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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at [http://www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/).
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at [http://www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/).
- For additional information about the school, parents 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 [http://dq.cde.ca.gov/dataquest/](http://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/](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.
About This School

District Contact Information (School Year 2020 - 2021)

<table>
<thead>
<tr>
<th>District Name</th>
<th>Elk Grove Unified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>(916) 686-5085</td>
</tr>
<tr>
<td>Web Site</td>
<td><a href="http://www.egusd.net">www.egusd.net</a></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Christopher R. Hoffman</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:choffman@egusd.net">choffman@egusd.net</a></td>
</tr>
</tbody>
</table>

School Contact Information (School Year 2020 - 2021)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Pleasant Grove High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street</td>
<td>9531 Bond Rd</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Elk Grove, CA 95624</td>
</tr>
<tr>
<td>Phone Number</td>
<td>916-686-0230</td>
</tr>
<tr>
<td>Principal</td>
<td>Taigan Keplinger</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:tkepling@egusd.net">tkepling@egusd.net</a></td>
</tr>
<tr>
<td>Web Site</td>
<td><a href="http://pghs.egusd.net">http://pghs.egusd.net</a></td>
</tr>
<tr>
<td>County-District-School(CDS) Code</td>
<td>34673140108753</td>
</tr>
</tbody>
</table>

School Description and Mission Statement (School Year 2020 - 2021)

As a California Distinguished School, Pleasant Grove High School offers a unique and wonderful educational experience for students - including the relationships we build with students and families, the safety of our campus, the importance of a respectful learning environment, the rigor and breadth of the instructional programs, and the support provided to our diverse learners. Our goal is to ensure that all policies, practices and procedures are implemented through a lens of educational equity. Furthermore, PGHS strives to achieve our vision: a learning community where all are safe, supported and encouraged to grow.

All aspects of PGHS support the EGUSD mission and contribute to providing students with the academic and life skills needed to be lifelong learners who are prepared to succeed in college, career, and life. Our success in implementing our district's mission can be evidenced through our school's special strengths, including: Academic courses ranging from a full continuum of special education and intervention classes to Honors and Advanced Placement courses. Our goal is to educate and support all students based on the whole-child approach by addressing their academic and emotional needs.

Family and community engagement continue to be an important aspect of the success of Pleasant Grove High School. A monthly parent newsletter is distributed to keep our families connected to PGHS activities and events. Additionally, parent involvement is vital to the success of our athletic teams, booster clubs, school clubs, PTSO, ELAC (English Learner Advisory Committee) and committees including Eagle Alliance (PBIS), Safety and Security, Advocacy, and many others. Families are invited to attend on-campus events including Coffee with the Principal, Take Your Parents to School Day, Parent Lunch Days, the Multicultural Assembly and Family Night, and Parent Workshop opportunities. Our community partnerships support our academies, athletic teams, band, theater, robotics and many other extra-curricular activities.

Because student safety is our top priority, the behavior expectations are clearly communicated and strictly enforced. We emphasize responsible and respectful behavior. Our students feel comfortable and secure, allowing them to reach their greatest potential.

Taigan Keplinger, Principal
### Student Enrollment by Grade Level (School Year 2019 - 2020)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0</td>
</tr>
<tr>
<td>Grade 1</td>
<td>0</td>
</tr>
<tr>
<td>Grade 2</td>
<td>0</td>
</tr>
<tr>
<td>Grade 3</td>
<td>0</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0</td>
</tr>
<tr>
<td>Ungraded Elementary</td>
<td>0</td>
</tr>
<tr>
<td>Grade 9</td>
<td>700</td>
</tr>
<tr>
<td>Grade 10</td>
<td>680</td>
</tr>
<tr>
<td>Grade 11</td>
<td>624</td>
</tr>
<tr>
<td>Grade 12</td>
<td>556</td>
</tr>
<tr>
<td>Ungraded Secondary</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>2560</td>
</tr>
</tbody>
</table>

### School Enrollment by Student Group (School Year 2019 - 2020)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>5.10%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.50%</td>
</tr>
<tr>
<td>Asian</td>
<td>23.40%</td>
</tr>
<tr>
<td>Filipino</td>
<td>5.50%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>19.50%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.50%</td>
</tr>
<tr>
<td>White</td>
<td>37.40%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>8.20%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>27.10%</td>
</tr>
<tr>
<td>English Learners</td>
<td>3.80%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10.00%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.40%</td>
</tr>
<tr>
<td>Homeless</td>
<td>0.40%</td>
</tr>
</tbody>
</table>
A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>112</td>
<td>116</td>
<td>114</td>
<td>3146</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence (with full credential)</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>50</td>
</tr>
</tbody>
</table>

Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.
Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2020 - 2021)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: September 1, 2020
Year and month in which data were collected: September 1, 2020

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Instructional Materials/year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>All English/Language Arts books K-12 are provided one per student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>World of Wonders</em> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TK - <em>Big Book Package</em>. No student materials. Adopted EGUSD 2016</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>California Wonders by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</td>
<td><em>K- Your Turn Practice Book, Close Reading Companion</em> 1st- Literature Anthology units 1-4, <em>Your Turn Practice Book, Close Reading Companion</em>. 2nd-6th: <em>Literature Anthology, Your Turn Practice Book, Close Reading Companion</em>. Adopted EGUSD 2016</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>CA StudySync by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</td>
<td>7th-8th - Student Edition Adopted EGUSD 2017</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>9th-12th - Student Edition CA StudySync by McGraw Hill, © 2017 10th Honors - <em>Advanced Language &amp; Literature</em>, Bedford, Freeman &amp; Worth © 2016 Adopted EGUSD 2018</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>AP Courses: 11th - <em>Language of Composition</em>, Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - <em>Bedford Introduction to Literature</em>, Bedford/St. Martins © 2016 Adopted EGUSD 2017</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>IB Courses: <em>Theory of Knowledge</em>, Cambridge University Press © 2009 Adopted EGUSD 2010 <em>English A: Literature for the IB Diploma</em>, Oxford University Press © 2012; Adopted EGUSD 2016 <em>Bedford Introduction to Literature</em>, Bedford/St. Martins © 2016</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Adopted EGUSD 2017</td>
<td>All Math books K-12 are provided one per student.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><em>World of Wonders</em> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</td>
<td>TK - <em>Big Book Package</em>. No student materials. Adopted EGUSD 2016</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td>CA <em>GoMath</em>, © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>K-6th - Student Edition and Practice workbook Adopted EGUSD 2015</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td>Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>7th-8th <em>Go Math</em>, Houghton Mifflin Harcourt Publishing © 2015; 8th <em>Integrated Math 1</em>, Houghton Mifflin Harcourt Publishing © 2015</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td>Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>9th-12th <em>Integrated Math 1</em>, <em>Integrated Math 2</em>, <em>Integrated Math 3</em>, Houghton Mifflin Harcourt Publishing © 2015; <em>Statistics &amp; Probability with Applications 3e</em> Bedford Freeman &amp; Worth © 2016; <em>PreCalculus with Limits 4e</em> Cengage © 2018</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td>AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>AP Courses: <em>Calculus: Graphical, Numerical</em>, Pearson 2016; <em>Practice of Statistics</em>, 5th Ed., WH Freeman &amp; Co. © 2015</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td>IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</td>
<td>IB Courses: <em>Mathematics for the IB Student</em>, Haese Mathematics © 2012, 3rd Edition, <em>Standard Level Mathematics, Higher Level Mathematics</em>, Pearson © 2012; <em>Calculus 8th edition</em>, McDougal Littell © 2006</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>All 2-12 Science books are provided one per student.</td>
<td></td>
</tr>
<tr>
<td><em>World of Wonders</em> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</td>
<td>TK - <em>Big Book Package</em>. No student materials. Adopted EGUSD 2016</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td>California Science by McGraw Hill © 2008 for</td>
<td>K - Literature Big Book Package</td>
<td>Yes 0</td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td>Materials Provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| K-5    | 1st - Unit Big Book Package  
2nd - 5th - Student Edition  
Adopted EGUSD 2008 |
| 6-8    | 6th - *Earth & Space Science*  
7th - *Life Science*  
8th - *Physical Science*  
Adopted EGUSD 2020 |
| 9-12   | *Astronomy Today*, Prentice Hall © 2002;  
Adopted EGUSD 2002  
*Criminalistics*, Prentice Hall © 2004,  
*Chemistry in the Community* © 2006, VHPS;  
Adopted EGUSD 2006 |
| 11-12  | *Foundations in Microbiology*, McGraw Hill, © 2005  
Adopted EGUSD 2008  
Adopted EGUSD 2020 |
| 9-12   | *AP Courses: Biology by Campbell*, Pearson © 2011;  
Adopted EGUSD 2012  
Adopted EGUSD 2013 |
| 11-12  | *College Physics, 9th Ed., Cengage* © 2012  
Adopted EGUSD 2014 |
Adopted EGUSD 2008 |
| TK     | *World of Wonders* by McGraw Hill © 2017 in grades TK.  
All materials are from the most recent adoption of the local governing Board of Education |
This program is from the current SBE |

*Note: All 1-12 History-Social Science books are provided one per student.*
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>People Who Make a Difference</td>
</tr>
<tr>
<td>3rd</td>
<td>Continuity and Change</td>
</tr>
<tr>
<td>4th</td>
<td>California: A Changing State</td>
</tr>
<tr>
<td>5th</td>
<td>US History: Making a New Nation</td>
</tr>
<tr>
<td>6th</td>
<td>Ancient Civilizations</td>
</tr>
<tr>
<td>7th</td>
<td>Medieval to Early Modern Times</td>
</tr>
<tr>
<td>8th</td>
<td>United States History &amp; Geography</td>
</tr>
<tr>
<td>9-12</td>
<td>World Geography and Cultures, Understanding Psychology © 2008, Glencoe © 2008</td>
</tr>
<tr>
<td>10-12</td>
<td>Essentials of Comparative Politics, W.W. Norton © 2015</td>
</tr>
<tr>
<td></td>
<td>Adopted EGUSD 2018</td>
</tr>
<tr>
<td>11-12</td>
<td>History of the Americas © 2015;</td>
</tr>
<tr>
<td></td>
<td>The Cold War Superpower Tensions and Rivalries © 2015, Oxford University Press;</td>
</tr>
<tr>
<td></td>
<td>Authoritarian States, © 2015, Oxford University Press</td>
</tr>
<tr>
<td></td>
<td>Adopted EGUSD 2018</td>
</tr>
<tr>
<td>7-12</td>
<td>Adventures in Japanese III, Cheng &amp; Tsui, © 1998;</td>
</tr>
<tr>
<td></td>
<td>Adopted EGUSD 2000</td>
</tr>
<tr>
<td></td>
<td>Genki II, Japanese Times © 2011;</td>
</tr>
<tr>
<td>Subject</td>
<td>Textbooks</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | **AP Courses:**
  * Abriendo Puertas, McDougal Littell © 2003; Adopted EGUSD 2002
  * Kaleidoskop, Houghton Mifflin © 2007; Adopted EGUSD 2006
  * Yookoso!, McGraw-Hill © 2006; Adopted EGUSD 2007
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | **IB Courses:**
  * Yookoso! McGraw-Hill © 2006; Adopted EGUSD 2007
  * French B Course Companion, Spanish B Course Companion, © 2018, Oxford University Press Adopted EGUSD 2019 | Yes 0               |
| Visual and Performing Arts    | All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | 7th-8th:
  * Tradition of Excellence, Beacon Music © 2011; Adopted EGUSD 2018 | Yes 0               |
|                               | 9-12th:
  * Alfred's Basic Adult Piano Course, Alfred Music © 1999; Basic Drama Projects, Perfection Learning © 2015; Beginning Sculpture, Davis © 2005; Communication Through Graphic Design, Davis © 2010; Dance Composition, Davis © 2009; Discovering Drawing, Davis © 2018; Discovering Dance, Human Kinetics © 2014; Drama for Reading and Performance, Perfection Learning © 2008; Experience Clay, Davis © 2011; Experience Painting, Davis © 2015; Experiencing Dance, Human Kinetics © 2014; Focus on Photography, Davis © 2016; Guitar School, Alfred Music © 1998; Photography, Pearson © 2016; Adopted EGUSD 2018 | Yes 0               |
| AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | **AP Courses:**
  * Gardner’s Art Through the Ages, Thomson/Wadsworth © 2005; Adopted EGUSD 2005
  * Musician's Guide to Theory and Analysis, WW Norton © 2006; Adopted EGUSD 2018 | Yes 0               |
<p>| Health                        | All 9-12 Health books are provided one per student.                       |                      |                  |
|                               | All high school textbooks are from the most recent adoption of the local governing Board of | <strong>Health,</strong> Glencoe © 2004 Adopted EGUSD 2004 | Yes 0               |</p>
<table>
<thead>
<tr>
<th>Education.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science Laboratory Equipment (grades 9-12)</strong></td>
<td>All 9-12 students utilizing a lab have access to appropriate equipment.</td>
</tr>
</tbody>
</table>
School Facility Conditions and Planned Improvements (School Year 2020 - 2021)

Pleasant Grove High School was opened in the fall of 2005 with 13 pods containing 87 classrooms, 5 computer labs, administrative and student services offices, two gyms, and a multi-purpose room. The library serves both the Pleasant Grove High School and Katherine Albiani Middle School campus. In 2007, five portables were added to the southeast corner of campus to accommodate student growth. The Ag Center was completed in August 2011 and a greenhouse was added and completed in June 2014. In summer of 2017, three classrooms were transformed to meet the needs of the DMA and IDEA Academies. The PGTV studio was also transformed into a state of the art studio. In fall of 2017, a synthetic turf football field and track were completed. In 2018-2019, a new BioMedical portable was installed to accommodate the BioMedical academy courses. We are excited to announce that our first BMA classes were held in the state-of-art portables in the fall of 2019. ADA upgrades were completed during fall 2018 in the staff and visitor parking lots, main campus pathway, and HM building student restrooms.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an “Exemplary” status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems:</strong> Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Interior:</strong> Interior Surfaces</td>
<td>x</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Cleanliness:</strong> Overall Cleanliness, Pest/Vermin Infestation</td>
<td>x</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Electrical:</strong> Electrical</td>
<td>x</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Restrooms/Fountains:</strong> Restrooms, Sinks/Fountains</td>
<td>x</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Safety:</strong> Fire Safety, Hazardous Materials</td>
<td>x</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Structural:</strong> Structural Damage, Roofs</td>
<td>x</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>External:</strong> Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>x</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

School Facility Good Repair Status (School Year 2020 - 2021)

Year and month of the most recent FIT report: 3/14/2020
The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Pleasant Grove High School conducts monthly inspections and submits a status report that is reviewed and signed by the school principal. The completed copy of the Secondary School Site Monthly Checklist is filed in the Injury & Illness Prevention Program binders located in both the main and custodial offices. The completed form is also sent to Risk Management for review and, if needed, maintenance is scheduled to assure that a clean, safe and functional learning environment exists for our students. District maintenance staff responds to school initiated requests to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Not applicable for the 2020-2021 school year.
B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percent of Students Meeting or Exceeding the State Standards

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts/Literacy (grades 3-8 and 11)</td>
<td>80%</td>
<td>N/A</td>
<td>56%</td>
<td>N/A</td>
<td>50%</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>66%</td>
<td>N/A</td>
<td>45%</td>
<td>N/A</td>
<td>39%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.
CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven
(School Year 2019 - 2020)

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Homeless</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven
(School Year 2019 - 2020)

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Homeless</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (grades 5, 8, and high school)</td>
<td>40%</td>
<td>N/A</td>
<td>32%</td>
<td>N/A</td>
<td>30%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2019 - 2020)

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Homeless</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Career Technical Education Programs (School Year 2020 - 2021)

Career Technical Education (CTE) provides opportunities for PGHS students to prepare for college, career and life. CTE offers a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Guidance and career counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile.

PGHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Explore CTE Programs. CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at PGHS also allow students to meet graduation requirements and complete A-G requirements through courses that incorporate state-adopted academic standards. In 2019-20, PGHS offered 4 CTE programs. The Innovative Design and Engineering Academy offers hands-on instruction in architectural, mechanical and green engineering. Project Lead the Way Biotechnology offers instruction and career experiences in the medical health field. The Digital Media Academy offers students the opportunity to get hands-on experience in areas of broadcast journalism, multimedia and video production. Agriculture provides animal science and ag science strands and participation in Future Farmers of America.

Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios and defense of learning, industry certifications, and other means. Our CTE programs are evaluated through multiple measures, including the number of students completing a CTE pathway, graduation rates, A-G completion rates, GPA, and attendance. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation as part of the Carl D. Perkins reporting process.

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils participating in CTE</td>
<td>1307</td>
</tr>
<tr>
<td>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</td>
<td>96.50%</td>
</tr>
<tr>
<td>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</td>
<td>75.00%</td>
</tr>
</tbody>
</table>

Courses for University of California and/or California State University Admission

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 - 2020 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>99.02%</td>
</tr>
<tr>
<td>2018 - 2019 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>65.54%</td>
</tr>
</tbody>
</table>
State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2019 - 2020)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percent of Students Meeting Four of Six Fitness Standards</th>
<th>Percent of Students Meeting Five of Six Fitness Standards</th>
<th>Percent of Students Meeting Six of Six Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2020 - 2021)

Our school has an active PTSO, many athletic booster clubs, and various site committees encompassing parents, students, and staff members. Our School Site Council assists the principal with important governance decisions. Vice Principal Chris Rauschenfels (crausche@egusd.net) is our parent coordinator. Parents are always welcome to volunteer at our site. PGHS also hosts Coffee with the Principal three times annually, Take Your Parents to School Day in the spring and multiple Parent Lunch Days.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>1.1%</td>
<td>0.2%</td>
<td>1.1%</td>
<td>4.6%</td>
<td>3.1%</td>
<td>4.1%</td>
<td>9.1%</td>
<td>9.6%</td>
<td>9%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>95.2%</td>
<td>96.7%</td>
<td>96.2%</td>
<td>90.7%</td>
<td>90.5%</td>
<td>89.3%</td>
<td>82.7%</td>
<td>83%</td>
<td>84.5%</td>
</tr>
</tbody>
</table>
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>4.5%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>4.3%</td>
<td>5.1%</td>
<td>4.1%</td>
<td>3.5%</td>
<td>3.5%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.05%</td>
</tr>
</tbody>
</table>

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

*(For school years 2017-2018 and 2018-2019: data collected between July through June, each full school year respectively)

**(For school year 2019-2020, only: data collected between July through February, partial school year due to the COVID-19 pandemic)

School Safety Plan (School Year 2020 - 2021)

Your child's safety is important to us at Pleasant Grove High School. Our staff reviewed our School Safety Plan in February 2020. The "Emergency Procedures", "Hazardous Materials", and "Comprehensive Safe School Plan" handbooks outline a plan of action for events such as earthquakes, fires, floods, and chemical spills, and are kept in the school office. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students. Security staff and administration also monitor before school and all after school events including, but not limited to, theater productions, games and dances. Visitors are required to check in the front office.
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 (Secondary) (School Year 2017 - 2018)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Avg. Class Size</th>
<th>Number of Classes* 1-22</th>
<th>Number of Classes* 23-32</th>
<th>Number of Classes* 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>25</td>
<td>27</td>
<td>36</td>
<td>39</td>
</tr>
<tr>
<td>Mathematics</td>
<td>28</td>
<td>16</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>Science</td>
<td>30</td>
<td>6</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>Social Science</td>
<td>27</td>
<td>19</td>
<td>33</td>
<td>34</td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018 - 2019)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Avg. Class Size</th>
<th>Number of Classes* 1-22</th>
<th>Number of Classes* 23-32</th>
<th>Number of Classes* 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>26</td>
<td>23</td>
<td>33</td>
<td>43</td>
</tr>
<tr>
<td>Mathematics</td>
<td>28</td>
<td>15</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>Science</td>
<td>30</td>
<td>7</td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>Social Science</td>
<td>27</td>
<td>15</td>
<td>41</td>
<td>34</td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019 - 2020)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Avg. Class Size</th>
<th>Number of Classes* 1-22</th>
<th>Number of Classes* 23-32</th>
<th>Number of Classes* 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>26</td>
<td>25</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
<td>13</td>
<td>46</td>
<td>29</td>
</tr>
<tr>
<td>Science</td>
<td>28</td>
<td>11</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Social Science</td>
<td>26</td>
<td>20</td>
<td>40</td>
<td>30</td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.
### Ratio** of Academic Counselors to Pupils (School Year 2019 - 2020)

<table>
<thead>
<tr>
<th>Title</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselors*</td>
<td>412.1</td>
</tr>
</tbody>
</table>

*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.

**Average Number of Pupils per Counselor

### Student Support Services Staff (School Year 2019 - 2020)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor (Academic, Social/Behavioral or Career Development)</td>
<td>6.2</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (paraprofessional)</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td></td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>1.2</td>
</tr>
</tbody>
</table>

* 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018 - 2019)

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Supplemental/Restricted)</th>
<th>Expenditures Per Pupil (Basic/Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$7,946</td>
<td>$1,174</td>
<td>$6,772</td>
<td>$80,208</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$7,262</td>
<td>$81,565</td>
</tr>
<tr>
<td>Percent Difference - School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>-6.98%</td>
<td>-1.68%</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$7,750</td>
<td>$83,052</td>
</tr>
<tr>
<td>Percent Difference - School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>-13.47%</td>
<td>-3.48%</td>
</tr>
</tbody>
</table>

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

### Types of Services Funded (Fiscal Year 2020 - 2021)

Pleasant Grove High School offers the full continuum of academic courses from special education and intervention classes to Honors and AP courses. Additionally, PGHS has thriving Theater, Music, and Dance programs where students are encouraged to participate in extra-curricular performances. PGHS has four thriving CTE Pathways: IDEA, DMA, Ag Science, and Bio Medical. Beginning in ninth grades, students are guided through the process of exploring their career and college interests and skills through the newly adopted CCGI, California College Guidance Initiative. Counselors meet with all ninth grades students and assist them in creating an account using this online platform. Additionally, they meet with students on their caseload on an ongoing basis and assist them with their four-year graduation plan, ensuring that each student has all the required courses scheduled in order to graduate on time in addition to meeting post-secondary entrance requirements.
Teacher and Administrative Salaries (Fiscal Year 2018 - 2019)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$47,193</td>
<td>$50,029</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$67,621</td>
<td>$77,680</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$98,138</td>
<td>$102,143</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$124,714</td>
<td>$128,526</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$121,146</td>
<td>$133,574</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$136,759</td>
<td>$147,006</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$351,385</td>
<td>$284,736</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>36.00%</td>
<td>33.00%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>4.00%</td>
<td>5.00%</td>
</tr>
</tbody>
</table>

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at [http://www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

Advanced Placement (AP) Courses (School Year 2019 - 2020)

Percent of Students in AP Courses: 28.3%

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>All courses</td>
<td>19</td>
</tr>
</tbody>
</table>

* Where there are student course enrollments.

Course enrollments include only the number of K-12 public students enrolled in the class on "Census Day," a Wednesday in early October of the school year indicated. Since this data is collected on a single day in Fall, courses that are only offered later in the year will not be included on this report.

Professional Development

Ongoing professional learning is a priority for the PGHS faculty and staff as we focus on equitable educational outcomes for every student through ongoing and purposeful training in the following areas; Culturally and Linguistically Responsive Strategies, Restorative Practices, Arbinger Outward Mindset training, Interrupting Bias and Hate Speech, Illuminate Education, an online platform that allows for the creation of assessments and also helps educators make data-driven instructional decisions; unique needs of English Learners; and use of technology to analyze student achievement data and remain connected with families. Our professional development goals this year continue to focus on Equity and maintaining a welcoming environment for ALL students. In addition to the culturally and linguistically responsive practices, our staff is focused on supporting our students' wellness. Training includes QPR, Mental Health First Aid, and LGBTQ+ Cultural Humility. PGHS staff members continue to connect with their students and their families through porch visits and Bridge Home visits.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Days Dedicated to Staff Development</td>
<td>5</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>