

# School Accountability Report Card Reported Using Data from the 2020–2021 School Year

**California Department of Education**

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Grove Joint Union School District	Dave Tarr Principal/Superintendent	<a href="mailto:davet@sutter.k12.ca.us">davet@sutter.k12.ca.us</a> (916) 655-3235
Address		Grade Span
3075 Howsley Rd., Pleasant Grove, CA 95668		TK-8 <sup>th</sup>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### **DataQuest**

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

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.**

## About This School

**Table 1: District Contact Information (School Year 2021–2022)**

Entity	Contact Information
District Name	Pleasant Grove Joint Union School District
Phone Number	(916) 655-3235
Superintendent	Dave Tarr
Email Address	davet@sutter.k12.ca.us
Website	www.pgroveschool.org

**Table 2: School Contact Information (School Year 2021–2022)**

Entity	Contact Information
School Name	Pleasant Grove School
Street	3075 Howsley Rd.
City, State, Zip	Pleasant Grove, CA 95668
Phone Number	(916) 655-3235
Principal	Dave Tarr
Email Address	davet@sutter.k12.ca.us
Website	www.pgroveschool.org
County-District-School (CDS) Code	51 71431 6053326

**Table 3: School Description and Mission Statement (School Year 2021–2022)**

The Pleasant Grove Joint Union School District is located just north of Sacramento in Sutter County and serves approximately 160 students in grades TK-8. Our student body is comprised of about 70% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all types of students for enrollment: students with behavioral problems, special education needs, or those who receive Title I services. The number of students who qualify for free and reduced breakfast and lunch has varied from a high of 41% to 33% currently. Our EL population is 3%. Our two significant subgroups are White and Socioeconomically Disadvantaged.

### 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.

### 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.

**Table 4: Student Enrollment by Grade Level (School Year 2020–2021)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	19
<b>Grade 1</b>	15
<b>Grade 2</b>	11
<b>Grade 3</b>	20
<b>Grade 4</b>	19
<b>Grade 5</b>	20
<b>Grade 6</b>	18
<b>Grade 7</b>	23
<b>Grade 8</b>	14
<b>Grade 9</b>	N/A
<b>Grade 10</b>	N/A
<b>Grade 11</b>	N/A
<b>Grade 12</b>	N/A
<b>Total Enrollment</b>	159

**Table 5: Student Enrollment by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	52
<b>Male</b>	48
<b>Non-Binary</b>	0
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	2
<b>Black or African American</b>	1
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	19
<b>Native Hawaiian or Pacific Islander</b>	3
<b>Two or More Races</b>	0
<b>White</b>	76
<b>English Learners</b>	3
<b>Foster Youth</b>	0
<b>Homeless</b>	1
<b>Migrant</b>	0
<b>Socioeconomically Disadvantaged</b>	26
<b>Students with Disabilities</b>	5

## **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

**Table 6: Teacher Preparation and Placement (School Year 2019–2020)**

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7	77.8	7	77.8	228366	83
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4206	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	22.2	2	22.2	11217	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12116	4.4
<b>Unknown</b>	0	0	0	0	18854	6.9
<b>Total Teaching Positions</b>	9	100	9	100	274759	100

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.

**Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)**

Authorization/Assignment	Number
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	2
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	2

**Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)**

Indicator	Number
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

**Table 9: Class Assignments (School Year 2019–2020)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

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

**Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)**

*Year and month in which the data were collected:* [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Standards-aligned instruction and instructional materials are used in all classes for all students.		0
<b>Mathematics</b>	Standards-aligned instruction and instructional materials are used in all classes for all students.		0
<b>Science</b>	Standards-aligned instruction and instructional materials are used in all classes for all students.		0
<b>History-Social Science</b>	Standards-aligned instruction and instructional materials are used in all classes for all students.		0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>	Standards-aligned instruction and instructional materials are used in all classes for all students.		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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

**Table 11: 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 included nine buildings, of which three are portables. We have nine classrooms, a cafeteria/multi-use room, daycare/library building, and office building that also contains two 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 2004/5. 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.

According to the October 2021 Facilities Inspection Tool (FIT), the school is in exemplary 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 via 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.

**Table 12: School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			
<b>Interior: Interior Surfaces</b>	X			2 window blinds in a classroom and 2 in an office needed replaced. Completed in November 2021.
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>	X			
<b>Electrical: Electrical</b>	X			
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	X			
<b>Safety: Fire Safety, Hazardous Materials</b>	X			
<b>Structural: Structural Damage, Roofs</b>	X			
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	X			

## Overall Facility Rate

**Year and month of the most recent FIT report:** October 2021

**Table 13: Overall Rating**

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

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

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

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

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

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



**Table 15: CAASPP Test Results in ELA by Student Group**  
**for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	113	108	95.58	4.42	51.85
<b>Female</b>	54	53	98.15	1.85	64.15
<b>Male</b>	59	55	93.22	6.78	40
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	25	25	100	0	44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	82	77	93.90	6.10	51.95
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>					
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	30	30	100	0	60
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

**Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	113	108	95.58	4.42	33.33
<b>Female</b>	54	53	98.15	1.85	43.40
<b>Male</b>	59	55	93.22	6.78	23.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	25	25	100	0	12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	82	77	93.90	6.10	36.36
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>					
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	30	30	100	0	23.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

**Table 19: 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 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
<b>Science (grades 5, 8 and high school)</b>	N/A	33.33	N/A	33.33	N/A	28.72

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

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

**Table 20: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	35	33	94.29	5.71	33.33
<b>Female</b>	19	19	100	0	31.58
<b>Male</b>	16	14	87.50	12.50	35.71
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	25	23	92	8	39.13
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>					
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	13	13	100	0	15.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

### **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

**Table 24: California Physical Fitness Test Results (School Year 2020–2021)**

<b>Grade Level</b>	<b>Percentage of Students Meeting Four of Six Fitness Standards</b>	<b>Percentage of Students Meeting Five of Six Fitness Standards</b>	<b>Percentage of Students Meeting Six of Six Fitness Standards</b>
<b>5</b>	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A
<b>9</b>	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

## **C. Engagement**

### **State Priority: Parental Involvement**

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

**Table 25: Opportunities for Parental Involvement (School Year 2021–2022)**

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;
- High school graduation rates; and
- Chronic Absenteeism

**Table 28: Chronic Absenteeism by Student Group  
(School Year 2020–2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	164	164	7	4.3
<b>Female</b>	83	83	3	3.6
<b>Male</b>	81	81	4	4.9
<b>American Indian or Alaska Native</b>	3	3	0	0
<b>Asian</b>	0	0	0	0
<b>Black or African American</b>	4	4	0	0
<b>Filipino</b>	0	0	0	0
<b>Hispanic or Latino</b>	31	31	1	3.2
<b>Native Hawaiian or Pacific Islander</b>	4	4	0	0
<b>Two or More Races</b>	0	0	0	0
<b>White</b>	122	122	6	4.9
<b>English Learners</b>	6	6	0	0
<b>Foster Youth</b>	0	0	0	0
<b>Homeless</b>	2	2	0	0
<b>Socioeconomically Disadvantaged</b>	46	46	2	4.3
<b>Students Receiving Migrant Education Services</b>	0	0	0	0
<b>Students with Disabilities</b>	10	10	0	0

### **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

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
<b>Suspensions</b>	2.66	0	2.66	0	3.47	.20
<b>Expulsions</b>	0	0	0	0	.08	0

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions for School Year 2019–2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
<b>Suspensions</b>	1.15	1.15	2.45
<b>Expulsions</b>	0	0	.05

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

**Table 31: Suspensions and Expulsions by Student Group**  
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

**Table 32: School Safety Plan (School Year 2021–2022)**

Our staff, families, and community work together closely to ensure student safety. Our School Site Council (SSC) reviews our Comprehensive School Safety Plan annually and makes adjustments as needed. The Board reviews and approves our safety plan each year. We conduct regular safety drills to ensure that everyone understands our emergency procedures.

During the 2019/20 school year SSC worked with local police and fire personnel to conduct a thorough review and revision of the safety plan. The Comprehensive School Safety Plan was reviewed and updated by our School Site Council in the spring of 2021 and approved by the Board in August 2021.

## 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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20	1		
1	17	1		
2	22		1	
3	20	1		
4	17	1		
5	24		1	
6	15	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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21		1	
1	15	1		
2	18	1		
3	21		1	
4	21		1	
5	15	1		
6	23		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.

**Table 35: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2020–2021)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	19	1		
<b>1</b>	15	1		
<b>2</b>	11	1		
<b>3</b>	20	1		
<b>4</b>	19	1		
<b>5</b>	20	1		
<b>6</b>	18	1		
<b>Other**</b>				

\*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.



**Table 40: Student Support Services Staff (School Year 2020–2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.4
Other	0

\*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.

**Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,331.86	1,792.25	9,539.61	62,253.40
District	N/A	N/A	9,539.61	62,253.40
Percent Difference – School Site and District	N/A	N/A	0	0
State	N/A	N/A	8483.83	72352
Percent Difference – School Site and State	N/A	N/A	12.5%	16%

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

**Table 42: Types of Services Funded (Fiscal Year 2020–2021)**

Pleasant Grove JUSD received state, federal, and local funds to operate programs and services for students. While the majority of school funding came from LCFF, funds from the state and federal government supported special programs for students. These “categorical” dollars were restrictive in nature and could only be utilized for the purposes for which they were given. Categorical dollars funded staff to support intervention for students, child nutrition, instructional materials, professional development, technology improvements, drug education, etc.

**Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	45,308	47,265
<b>Mid-Range Teacher Salary</b>	59,446	69,813
<b>Highest Teacher Salary</b>	81,119	91,237
<b>Average Principal Salary (Elementary)</b>	N/A	113,466
<b>Average Principal Salary (Middle)</b>	N/A	115,186
<b>Average Principal Salary (High)</b>	N/A	
<b>Superintendent Salary</b>	115,901	131,359
<b>Percent of Budget for Teacher Salaries</b>	37	30
<b>Percent of Budget for Administrative Salaries</b>	6	7

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

**Table 45: Professional Development**

<b>Measure</b>	<b>2019–2020</b>	<b>2020–2021</b>	<b>2021–2022</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

