

Pleasant Grove Elementary School

School Accountability Report Card



GRADES K-8

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Annette Alberti, Superintendent/Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Welcome to Pleasant Grove School. Pleasant Grove is a single-school district that opened in the late 1800s. Many of our students' grandparents, and even some of our staff members, attended school here. We enjoy the benefits of being a central part of this close-knit, multigenerational farming community.

Although we have strong roots in the past, we are a forward-thinking, high-quality school. We value strong fundamental, Standards-based education while employing innovative, engaging teaching techniques to meet the variety of learning needs and styles we encounter. Our vision is one of **excellence in action** and **continuous learning** for *all of us*.

Pleasant Grove students and staff all work hard and expect a lot of each other. Due to our small size, we are able to provide a unique educational experience and ensure that all staff members perform at their best, no matter what their role. We were excited to have our hard work recognized by being named a California Distinguished School in 2008.

Mission Statement

The mission of Pleasant Grove School is to maintain a positive school climate, a safe and orderly environment, and a Standards-based academic program for all students. We accomplish this by:

- Teaching through the use of rigorous Standards-based curriculum;
- Integrating technology;
- Developing a highly qualified, committed staff;
- Actively involving parents, families, and the community in the educational process;
- Providing quality facilities and support services; and
- Upholding fiscal integrity.

Parental Involvement

The Pleasant Grove School District has a long-standing tradition of parent involvement, with parents and staff working together to ensure that our students receive a top-notch education. Parents have many options for involvement. They are an important part of our School Site Council (SSC); they volunteer as coaches, in classrooms, and are members of Parents' Club. They provide the funding for each trimester, support our technology program, provide classroom funds to help defray the costs of teachers' extra purchases, and help with numerous activities.

For more information on how to become involved, Sarah Hintz, Parents' Club President, at (916) 655-3235 or pg.parentsclub@hotmail.com.

School Safety

Our SSC reviews our safety plan annually and makes adjustments as needed. We supervise children on the playground before, during, and after school. Staff always supervises children in classrooms and in the cafeteria. We conduct regular safety drills to ensure that everyone understands our emergency procedures. Our staff members work together closely to ensure student safety.

The School Safety Plan was last reviewed, updated, and discussed with school faculty in February 2011. Key elements of the plan include monthly safety drills, crisis intervention plans, and emergency response procedures.

Our suspension and expulsion policy, along with the entire discipline policy, is reviewed and updated each year.

Pleasant Grove Joint Union School District

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Vision Statement

Pleasant Grove School District strives to educate students who, when they graduate, have high moral and ethical standards, an enthusiasm for learning, and who are equipped with the skills and knowledge necessary to excel in a global society.



“Pleasant Grove students and staff all work hard and expect a lot of each other.”



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

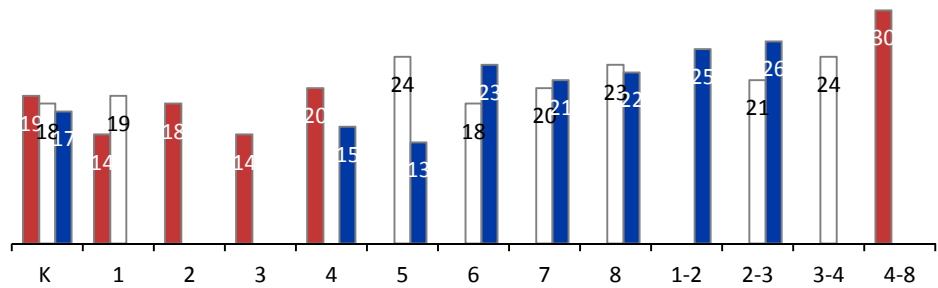
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1	1			1					
2	1								
3	1								
4	1						1		
5					1		1		
6				1				1	
7				1				1	
8					1			1	
1-2								1	
2-3					1			1	
3-4					1				
4-8		2							

California Physical Fitness Test

California Physical Fitness Test

Percentage of Students Meeting Fitness Standards	Pleasant Grove ES	
	Grade 5	Grade 7
Four of Six Standards	23.1%	9.5%
Five of Six Standards	23.1%	23.8%
Six of Six Standards	30.8%	28.6%

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds



School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			05/07/2011
Date of the Most Recent Completion of the Inspection Form			05/07/2011

School Facilities

Buildings: Pleasant Grove School was built in 1952 then added on to in 1962, 1972, and 2005. Our school includes nine buildings, of which three are portables. We have eight classrooms, a cafeteria/multi-use room, daycare building, library building, and office building that contains three student service rooms.

We purchased a portable classroom in 1997, added a new library in 2001, and bought a new childcare facility in 2002. We also completed an extensive flood-control project in 2002. The District spent \$1.8 million dollars to modernize classrooms, bathrooms, cafeteria, and expand our office building in 2004-05. Modernization funds were obtained from the State for this project.

The school is in very good condition, and it provides students a safe, clean, and functional environment for learning. Our part-time custodial crew ensures our facility is in top shape by daily and weekly cleaning routines. Maintenance and repairs are completed regularly and in a timely manner. Work orders are completed by staff members and work is prioritized by order of importance and safety.

Library: The District houses a branch of the Sutter County Library on our campus. Students and the community have access to the books and to four internet-connected computers. The librarian is on site on Tuesdays and Thursdays and works with students, staff, and community members to provide the resources they require.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

Pleasant Grove ES	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

Standards-based textbooks are selected using criteria recommended by the State. Only textbooks on the state approved list are reviewed by the selection committee. A scoring rubric is used to rate the quality of materials. All proposed adoptions are available for public review and comment. The local governing board makes final approval of recommended materials. Textbooks and instructional materials are available to all students, including English Learners, for classroom and take home use.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Sipps (K-3)	2002
English-Language Arts	Core Literature (4-8)	2002
Mathematics	Houghton Mifflin (K-5)	2008
Mathematics	Prentice Hall (6-8)	2008
Science	Harcourt (K-5)	2008
Science	Prentice Hall (6-8)	2008
History-Social Science	Houghton Mifflin (K-5)	2006
History-Social Science	Glencoe (6-8)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Pleasant Grove ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

"We enjoy the benefits of being a central part of this close-knit, multigenerational farming community."

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	
Data Collection Date	08/2011



“Our vision is one of excellence in action and continuous learning for all of us.”



Professional Development

Pleasant Grove School has eight teachers. Their years of experience range from four years to 30 years. Our teachers have, on average, 13 years of experience.

The entire faculty at Pleasant Grove holds a full credential. None of the faculty at Pleasant Grove holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. The entire faculty at Pleasant Grove holds the elementary (multiple-subject) credential.

Our teachers are committed to refining their teaching skills and routinely attend classes and workshops on weekends and during the summer. Many teachers have attended Saturday and summer writing classes sponsored by the Area 3 Writing Project, math classes sponsored by CSUS, and classes sponsored by Sutter County Office of Education. We offer ongoing, onsite training throughout the year to our teachers. They receive training on new curricula or test-score analysis. Each Monday is a minimum day for students. On Monday afternoons, we meet together to discuss school goals and other professional development topics. Recent goals include improving skills in reading fluency and mathematics. Our staff development time is also spent working in grade level teams to analyze student data and instructional programs to improve student learning. We provide opportunities for teachers to observe in other classes. These observations, along with in-class coaching, provide additional means of professional development.

Our beginning teachers receive support through Beginning Teacher Support and Assessment (BTSA). They are assigned a support provider who meets with them weekly. In addition, the beginning teacher and support provider attends monthly meetings provided by the Tri-County BTSA office. For the previous three school years, we had two days each year dedicated to staff and professional development.

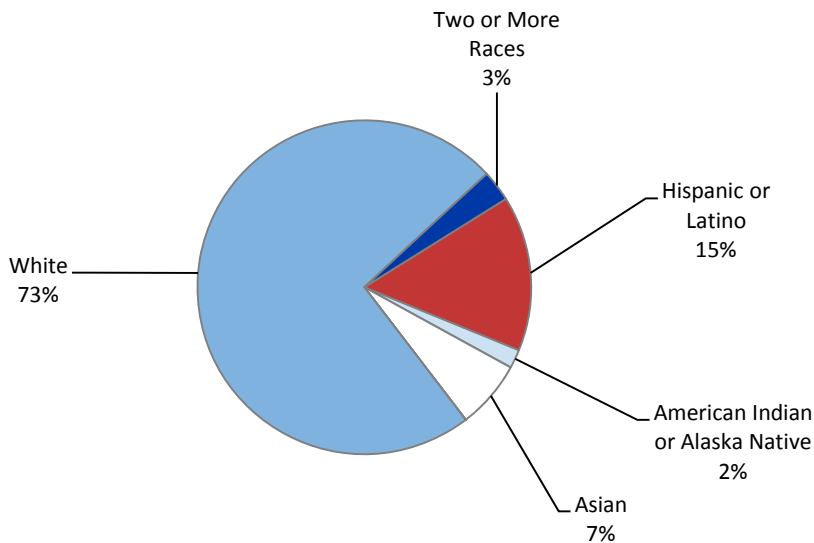
Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Pleasant Grove ES			
	08-09	09-10	10-11
Suspension Rates	0.006	0.005	0.006
Expulsion Rates	0.000	0.000	0.000
Pleasant Grove JUSD			
	08-09	09-10	10-11
Suspension Rates	0.006	0.005	0.006
Expulsion Rates	0.000	0.000	0.000

Enrollment and Demographics

The total enrollment at the school was 166 students for the 2010-11 school year.*



Student Enrollment by Group

Pleasant Grove ES	
Socioeconomically Disadvantaged	42.2%
English Learners	10.8%
Students with Disabilities	5.4%

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	Pleasant Grove ES			Pleasant Grove JUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	57%	60%	64%	57%	60%	64%	49%	52%	54%
Mathematics	65%	62%	73%	65%	62%	73%	46%	48%	50%
Science	77%	79%	75%	77%	79%	75%	50%	54%	57%
History-Social Science	62%	65%	71%	62%	65%	71%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	64%	73%	75%	71%
All Students at the School	64%	73%	75%	71%
Male	64%	68%	73%	82%
Female	64%	78%	76%	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	42%	58%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	73%	80%	74%	73%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	43%	61%	67%	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	8	7	7
Similar Schools API Rank	5	6	4

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Pleasant Grove ES — Actual API Change		
	Pleasant Grove ES		Pleasant Grove JUSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	121	855	122	852	4,683,676	778	2	0	27
Black or African American	3	■	3	■	317,856	696	■	■	■
American Indian or Alaska Native	4	■	4	■	33,774	733	■	■	■
Asian	9	■	9	■	398,869	898	■	■	■
Filipino	0	■	0	■	123,245	859	■	■	■
Hispanic or Latino	18	801	18	801	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	86	880	87	876	1,258,831	845	21	-6	31
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	58	794	59	789	2,731,843	726	■	■	■
English Learners	14	666	14	666	1,521,844	707	■	■	■
Students with Disabilities	11	753	12	733	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.



Types of Services Funded

Most of our funds cover salaries, benefits, and instructional materials. General fund money contributes to our transportation program. Our childcare program is self-supporting. Class Size Reduction funds support smaller classes in grades K-3. Our reserve account handles any unforeseen circumstances. We receive funds from the State and Federal governments, local donations, grants, and Parents' Club.

Our Title I program serves approximately 30 students through small-group and individual work. Each year about half of our Title I students test out of Title I and continue to succeed in class.

Gifted and Talented Education (GATE) funds provide after-school classes in dance, choir, drama, science, art, and a variety of other topics. They also provide for performances and family nights. All students may participate in GATE classes.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Pleasant Grove ES		Pleasant Grove JUSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✖		✖	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Pleasant Grove ES	Pleasant Grove JUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

✖ Not applicable. The graduation rate for AYP criteria applies to high schools.

◇ Not applicable.

"We value strong fundamental, standards-based education while employing innovative, engaging teaching techniques to meet the variety of learning needs and styles we encounter."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Pleasant Grove JUSD	Pleasant Grove ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	9	9	8	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Pleasant Grove ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Pleasant Grove ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.4
Other	
Title I Intervention Specialist	1.0



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Pleasant Grove ES	
Total Expenditures Per Pupil	\$11,493
Expenditures Per Pupil From Restricted Sources	\$6,605
Expenditures Per Pupil From Unrestricted Sources	\$4,888
Annual Average Teacher Salary	\$49,295



Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Pleasant Grove JUSD	Similar Sized District
Beginning Teacher Salary	◇	\$38,744
Mid-Range Teacher Salary	◇	\$55,509
Highest Teacher Salary	◇	\$70,567
Average Principal Salary (Elementary School)	◇	\$92,338
Average Principal Salary (Middle School)	◇	\$96,427
Superintendent Salary	◇	\$109,381
Teacher Salaries — Percent of Budget	39%	37%
Administrative Salaries — Percent of Budget	9%	7%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Pleasant Grove ES	\$6,605	\$49,295
Pleasant Grove JUSD	\$6,605	\$49,295
California	\$5,455	\$57,071
School and District — Percent Difference	◇	◇
School and California — Percent Difference	+17.4%	-15.8%

◇ Information not available.

◆ The percent difference does not apply to single-site districts.

“Due to our small size, we are able to provide a unique educational experience and ensure that all staff members perform at their best, no matter what their role.”

School Accountability Report Card

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SIA School
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Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.