

Pleasant Grove

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Dave Tarr, Superintendent/Principal

 Principal, Pleasant Grove

About Our School

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 are excited to have our hard work recognized:

- California Distinguished School in 2008 and in 2013
- Title I Award in 2013 and 2016
- California Gold Ribbon School in 2016

Contact

*Pleasant Grove
3075 Howsley Rd.
Pleasant Grove, CA 95668-9723*

*Phone: 916-655-3235
E-mail: davet@sutter.k12.ca.us*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Pleasant Grove Joint Union
Phone Number	(916) 655-3235
Superintendent	Dave Tarr
E-mail Address	davet@sutter.k12.ca.us
Web Site	www.pgroveschool.org

School Contact Information (School Year 2018—19)	
School Name	Pleasant Grove
Street	3075 Howsley Rd.
City, State, Zip	Pleasant Grove, Ca, 95668-9723
Phone Number	916-655-3235
Principal	Dave Tarr, Superintendent/Principal
E-mail Address	davet@sutter.k12.ca.us
Web Site	www.pgroveschool.org
County-District-School (CDS) Code	51714316053326

Last updated: 12/10/2018

School Description and Mission Statement (School Year 2018—19)

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.

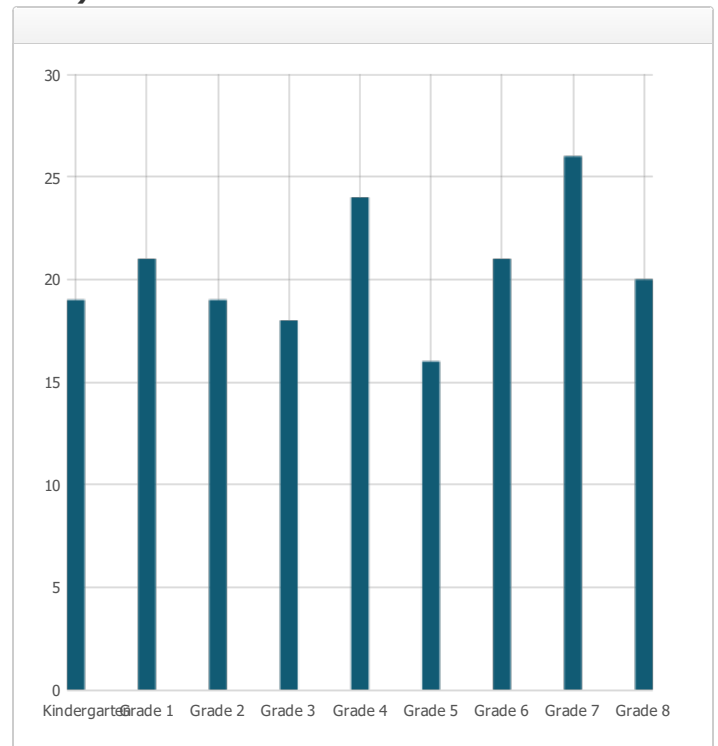
Vision

Pleasant Grove School District strives to educate students who 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.

Last updated: 1/13/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	19
Grade 1	21
Grade 2	19
Grade 3	18
Grade 4	24
Grade 5	16
Grade 6	21
Grade 7	26
Grade 8	20
Total Enrollment	184



Last updated: 12/10/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	%
Asian	1.6 %
Filipino	%
Hispanic or Latino	14.1 %
Native Hawaiian or Pacific Islander	1.6 %
White	77.7 %
Two or More Races	1.6 %
Other	2.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.4 %
English Learners	6.5 %
Students with Disabilities	4.9 %
Foster Youth	%

A. Conditions of Learning

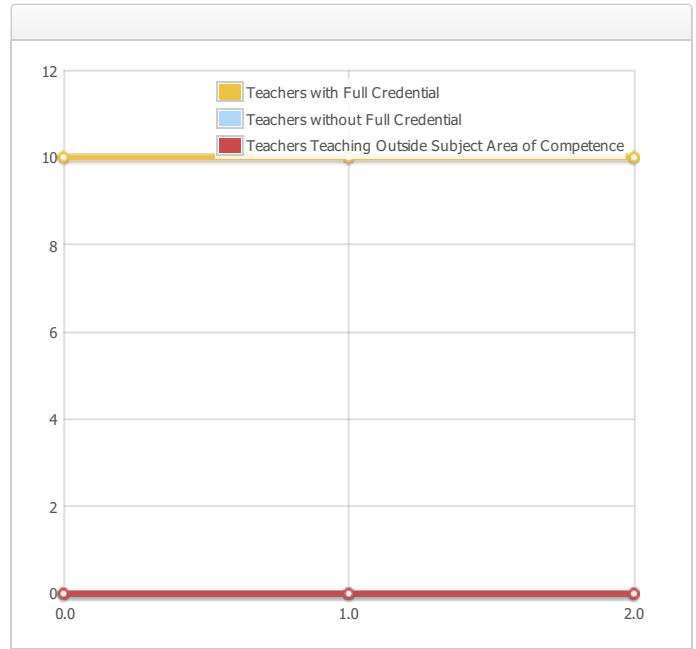
State Priority: Basic

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

Teacher Credentials

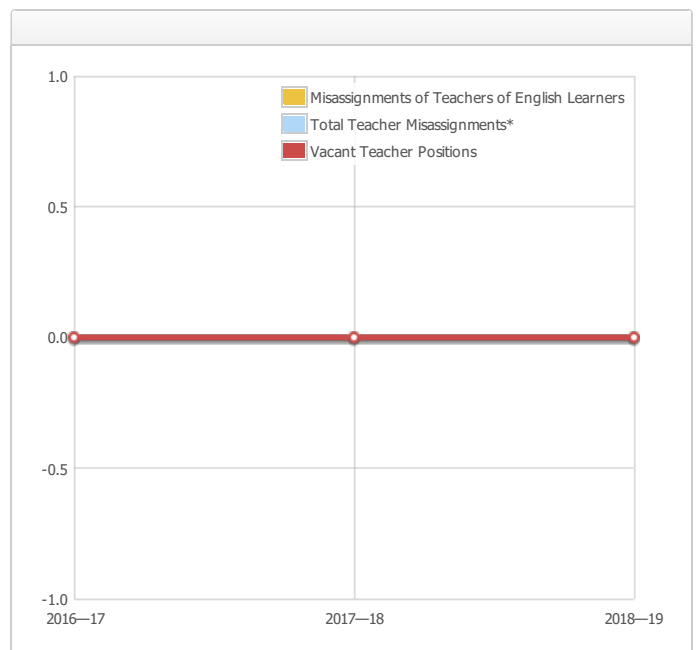
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	10	10	10	10
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/10/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Standards aligned instruction and instructional materials are used in all classes for all students.	Yes	0.0 %
Mathematics	Standards aligned instruction and instructional materials are used in all classes for all students.	Yes	0.0 %
Science	Standards aligned instruction and instructional materials are used in all classes for all students.		0.0 %
History-Social Science	Standards aligned instruction and instructional materials are used in all classes for all students.		0.0 %
Foreign Language			0.0 %
Health	Standards aligned instruction and instructional materials are used in all classes for all students.		0.0 %
Visual and Performing Arts	Standards aligned instruction and instructional materials are used in all classes for all students.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/14/2018

School Facility Conditions and Planned Improvements

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 nine classrooms, a cafeteria/ multi-use room, daycare/library building, and office building that contains three student service rooms.

We purchased a portable classroom in 1997, added a new library building 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. During the summer of 2016 the district spent more than half a million dollars on a major septic replacement.

The school is in 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.

Last updated: 12/14/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	The exterior of the library has some dry rot around a window, repairs are in progress
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
----------------	------

Last updated: 12/14/2018

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, which 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); and
- 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	57.0%	56.0%	57.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	53.0%	57.0%	53.0%	57.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 12/14/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	125	125	100.00%	56.80%
Male	61	61	100.00%	44.26%
Female	64	64	100.00%	68.75%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	16	16	100.00%	43.75%
Native Hawaiian or Pacific Islander	--	--	--	
White	99	99	100.00%	56.57%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	37	37	100.00%	43.24%
English Learners	11	11	100.00%	45.45%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 12/14/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	125	125	100.00%	56.80%
Male	61	61	100.00%	47.54%
Female	64	64	100.00%	65.63%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	16	16	100.00%	31.25%
Native Hawaiian or Pacific Islander	--	--	--	
White	99	99	100.00%	59.60%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	37	37	100.00%	37.84%
English Learners	11	11	100.00%	36.36%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 12/14/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 12/14/2018

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

California Physical Fitness Test Results (School Year 2017—18)

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
5	19.0%	31.0%	19.0%
7	15.0%	31.0%	35.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/14/2018

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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. Our Parents' Club provides the funding for a wide variety of student activities, supports our technology program, provides classroom funds to help defray the costs of teachers' extra purchases, and helps with numerous activities.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

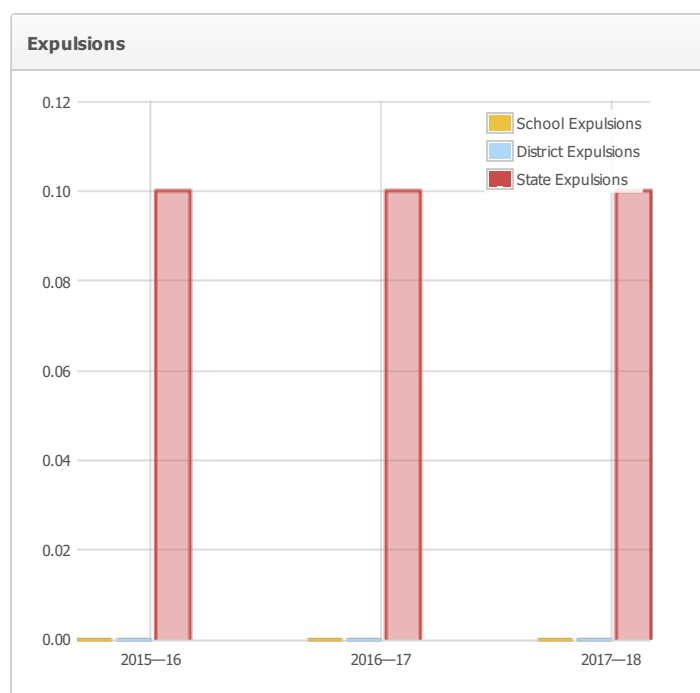
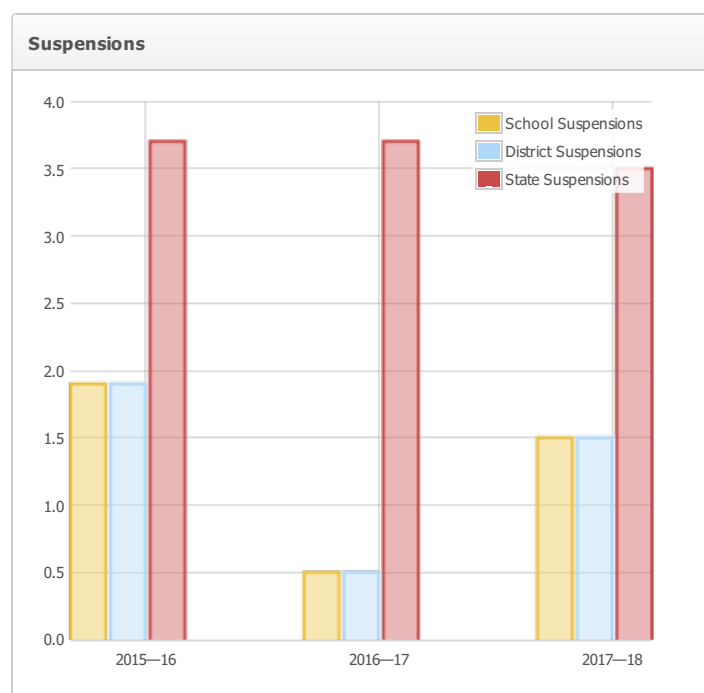
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.9%	0.5%	1.5%	1.9%	0.5%	1.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/14/2018

School Safety Plan (School Year 2018—19)

Our SSC reviews our safety plan annually and makes adjustments as needed. The Board reviews and approves our safety plan each February. 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 our School Site council in December 2018. It will be reviewed and approved by the Board in February, 2019. Key elements of the plan include monthly safety drills, crisis intervention plans, and emergency response procedures.

Last updated: 12/14/2018

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 (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	14.0	1	1	
1	19.0	1		
2	24.0		1	
3	16.0	1		
4	27.0		1	
5	22.0		1	
6	27.0		1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	13.0	1	1	
1	20.0	1		
2	23.0		1	
3	23.0		1	
4	14.0	1		
5	21.0		1	
6	24.0		1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	10.0	2		
1	21.0		1	
2	19.0	1		
3	18.0	1		
4	24.0		1	
5	16.0	1		
6	21.0		1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 12/14/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other		N/A

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

*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.

Last updated: 1/13/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12692.0	\$1921.0	\$10771.0	\$57475.0
District	N/A	N/A	\$10771.0	\$57475.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	34.0%	10.0%

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

Last updated: 1/7/2019

Types of Services Funded (Fiscal Year 2017—18)

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.

Pleasant Grove is a targeted assistance Title I school, and as such, services are provided to students who meet the criteria. The goal of the Title I program is to enable participants to meet the challenging state standards that all children are expected to master. Title I services are provided by a highly qualified teacher and/or paraprofessional. Services are provided based on student needs. Our Title I program serves approximately 30 students through smallgroup and individual work. Each year about half of our Title I students test out of Title I and continue to succeed in class.

The District utilizes traditional (standardized tests) and non-traditional (student products from school and home, classroom observations, and interim assessments) instruments in identifying gifted students. Participation in the GATE program is available to all students. Programs offered may include art, science, computer technology, drama, choir, and/or writing. Some classes are offered during regular school hours and others may be offered on an after school basis.

The school offers county operated Resource Specialist Program (RSP) and Speech & Language services on the Pleasant Grove School campus. Additional services are offered at other school sites through county operated programs. The district strives to provide an educational program to meet the needs of all school-aged children within the district. A student shall be referred for special education instruction only after the resources of the regular education program have been exhausted. If a student is referred to special education, parents will receive a notification of rights and an explanation of proposed assessments. After assessments have been completed, a Student Study Team meets to discuss findings. Individualized Education Plans and the student's progress based on the plan will be reviewed with the parent/guardian at least annually.

Last updated: 1/7/2019

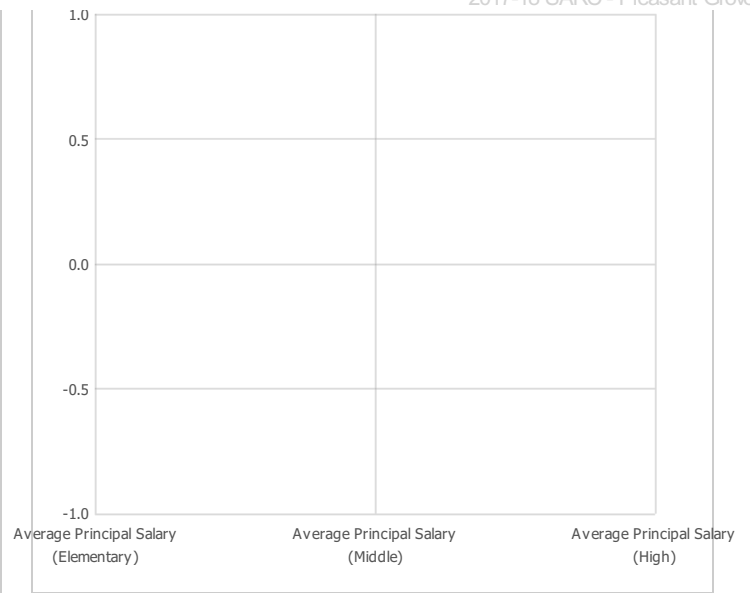
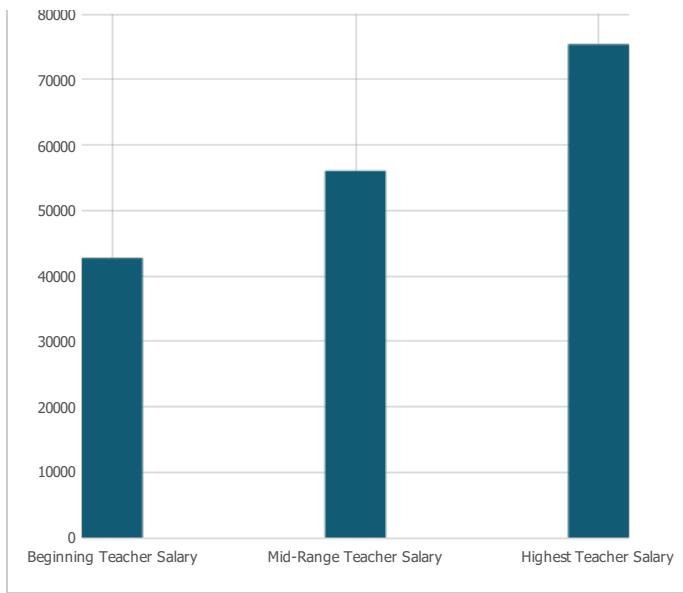
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,709	\$44,375
Mid-Range Teacher Salary	\$56,039	\$65,926
Highest Teacher Salary	\$75,366	\$82,489
Average Principal Salary (Elementary)	--	\$106,997
Average Principal Salary (Middle)	--	\$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	\$105,000	\$121,894
Percent of Budget for Teacher Salaries	25.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/7/2019

Professional Development

Pleasant Grove School has nine teachers. Their years of experience range from a first year teacher to over 30 years. Our teachers have, on average, 15 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 training includes Step Up to Writing and implementing NGSS. 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 the Tri County Induction Program (TCIP). They are assigned a support provider who meets with them weekly in addition to classroom observations and coaching.

Last updated: 12/14/2018