

Pleasant Grove JUSD

2021-22 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Pleasant Grove School
Street	3075 Howsley Road
City, State, Zip	Pleasant Grove, CA 95668
Phone Number	(916) 655-3235
Principal	Dave Tarr
Email Address	davet@sutter.k12.ca.us
School Website	https://www.pgroveschool.org/
County-District-School (CDS) Code	51714316053326

2021-22 District 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
District Website Address	https://www.pgroveschool.org/

2021-22 School Overview

Pleasant Grove School is a special place to learn! We have a rich history, traditional values, and progressive practices. As a learning community, we ardently believe failure is not an option and support our beliefs by putting effective practices into place. Located just north of Sacramento in Sutter County, we serve approximately 150 TK-8th grade students and are the only school in the Pleasant Grove School District. 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.

The school began serving students of the rural farming communities of South Sutter County in the mid 1800's, and many of our students' parents and grandparents, and even some of our current staff members, attended school here. We enjoy the many benefits of being a central part of a close knit, multigenerational farming community. Although we have strong roots in the past, we are a forward thinking, high quality school. Pleasant Grove students and staff all work hard and expect a lot of each other. We provide a unique educational experience, and everyone performs their best, no matter what their role.

We value strong, fundamental, standards-based education while employing innovative, engaging teaching techniques to meet the variety of learning needs and styles we encounter. We received Distinguished School Awards in 2008 and 2014 and a Title I Award in 2014. In 2016 we received the Gold Ribbon and Title I Awards. Never content to rest on our laurels, Pleasant Grove School continues to maintain a reputation of uncompromised commitment to academic growth.

There is a special feel to Pleasant Grove School, and visitors readily comment about it. Middle school students care for and mentor younger students; students regularly spend recess voluntarily picking up trash or pulling weeds from a flower bed; older students work in the cafeteria. Pleasant Grove School belongs to them - regardless of whether they are inter-district or whether their family has attended for several generations. Pleasant Grove School is a unique place; traditional, yet progressive. We love what we do, and it shows through our students. We look forward to expanding our vision to many more generations.

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.

About this School**Student Enrollment by Grade Level (School Year 2021–22)**

Grade Level	Number of Students
Kindergarten	16
Grade 1	18
Grade 2	16
Grade 3	12
Grade 4	21
Grade 5	23
Grade 6	19
Grade 7	19
Grade 8	23
Total Enrollment	167

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Non Binary	0
American Indian or Alaska Native	0.6
Asian	3
Black or African American	1.2
Filipino	0
Hispanic or Latino	21
Native Hawaiian or Pacific Islander	1.8
Two or More Races	1.8
White	70.7
English Learners	4.2
Foster Youth	0
Homeless	1.8
Migrant	0
Socioeconomically Disadvantaged	29.3
Students with Disabilities	6.6

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

Teacher Preparation and Placement (School Year 2020–21)

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)	7	77.78	7	77.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0	0	0	0	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	22.22	2	22.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12115.80	4.41
Unknown	0	0	0	0	18854.30	6.86
Total Teaching Positions	9	100	9	100	274759.10	100

Teacher Preparation and Placement (School Year 2021-22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

**Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	
Misassignments	2	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	2	

**Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0	
Total Out-of-Field Teachers	0	

Class Assignments

Indicator	2020–21 Percent	2021–22 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	

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2022–23)**

Subject	Textbooks and Other 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. <ul style="list-style-type: none"> TK-2nd: Systematic Instruction in Phonemic Awareness, Phonics, and sight Words (SIPPS); Making Meaning; Academic Vocabulary Toolkit (AVT) 3rd – 8th: Engage New York; AVT 	Yes	0
Mathematics	Standards-aligned instruction and instructional materials are used in all classes for all students. <ul style="list-style-type: none"> TK-5th: the Math Learning Center: Bridges in Mathematics 6th-8th: California Preparatory Mathematics (CPM) 	Yes	0
Science	Standards-aligned instruction and instructional materials are used in all classes for all students.	Yes	0
History-Social Science	Standards-aligned instruction and instructional materials are used in all classes for all students.	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Standards-aligned instruction and instructional materials are used in all classes for all students.	Yes	0

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 portable buildings. 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 2022 Facilities Inspection Tool (FIT), the school is in exemplary condition and it provides students a safe, clean, and functional environment for learning. Our 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.

School Facility Good Repair Status

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

Most Recent FIT Report: October, 2022

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8)	N/A	47	N/A	44	N/A	47
Mathematics (grades 3-8)	N/A	45	N/A	45	N/A	33

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	118	100	0	44.07
Female	56	56	100	0	55.36
Male	62	62	100	0	33.87
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100	0	25.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	84	84	100	0	47.62
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100	0	38.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	118	100	0	44.92
Female	56	56	100	0	48.21
Male	62	62	100	0	41.94
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100	0	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	84	84	100	0	50
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100	0	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

**CAASPP Test Results in Science for All Students
Grades Five and Eight**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5 and 8)	33.33	32.61	33.33	32.61	28.5	29.47

**CAASPP Test Results in Science by Student Group
Grades Five and Eight (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	46	100	0	32.61
Female	21	21	100	0	33.33
Male	25	25	100	0	32.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	35	35	100	0	34.29
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

- The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	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	100%	96%	100%	96%	100%
7	100%	100%	100%	100%	100%

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.

Opportunities for Parental Involvement (School Year 2022–23)

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. Parents attend Back to School Night, Friday at the Flag, awards assemblies, Open House, parent conferences and various other school sponsored events. 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.

Parents are important Educational Partners and the district regularly seeks input on plans and programs. Each year, during the LCAP process the district solicits parent input regarding Local Indicators, LCAP goals and actions, school needs and priorities, school safety, etc. Our School Site Council routinely gives input on plans and programs prior to presentation to the Board of Trustees.

C. Engagement

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

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	170	168	32	19.0
Female	82	80	17	21.3
Male	88	88	15	17.0
American Indian or Alaska Native	1	1	0	0
Asian	5	5	0	0
Black or African American	2	2	0	0
Filipino	0	0	0	0
Hispanic or Latino	34	34	5	14.7
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	3	3	1	33.3
White	122	120	24	20.0
English Learners	7	7	0	0
Foster Youth	0	0	0	0
Homeless	3	3	1	66.7
Military	0	0	0	0
Socioeconomically Disadvantaged	53	51	11	21.6
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	15	15	3	20.0

C. School Climate

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 for School Year 2019–20 Only
(data collected between July through February,
partial school year due to the COVID-19 pandemic)**

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0	0	0.2
Expulsions	0	0	0

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.15	2.94	1.15	2.94	2.45	3.17
Expulsions	0	0	0	0	0.05	0.07

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.94	0
Female	0	0
Male	5.68	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.28	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Military	0	0
Socioeconomically Disadvantaged	5.66	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.67	0

School Safety Plan (School Year 2022–23)

Our staff, families, and community work together closely to ensure student safety. Our School Site Council (SSC) works with local police and fire personnel to conduct a thorough review of the Comprehensive School Safety Plan 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.

The Comprehensive School Safety Plan was last reviewed and updated by our School Site Council in spring 2022 and approved by the Board in August 2022.

D. Other SARC Information**Information Required in the SARC**

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 2019–20)**

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.

**Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10	1		
1	15	1		
2	11	1		
3	20	1		
4	19	1		
5	20	1		
6	18	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 2021-22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8	1		
1	18	1		
2	15	1		
3	12	1		
4	21		1	
5	23		1	
6	19	1		
Other**				

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	1.6

**Expenditures Per Pupil and School Site Teacher Salaries
(Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,787	\$1,803	\$8,984	\$66,511
District	\$10,787	\$1,803	\$8,984	\$66,511
Percent Difference – School Site and District	0	0	0	0
State				
Percent Difference – School Site and State				

Types of Services Funded (Fiscal Year 2021–22)

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.

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,308	
Mid-Range Teacher Salary	\$59,446	
Highest Teacher Salary	\$81,119	
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	N/A	
Superintendent Salary	\$115,901	
Percent of Budget for Teacher Salaries	33.26%	
Percent of Budget for Administrative Salaries	11.98%	

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

