

**Pleasant Grove**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

<b>Address:</b>	3075 Howsley Rd. Pleasant Grove, CA , 95668-9723	<b>Principal:</b>	Dave Tarr, Superintendent/Principal
<b>Phone:</b>	(916) 655-3235	<b>Grade Span:</b>	TK-8

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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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## About This School

### **Dave Tarr, Superintendent/Principal**

Principal, Pleasant Grove

#### **Contact**

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

Phone: [\(916\) 655-3235](tel:(916)655-3235)  
Email: [davet@sutter.k12.ca.us](mailto:davet@sutter.k12.ca.us)

## Contact Information (School Year 2025–26)

### **District Contact Information (School Year 2025–26)**

<b>District Name</b>	Pleasant Grove Joint Union
<b>Phone Number</b>	(916) 655-3235
<b>Superintendent</b>	Tarr, Dave
<b>Email Address</b>	<a href="mailto:davet@sutter.k12.ca.us">davet@sutter.k12.ca.us</a>
<b>Website</b>	<a href="http://www.pgroveschool.org">www.pgroveschool.org</a>

### **School Contact Information (School Year 2025–26)**

<b>School Name</b>	Pleasant Grove
<b>Street</b>	3075 Howsley Rd.
<b>City, State, Zip</b>	Pleasant Grove, CA , 95668-9723
<b>Phone Number</b>	(916) 655-3235
<b>Principal</b>	Dave Tarr, Superintendent/Principal
<b>Email Address</b>	<a href="mailto:davet@sutter.k12.ca.us">davet@sutter.k12.ca.us</a>
<b>Website</b>	<a href="http://www.pgroveschool.org">http://www.pgroveschool.org</a>
<b>Grade Span</b>	TK-8
<b>County-District-School (CDS) Code</b>	51714316053326

## **School Description and Mission Statement (School Year 2025–26)**

Located just north of Sacramento in Sutter County, Pleasant Grove School serves approximately 150 TK-8th grade students and is 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.

### **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;

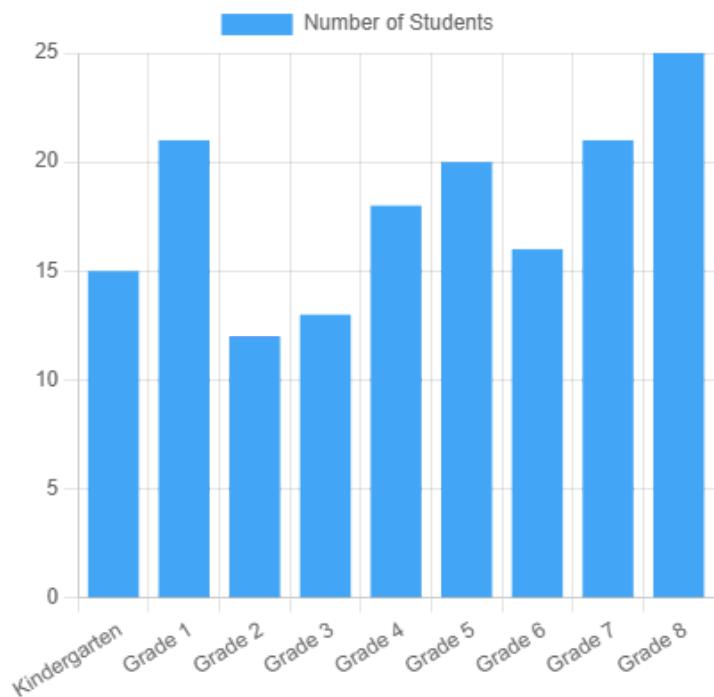
Developing a highly qualified, committed staff;

Actively involving parents, families, and the community in the educational process;

Providing quality facilities and support services; and Upholding fiscal integrity.

## Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	15
Grade 1	21
Grade 2	12
Grade 3	13
Grade 4	18
Grade 5	20
Grade 6	16
Grade 7	21
Grade 8	25
Total Enrollment	161



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	49.70%	English Learners	5.70%
Male	52.90%	Foster Youth	0.60%
Non-Binary	0.00%	Homeless	5.10%
American Indian or Alaska Native	1.30%	Migrant	0.00%
Asian	1.90%	Socioeconomically Disadvantaged	38.90%
Black or African American	1.30%	Students with Disabilities	12.10%
Filipino	0.00%		
Hispanic or Latino	22.30%		
Native Hawaiian or Pacific Islander	1.30%		
Two or More Races	5.70%		
White	68.80%		

## 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 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)	7.00	77.78%	7.00	77.78%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	22.22%	2.00	22.22%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>9.00</b>	<b>100.00%</b>	<b>9.00</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2022–23)

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)	6.50	82.38%	6.50	82.38%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	17.38%	1.30	17.38%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>8.00</b>	<b>100.00%</b>	<b>8.00</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2023–24)

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)	7.00	87.50%	7.00	87.50%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	12.50%	1.00	12.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	13705.80	4.91%
<b>Total Teaching Positions</b>	<b>8.00</b>	<b>100.00%</b>	<b>8.00</b>	<b>100.00%</b>	<b>278927.10</b>	<b>100.00%</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	1	0.00
Misassignments	2.00	0.4	0.00
Vacant Positions	0.00	0	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>1.3</b>	<b>0.00</b>

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1.00
Local Assignment Options	0.00	0	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0</b>	<b>1.00</b>

## Class Assignments

Indicator	2021– 22	2022– 23	2023– 24
	Percent	Percent	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.3%	12.5%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Standards-aligned instruction and instructional materials are used in all classes for all students.  TK-2nd: Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS); Making Meaning; Academic Vocabulary Toolkit (AVT)  3rd-8th: Engage New York; AVT	0
Mathematics	Standards-aligned instruction and instructional materials are used in all classes for all students.  TK-5th: The Math Learning Center: Bridges in Mathematics  6th-8th: California Preparatory Mathematics (CPM)	0
Science	Standards-aligned instruction and instructional materials are used in all classes for all students.	0
History-Social Science	Standards-aligned instruction and instructional materials are used in all classes for all students.	0
Foreign Language		0
Health		0
Visual and Performing Arts	Standards-aligned instruction and instructional materials are used in all classes for all students.	0
Science Lab Equipment (Grades 9-12)	N/A	0

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

## 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 2025 Facilities Inspection Tool (FIT), the school is in good 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

Using the **most recently collected** Facility Inspection Tool (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: August 2025

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

## Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Good
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### **CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	50%	46%	50%	46%	47%	48%
Mathematics (grades 3-8 and 11)	46%	36%	46%	36%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Not Tested	Percent Met or Exceeded
All Students	109	109	100.00%	0.00%	45.87%
Female	54	54	100.00%	0.00%	50.00%
Male	55	55	100.00%	0.00%	41.82%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	20	20	100.00%	0.00%	45.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	77	77	100.00%	0.00%	42.86%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00%	0.00%	41.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	14	100.00%	0.00%	21.43%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	109	100.00%	0.00%	35.78%
Female	54	54	100.00%	0.00%	33.33%
Male	55	55	100.00%	0.00%	38.18%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	20	20	100.00%	0.00%	30.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	77	77	100.00%	0.00%	32.47%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00%	0.00%	25.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	14	100.00%	0.00%	28.57%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	39.39%	43.18%	39.39%	43.18%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	44	100.00%	0.00%	43.18%
Female	20	20	100.00%	0.00%	40.00%
Male	24	24	100.00%	0.00%	45.83%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	33	100.00%	0.00%	45.45%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	12	12	100.00%	0.00%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## State Priority: 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 2024–25)

#### 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%	100%	100%	94%	100%
7	81%	81%	0%	94%	94%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2025–26)

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 Parent Advisory Committee (PAC); 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.

## State Priority: Pupil Engagement

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

- ♦ High school graduation rates;
- ♦ High school dropout rates; and
- ♦ Chronic Absenteeism

### Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	170	165	17	10.3%
Female	81	79	8	10.1%
Male	89	86	9	10.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	37	7	18.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	--	--	--
White	111	109	7	6.4%
English Learners	14	14	3	21.4%
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	70	67	8	11.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	22	2	9.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
	23	24	25	23	24	25	23	24	25
Suspensions	5.81%	3.70%	5.29%	5.81%	0.00%	5.29%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
	Rate	Rate
All Students	5.29%	0.00%
Female	1.23%	0.00%
Male	8.99%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	7.69%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	9.09%	0.00%
White	4.50%	0.00%
English Learners	7.14%	0.00%
Foster Youth	0.00%	0.00%
Homeless	18.18%	0.00%
Socioeconomically Disadvantaged	10.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.70%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## School Safety Plan (School Year 2025–26)

Our staff, families, and community work together closely to ensure student safety. Our Parent Advisory Committee (PAC) 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 Safety Committee/Parent Advisory in spring 2025 and approved by the Board in June 2025.

## 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1- 20	Number of Classes* 21- 32	Number of Classes* 33+
K	9.00	2	0	0
1	10.00	1	0	0
2	12.00	1	0	0
3	16.00	1	0	0
4	14.00	1	0	0
5	18.00	1	0	0
6	23.00	0	1	0
Other**	0.00	0	0	0

\* 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 2023–24)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1		
1	16.00	1		
2	12.00	1		
3	13.00	1		
4	19.00	1		
5	12.00	1		
6	20.00	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 2024–25)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	1		
1	21.00		1	
2	12.00	1		
3	13.00	1		
4	18.00	1		
5	20.00	1		
6	16.00	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.

### Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other**	0.60

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15084.75	\$3457.79	\$11626.96	\$82481.82
District	N/A	N/A	\$15085.00	\$82482.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$11146.18	\$85291.00
Percent Difference – School Site and State	N/A	N/A	30.03%	-3.35%

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

## Types of Services Funded (Fiscal Year 2024-25)

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 2023-24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$55247.70
Mid-Range Teacher Salary	--	\$80745.76
Highest Teacher Salary	--	\$109655.38
Average Principal Salary (Elementary)	--	\$133828.44
Average Principal Salary (Middle)	--	\$142253.44
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$155953.89
Percent of Budget for Teacher Salaries	29.38%	25.26%
Percent of Budget for Administrative Salaries	5.82%	6.12%

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

## Professional Development

We have early release on Mondays that give us approximately 26 two hour blocks of time for PD. This is in addition to a full day prior to the school year starting.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8