent involvement is vital to the success of our athletic teams, booster clubs, school clubs, PTSO, ELAC (English Learner Advisory Committee) and committees including Eagle Alliance (PBIS), Safety and Security, Advocacy, Equity and many others. Families are invited to attend on-campus events including Coffee with the Principal, Open House, Parent Lunch Days, the Multicultural Assembly and Family Night, and Parent Workshop opportunities. Our community partnerships support our academies, athletic teams, band, theater, robotics and many other extra-curricular activities.

Because student safety is our top priority, PGHS behavior expectations are clearly communicated and strictly enforced-Be Safe, Be Respectful, Be Responsible, Be Your Best.

Taigan Keplinger, Principal

## Student Enrollment by Grade Level (School Year 2022 - 2023)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 0 |
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Grade 9 | 641 |
| Grade 10 | 660 |
| Grade 11 | 626 |
| Grade 12 | 593 |
| Total Enrollment | 2520 |

## Student Enrollment by Student Group (School Year 2022 - 2023)

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 50.20% |
| Male | 49.80% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.80% |
| Asian | 27.70% |
| Black or African American | 4.50% |
| Filipino | 5.50% |
| Hispanic or Latino | 18.10% |
| Native Hawaiian or Pacific Islander | 1.10% |
| Two or More Races | 9.30% |
| White | 32.90% |
| English Learners | 3.20% |
| Foster Youth | 0.20% |
| Homeless | 0.40% |
| Migrant | 0.20% |
| Socioeconomically Disadvantaged | 23.10% |
| Students with Disabilities | 10.50% |

## A. Conditions of Learning

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair.

### Teacher Preparation and Placement (School Year 2020 - 2021)

| 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) | 102.60 | 93.57% | 2617.20 | 92.08% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 22.10 | 0.78% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.50 | 1.37% | 44.70 | 1.57% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.80 | 1.64% | 54.70 | 1.93% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 3.70 | 3.42% | 103.30 | 3.64% | 18854.30 | 6.86% |
| Total Teaching Positions | 109.60 | 100.00% | 2842.20 | 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teacher Preparation and Placement (School Year 2021 - 2022)

| 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) | 102.90 | 87.19% | 2737.20 | 90.11% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 1.00 | 0.85% | 24.80 | 0.82% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 0.85% | 42.20 | 1.39% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.60 | 1.40% | 72.10 | 2.37% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 11.40 | 9.72% | 161.10 | 5.30% | 15831.90 | 5.67% |
| Total Teaching Positions | 118.00 | 100.00% | 3037.40 | 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 to 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 - 2021 Number | 2021 - 2022 Number |
|---|---|---|
| Permits and Waivers | 0.00 | 1.00 |
| Misassignments | 1.50 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.50 | 1.00 |

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

| Indicator | 2020 - 2021 Number | 2021 - 2022 Number |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.80 | 1.60 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 1.80 | 1.60 |

## Class Assignments

| Indicator | 2020 - 2021 Number | 2021 - 2022 Number |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 1.30% | 0.00% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.60% | 0.00% |

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

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2023 - 2024)

*Year and month in which data were collected: September 5, 2023*

| Subject | Textbooks and Instructional Materials \| Year of Adoption (Translation of textbook names available on request) | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | **All English/Language Arts books K-12 are provided one per student.** | | |
| *World of Wonders* by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - *Big Book Package*. No student materials. Adopted EGUSD 2016 | Yes | 0 |
| *California Wonders* by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- *Your Turn Practice Book*<br>1st- *Literature Anthology units 1-4, Your Turn Practice Book*<br>2nd-6th: *Literature Anthology, Your Turn Practice Book*<br>Adopted EGUSD 2016 | Yes | 0 |
| *CA StudySync* by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 7th-8th - Student Edition<br><br>Adopted EGUSD 2017 | Yes | 0 |
| English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th - Student Edition<br>*CA StudySync* by McGraw Hill, © 2017<br>Adopted EGUSD 2017<br><br>10th Honors - *Advanced Language & Literature*, Bedford, Freeman & Worth © 2016<br>Adopted EGUSD 2018 | Yes | 0 |
| AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses:<br>11th - *Language of Composition*, Bedford/St. Martins © 2023<br>Adopted EGUSD 2023<br><br>12th - *Literature & Composition*, Bedford/St. Martins © 2022<br>Adopted EGUSD 2022 | Yes | 0 |
| IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses:<br>*Theory of Knowledge*, Oxford University Press © 2020<br>Adopted EGUSD 2020<br><br>*English A: Literature for the IB Diploma*, Oxford University Press © 2019;<br>Adopted EGUSD 2021 | Yes | 0 |
| **Mathematics** | **All Math books K-12 are provided one per student.** | | |
| *World of Wonders* by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - *Big Book Package*. No student materials. Adopted EGUSD 2016 | Yes | 0 |
| *Envision Math*, © 2020, © 2021 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | K-6th - Student Edition and Practice workbook Adopted EGUSD 2023 | Yes | 0 |
| Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 7th-8th<br>*Go Math*, Houghton Mifflin Harcourt Publishing © 2015;<br>Adopted EGUSD 2015<br><br>8th<br>*Integrated Math 1*, Houghton Mifflin Harcourt Publishing © 2015 | Yes | 0 |

| | Adopted EGUSD 2015 | | |
|---|---|---|---|
| Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th<br>Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015<br>Adopted EGUSD 2015<br><br>*Statistics & Probability with Applications 3e* Bedford Freeman & Worth © 2016; *PreCalculus with Limits 4e* Cengage © 2018<br>Adopted EGUSD 2018 | Yes | 0 |
| AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses:<br>*Calculus: Graphical, Numerical*, Pearson 2016; *Practice of Statistics*, 5th Ed., WH Freeman & Co. © 2015<br>Adopted EGUSD 2016<br><br>*Calculus 11th edition*, Cengage © 2018<br>Adopted EGUSD 2018 | Yes | 0 |
| IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses:<br>*Calculus: Graphical, Numerical*, Pearson © 2016<br>Adopted EGUSD 2016<br><br>*Mathematics Core Topics SL1* © 2019; *Mathematics Core Topics HL1* © 2019; *Mathematics Analysis & Approaches SL2* © 2019; *Mathematics Analysis & Approaches HL2* © 2019; *Mathematics Applications & Interpretation SL2* © 2019, Haese Mathematics<br>Adopted EGUSD 2020 | Yes | 0 |
| **Science** | **All 2-12 Science books are provided one per student.** | | |
| *World of Wonders* by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - *Big Book Package*. No student materials.<br>Adopted EGUSD 2016 | Yes | 0 |
| Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K - Big Book Package (3)<br>1st - Big Book Package (3)<br>2nd - Investigation Notebook (3)<br>3rd - 5th Investigation Notebook (4)<br>Adopted EGUSD 2021 | Yes | 0 |
| Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - *Earth & Space Science*<br>7th - *Life Science*<br>8th - *Physical Science*<br>Adopted EGUSD 2020 | Yes | 0 |
| Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | *Chemistry in the Community* © 2006, VHPS; Adopted EGUSD 2006<br><br>*Foundations in Microbiology*, McGraw Hill, © 2005<br>Adopted EGUSD 2008<br><br>*The Living Earth*, © 2019, *Physics in the Universe*, © 2019, *STEMscopes, Experience Chemistry,* © 2019 Pearson;<br>Adopted EGUSD 2020<br><br>*Foundations of Astronomy*, Cengage © 2019, *Criminalistics*, Pearson © 2021, *Hole's Essentials of Anatomy & Physiology* © 2021, McGraw Hill; *Visualizing Environmental Science*, McGraw Hill © 2017; Adopted EGUSD 2022 | Yes | 0 |

| | | | |
|---|---|---|---|
| AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: *College Physics, 9th Ed., Cengage* © 2012<br>Adopted EGUSD 2014<br><br>*Campbell Biology in Focus*, Pearson © 2020; *Chemistry: A Molecular Approach*, Pearson © 2023; *Environmental Science for the AP Course*, Bedford/St. Martin © 2019;<br>Adopted EGUSD 2022 | Yes | 0 |
| IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses:<br><br>*Higher Level Biology*, 2nd Ed., Pearson © 2014; *Standard Level Chemistry*, 2nd Edition, Pearson © 2014; *Higher Level Chemistry*, 2nd Edition, Pearson © 2014;<br>Adopted EGUSD 2015 | Yes | 0 |
| **History-Social Science** | **All 1-12 History-Social Science books are provided one per student.** | | |
| *World of Wonders* by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - *Big Book Package*. No student materials.<br>Adopted EGUSD 2016 | Yes | 0 |
| *Impact: California* by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- *Learning and Working Now and Long Ago*<br>1st - *A Child's Place in Time and Space*<br>2nd - *People Who Make a Difference*<br>3rd - *Continuity and Change*<br>4th - *California: A Changing State*<br>5th - *US History: Making a New Nation*<br>Adopted EGUSD 2019 | Yes | 0 |
| *Impact: California* by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - *Ancient Civilizations*<br>7th - *Medieval to Early Modern Times*<br>8th - *United States History & Geography*<br>Adopted EGUSD 2019 | Yes | 0 |
| Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | *World History Culture & Geography: The Modern World*© 2019, *United States History & Geography, Continuity & Change*© 2019, *Principles of American Democracy* © 2019, *Principles of Economics* © 2019, McGraw Hill Adopted EGUSD 2020<br><br>*Geography Alive! Digital curriculum*, TCI<br>Adopted EGUSD 2022 | Yes | 0 |
| AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses:<br>*Human Geography, A Spatial Perspective* © 2021, Cengage;<br>Adopted EGUSD 2022<br><br>*Give Me Liberty!* © 2020, W.W. Norton; *Ways of the World* © 2023, *American Government* © 2021, *Comparative Government* © 2023, *Krugman's Economics* © 2023, Bedford Freeman & Worth;<br>Adopted EGUSD 2023 | Yes | 0 |
| IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses:<br>*History of the Americas* © 2015;<br>Adopted EGUSD 2017<br><br>*The Cold War Superpower Tensions and Rivalries* © 2015, Oxford University Press; *Authoritarian States*, © 2015, Oxford University Press<br>Adopted EGUSD 2018<br><br>*Global Politics*, © 2017, Oxford University Press<br>Adopted EGUSD 2022 | Yes | 0 |

| Foreign Language | All 7-12 World language books are provided one per student. | | |
| --- | --- | --- | --- |
| World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education. | *Adventures in Japanese 1 & 2*, Cheng & Tsui © 2016; *Dekiru!*, Cheng & Tsui, © 2017; *Deutsch Aktuell 1,2,3*, EMC-Carnegie © 2017; *EntreCultures 1,2,3*, Wayside © 2020; *Imaginez*, Vista Higher Learning © 2020; *EntreCulturas 1,2,3*, Wayside © 2017; *EntreCulturas 4*, Wayside © 2021<br>Adopted EGUSD 2021<br><br>*Adventures in Japanese 3*, Cheng & Tsui, © 2018;<br>Adopted EGUSD 2023 | Yes | 0 |
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses:<br>*Dekiru!*, Cheng & Tsui, © 2017; *Neue Blockwinkel*, Wayside, © 2017; *Imaginez*, Vista Higher Learning © 2020; *Triangulo A Preciado*, Wayside © 2019; *Azulejo*, Wayside © 2012<br>Adopted EGUSD 2021 | Yes | 0 |
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | IB Courses: *French B Course Companion, Spanish B Course Companion*, © 2018, Oxford University Press<br>Adopted EGUSD 2019<br><br>*Dekiru!*, © 2017, Cheng & Tsui<br>Adopted EGUSD 2022<br><br>*Adventures in Japanese 3*, Cheng & Tsui, © 2018;<br>Adopted EGUSD 2023 | Yes | 0 |

*Adventures in Japanese 1 & 2*, Cheng & Tsui © 2016; *Dekiru!*, Cheng & Tsui, © 2017; *Deutsch Aktuell 1,2,3*, EMC-Carnegie © 2017;

| Visual and Performing Arts | | | |
|---|---|---|---|
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | 7th-8th:<br>*Tradition of Excellence*, Beacon Music © 2011;<br>Adopted EGUSD 2018 | Yes | 0 |
| | 9-12th:<br>*Alfred's Basic Adult Piano Course*, Alfred Music © 1999; *Basic Drama Projects*, Perfection Learning © 2015; *Beginning Sculpture*, Davis © 2005; *Communication Through Graphic Design*, Davis © 2010; *Dance Composition*, Davis © 2009; *Discovering Drawing*, Davis © 2018; *Discovering Dance*, Human Kinetics © 2014; *Drama for Reading and Performance*, Perfection Learning © 2008; *Experience Clay*, Davis © 2011; *Experience Painting*, Davis © 2015; *Experiencing Dance*, Human Kinetics © 2014; *Focus on Photography*, Davis © 2016; *Guitar School*, Alfred Music © 1998; *Photography*, Pearson © 2016;<br>Adopted EGUSD 2018 | Yes | 0 |
| AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses:<br>*Gardner's Art Through the Ages*, Thomson/Wadsworth © 2005;<br>Adopted EGUSD 2005<br><br>*Musician's Guide to Theory and Analysis*, WW Norton © 2006;<br>Adopted EGUSD 2018 | Yes | 0 |
| Health | All 9-12 Health books are provided one per student. | | |
| All high school textbooks are from the most recent adoption of the local governing Board of Education. | *Glencoe Health*, McGraw Hill © 2022<br>Adopted EGUSD 2021 | Yes | 0 |

| Science Laboratory Equipment (grades 9-12) | All 9-12 students utilizing a lab have access to appropriate equipment. |
|---|---|

## School Facility Conditions and Planned Improvements (School Year 2023 - 2024)

PGHS was opened in the fall of 2005 with 13 pods containing 87 classrooms, 5 computer labs, administrative and student services offices, two gyms, and a multi-purpose room. In 2007, five portables were added to the southeast corner of campus to accommodate student growth. The Ag Center was completed in August 2011 and a greenhouse was added and completed in June 2014. In summer of 2017, three classrooms were transformed to meet the needs of the DMA and IDEA Academies. In fall of 2017, a turf field and track were completed followed by a new BioMedical portable to accommodate the BioMedical CTE courses. Security cameras were installed throughout the interior of the campus as well as in our parking lots last school year to assist with the safety and security on campus.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

## School Facility Good Repair Status
Year and month of the most recent FIT report : 3/14/2023

| System Inspected | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | N/A |
| **Interior:** Interior Surfaces | X | | | N/A |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | N/A |
| **Electrical:** Electrical | X | | | N/A |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | N/A |
| **Safety:** Fire Safety, Hazardous Materials | X | | | N/A |
| **Structural:** Structural Damage, Roofs | X | | | N/A |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | N/A |

## Overall Facility
Year and month of the most recent FIT report: 3/14/2023

**Overall Rating**

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Pleasant Grove High School conducts monthly inspections and submits a status report that is reviewed and signed by the school principal. Site and district Maintence staff work collaboratively to ensure that all PGHS facilities are clean and well-maintained for our staff and students. District maintenance staff promptly responds to school initiated work orders to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely and efficient manner.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

During the fall of 2023, PGHS welcomed new field lights constructed around the perimeter of our soccer/football field as well as a permanent shade structure located at the top of our quad. Students enjoy the protection from the sun, rain and wind that the shade structure provides. The field lights were constructed in time for our winter men's and women's soccer season. Players, coaches and fan appreciate the games starting a little later in the afternoon as a result of the field lights.

## B. Pupil Outcomes

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessment [CAA] 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 CAA. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
### Grades Three through Eight and Grade Eleven taking and completing state-administered assessments
### Percentage of Students Meeting or Exceeding the State Standards

| Subject | School 2021 - 2022 | School 2022 - 2023 | District 2021 - 2022 | District 2022 - 2023 | State 2021 - 2022 | State 2022 - 2023 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 73% | 71% | 52% | 51% | 47% | 46% |
| Mathematics (grades 3-8 and 11) | 60% | 60% | 40% | 40% | 33% | 34% |

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.

Note: 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 605 | 570 | 94.21 | 5.79 | 71.35 |
| Female | 330 | 311 | 94.24 | 5.76 | 80.06 |
| Male | 275 | 259 | 94.18 | 5.82 | 60.85 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 177 | 172 | 97.18 | 2.82 | 77.33 |
| Black or African American | 25 | 22 | 88.00 | 12.00 | 50.00 |
| Filipino | 39 | 39 | 100.00 | 0.00 | 74.36 |
| Hispanic or Latino | 114 | 98 | 85.96 | 14.04 | 61.86 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 51 | 48 | 94.12 | 5.88 | 70.83 |
| White | 191 | 183 | 95.81 | 4.19 | 73.22 |
| English Learners | 18 | 15 | 83.33 | 16.67 | 13.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 132 | 124 | 93.94 | 6.06 | 61.29 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 67 | 52 | 77.61 | 22.39 | 21.15 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 605 | 569 | 94.05 | 5.95 | 59.93 |
| Female | 330 | 309 | 93.64 | 6.36 | 65.05 |
| Male | 275 | 260 | 94.55 | 5.45 | 53.85 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 177 | 172 | 97.18 | 2.82 | 72.09 |
| Black or African American | 25 | 22 | 88.00 | 12.00 | 31.82 |
| Filipino | 39 | 39 | 100.00 | 0.00 | 69.23 |
| Hispanic or Latino | 114 | 99 | 86.84 | 13.16 | 40.40 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 51 | 50 | 98.04 | 1.96 | 50.00 |
| White | 191 | 179 | 93.72 | 6.28 | 63.13 |
| English Learners | 18 | 15 | 83.33 | 16.67 | 6.67 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 132 | 123 | 93.18 | 6.82 | 49.59 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 67 | 54 | 80.60 | 19.40 | 14.81 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2021 - 2022 | School 2022 - 2023 | District 2021 - 2022 | District 2022 - 2023 | State 2021 - 2022 | State 2022 - 2023 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | 54.4 | 56.56 | 34.66 | 36.18 | 29.47 | 30.29 |

Note: 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.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science by Student Group
## Grades Five, Eight, and High School
## (School Year 2022 - 2023)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 1216 | 1138 | 93.59 | 6.41 | 56.24 |
| Female | 643 | 594 | 92.38 | 7.62 | 58.75 |
| Male | 573 | 544 | 94.94 | 5.06 | 53.49 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 355 | 344 | 96.90 | 3.10 | 68.90 |
| Black or African American | 44 | 39 | 88.64 | 11.36 | 35.90 |
| Filipino | 74 | 71 | 95.95 | 4.05 | 61.97 |
| Hispanic or Latino | 231 | 210 | 90.91 | 9.09 | 40.95 |
| Native Hawaiian or Pacific Islander | 13 | 11 | 84.62 | 15.38 | 63.64 |
| Two or More Races | 104 | 97 | 93.27 | 6.73 | 49.48 |
| White | 387 | 359 | 92.76 | 7.24 | 55.71 |
| English Learners | 27 | 24 | 88.89 | 11.11 | 8.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 281 | 267 | 95.02 | 4.98 | 44.94 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 118 | 96 | 81.36 | 18.64 | 9.38 |

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.

## Career Technical Education (CTE) Programs (School Year 2023 - 2024)

Career Technical Education (CTE) provides opportunities for PGHS students to prepare for college, career and life. CTE offers a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Guidance and career counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile. PGHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Explore CTE Programs. CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at PGHS also allow students to meet graduation requirements and complete A-G requirements through courses that incorporate state-adopted academic standards. PGHS currently offers 4 CTE programs: The Innovative Design and Engineering Academy offers hands-on instruction in architectural, mechanical and green engineering. Project Lead the Way Biotechnology offers instruction and career experiences in the medical health field. The Digital Media Academy offers students the opportunity to get hands-on experience in areas of broadcast journalism, multimedia and video production. Agriculture provides animal science and ag science strands and participation in Future Farmers of America. Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios and defense of learning, industry certifications, and other means.

## Career Technical Education Participation (School Year 2022 - 2023)

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 1321 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 94.00% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0.00% |

## Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| UC/CSU Course Measure | Percent |
|---|---|
| 2022 - 2023 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.93% |
| 2021 - 2022 Graduates Who Completed All Courses Required for UC/CSU Admission | 70.89% |

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2022 - 2023)

| 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 |
|---|---|---|---|---|---|
| 5 | | | | | |
| 7 | | | | | |
| 9 | 91% | 93% | 93% | 93% | 94% |

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

<span style="color:blue">Opportunities for Parental Involvement (School Year 2023 - 2024)</span>

Our school has an active PTSO, athletic booster clubs, and various site committees encompassing parents, students, and staff members. Our School Site Council assists the principal with important governance decisions. Parents are welcome to volunteer at our site. PGHS hosts a regional Open House in the spring providing families with opportunities to learn about our specialized programs, academies, elective and AP courses as well as watch VAPA performances and learn about the wide array of courses offered. Parent Lunch days are offered quarterly

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020 - 2021 | School 2021 - 2022 | School 2022 - 2023 | District 2020 - 2021 | District 2021 - 2022 | District 2022 - 2023 | State 2020 - 2021 | State 2021 - 2022 | State 2022 - 2023 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 1% | 1.4% | 2.6% | 5.3% | 4.3% | 5.2% | 9.4% | 7.8% | 8.2% |
| Graduation Rate | 95.5% | 97.4% | 96.2% | 88.2% | 91.1% | 88.9% | 83.6% | 87% | 86.2% |

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.

## Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022 - 2023)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 583 | 561 | 96.2 |
| Female | 301 | 290 | 96.3 |
| Male | 282 | 271 | 96.1 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 177 | 174 | 98.3 |
| Black or African American | 18 | 16 | 88.9 |
| Filipino | 34 | 33 | 97.1 |
| Hispanic or Latino | 103 | 98 | 95.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 48 | 45 | 93.8 |
| White | 192 | 184 | 95.8 |
| English Learners | 18 | 18 | 100.0 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 212 | 199 | 93.9 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 44 | 35 | 79.5 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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.

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 2565 | 2545 | 271 | 10.6% |
| Female | 1283 | 1274 | 145 | 11.4% |
| Male | 1282 | 1271 | 126 | 9.9% |
| Non-Binary | 0 | 0 | 0 | 0.0% |
| American Indian or Alaska Native | 23 | 23 | 4 | 17.4% |
| Asian | 706 | 701 | 39 | 5.6% |
| Black or African American | 117 | 115 | 22 | 19.1% |
| Filipino | 142 | 142 | 10 | 7.0% |
| Hispanic or Latino | 473 | 466 | 76 | 16.3% |
| Native Hawaiian or Pacific Islander | 27 | 27 | 2 | 7.4% |
| Two or More Races | 236 | 235 | 30 | 12.8% |
| White | 841 | 836 | 88 | 10.5% |
| English Learners | 103 | 99 | 27 | 27.3% |
| Foster Youth | 7 | 6 | 1 | 16.7% |
| Homeless | 16 | 15 | 8 | 53.3% |
| Socioeconomically Disadvantaged | 624 | 616 | 105 | 17.0% |
| Students Receiving Migrant Education Services | 5 | 5 | 2 | 40.0% |
| Students with Disabilities | 279 | 273 | 56 | 20.5% |

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.

**State Priority: School Climate**
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

| Rate | School 2020 - 2021 | School 2021 - 2022 | School 2022 - 2023 | District 2020 - 2021 | District 2021 - 2022 | District 2022 - 2023 | State 2020 - 2021 | State 2021 - 2022 | State 2022 - 2023 |
|------|------|------|------|------|------|------|------|------|------|
| Suspensions | 0.04% | 2.71% | 3.31% | 0.12% | 4.22% | 3.81% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% |

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.

## Suspensions and Expulsions by Student Group (School Year 2022 - 2023)

| Student Group | Suspensions Rate | Expulsions Rate |
|---------------|------------------|-----------------|
| All Students | 3.31% | 0.04% |
| Female | 1.95% | 0.00% |
| Male | 4.68% | 0.08% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 4.35% | 0.00% |
| Asian | 0.71% | 0.00% |
| Black or African American | 6.84% | 0.00% |
| Filipino | 0.70% | 0.00% |
| Hispanic or Latino | 5.07% | 0.21% |
| Native Hawaiian or Pacific Islander | 3.70% | 0.00% |
| Two or More Races | 7.20% | 0.00% |
| White | 3.33% | 0.00% |
| English Learners | 6.80% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 12.50% | 0.00% |
| Socioeconomically Disadvantaged | 5.13% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 8.24% | 0.36% |

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.

## School Safety Plan (School Year 2023 - 2024)

Your child's safety is our number one priority at Pleasant Grove High School. Our School Safety Committee and staff review our School Safety Plan annually. It was last updated in September 2023, and it is posted on our website (pghs.net). The "Emergency Procedures", "Hazardous Materials", and "Comprehensive Safe School Plan" handbooks outline a plan of action for events such as earthquakes, fires, floods, and chemical spills. We hold fire, lockdown, and earthquake drills every school year. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020 - 2021)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English | 27 | 9 | 21 | 17 |
| Mathematics | 26 | 11 | 23 | 13 |
| Science | 30 | 3 | 10 | 21 |
| Social Science | 26 | 8 | 26 | 10 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021 - 2022)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English | 26 | 27 | 29 | 44 |
| Mathematics | 27 | 17 | 44 | 29 |
| Science | 28 | 12 | 27 | 33 |
| Social Science | 27 | 21 | 34 | 35 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022 - 2023)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English | 26 | 25 | 34 | 39 |
| Mathematics | 27 | 16 | 40 | 31 |
| Science | 28 | 9 | 35 | 23 |
| Social Science | 27 | 14 | 44 | 29 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Ratio of Pupils to Academic Counselors (School Year 2022 - 2023)

| Title | Ratio |
|---|---|
| Pupils to Academic Counselors* | 360 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Student Support Services Staff (School Year 2022 - 2023)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 6.5 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 4.8 |

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021 - 2022)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $6,311 | $1,425 | $4,886 | $95,394 |
| District | N/A | N/A | $6,240 | $83,800 |
| Percent Difference - School Site and District | N/A | N/A | -24.34% | 12.94% |
| State | N/A | N/A | $7,607 | $87,885 |
| Percent Difference - School Site and State | N/A | N/A | -43.56% | 8.19% |

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

## Types of Services Funded (Fiscal Year 2023 - 2024)

PGHS offers the full continuum of academic courses from special education and intervention classes to Honors and AP courses. PGHS Special Education Department offers Levels 1, 2, and 4 classes, Pathways, and ABSS programs as well as RSP math, English, and MSAT course. Additionally, PGHS has thriving Theater, Music, and Dance programs where students are encouraged to participate in extra-curricular performances. PGHS is proud of our AVID program which encourages college and career readiness and success with multiple classes per grade level. PGHS has four thriving CTE Pathways: IDEA, DMA, Ag Science, and Bio Medical. Beginning in ninth grade, counselors guide students through the process of exploring their career and college interests and skills through the newly adopted California College Guidance Initiative as well as continually assist them with their four-year graduation plan.

## Teacher and Administrative Salaries (Fiscal Year 2021 - 2022)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $49,100 | $55,550 |
| Mid-Range Teacher Salary | $70,352 | $80,703 |
| Highest Teacher Salary | $102,103 | $109,418 |
| Average Principal Salary (Elementary) | $129,846 | $137,703 |
| Average Principal Salary (Middle) | $129,165 | $143,760 |
| Average Principal Salary (High) | $141,477 | $159,021 |
| Superintendent Salary | $370,598 | $319,443 |
| Percent of Budget for Teacher Salaries | 34.34% | 30.35% |
| Percent of Budget for Administrative Salaries | 3.71% | 4.87% |

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

## Advanced Placement (AP) Courses (School Year 2022 - 2023)
## Percent of Students in AP Courses: 30.5%

| Subject | Number of AP Courses Offered* |
|---|---|
| Computer Science | 2 |
| English | 9 |
| Fine and Performing Arts | 2 |
| Foreign Language | 0 |
| Mathematics | 9 |
| Science | 12 |
| Social Science | 13 |
| Total AP Courses Offered* | 47 |

*Where there are student course enrollments of at least one student.

## Professional Development

Ongoing professional learning is a priority for the PGHS faculty and staff as we focus on equitable educational outcomes for every student through ongoing and purposeful training in the following areas; Culturally and Linguistically Responsive Strategies, Restorative Practices, Arbinger Outward Mindset training, Interrupting Bias and Hate Speech, Illuminate Education, an online platform that allows for the creation of assessments and also helps educators make data-driven instructional decisions; unique needs of English Learners; and use of technology to analyze student achievement data and remain connected with families. Our professional development goals this year continue to focus on Equity and maintaining a welcoming environment for ALL students. In addition to the culturally and linguistically responsive practices, our staff is focused on supporting our students' wellness. Training includes QPR, Mental Health First Aid, and LGBTQ+ Cultural Humility. PGHS staff members continue to connect with their students and their families through Home visits.

| | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 0 | 0 |