

Walnut Grove K-6 School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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.

2023-24 School Contact Information

School Name	Walnut Grove K-6 School
Street	775 North Hartley St.
City, State, Zip	Patterson, CA 95363
Phone Number	(209) 892-4770
Principal	Adriana Corona-Duran
Email Address	adduran@patterson.k12.ca.us
School Website	https://walnutgrove.patterson.k12.ca.us/
County-District-School (CDS) Code	50712170118927

2023-24 District Contact Information

District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Reyes Gauna, Ed.D.
Email Address	rgauna@patterson.k12.ca.us
District Website	www.patterson.k12.ca.us

2023-24 School Description and Mission Statement

As principal of Walnut Grove School, it gives me great pleasure to extend a warm welcome to our entire school community. Walnut Grove School is located at 775 North Hartley Street. Walnut Grove School is a K-6 school with about 100 students per grade-level, giving the school a small community atmosphere where students feel connected and are engaged in their learning. Walnut Grove has a 50/50 Dual Language Immersion Program Strand, English Only Strand, and a Special Education Strand that includes both, Mild/Moderate and Severe/Moderate Program. In our Dual Language Immersion Program, instruction is in Spanish and English at all grade levels, with one teacher being the English model, and the other the Spanish model. Our Dual Language Immersion Program provides an enrichment program dedicated to building a student body that is bilingual, biliterate and multicultural. This is being achieved by providing a comprehensive core curriculum program paralleled with instruction in Spanish. Walnut Grove School is a “high-tech” school and serves as a model for what technology-rich schools in Stanislaus County will look like in the future. Each student in grades K-6th grade has access to a district chromebook to use for educational purposes through our 1 to Web Initiative. Students in grades 4th grade and up are issued a chromebook device they can also use at home. Our school also has an LTE Tower to be able to extend the range of the WiFi signal. In addition, Walnut Grove School is rooted in the following two No Excuses core beliefs: 1. Every student has the right to be educated in a way that prepares them for college or a career. 2. It is the responsibility of educators to create six exceptional systems that makes college a reality. To make this happen, Staff is working diligently, continually monitoring student learning through assessment data and refining their instruction in order to give Walnut Grove School students the support they need to grow academically each year and to achieve academic success. We are college bound!

Vision Statement

Walnut Grove will earn the reputation for academic excellence by attaining significant and measurable academic growth each and every year.

Mission Statement

The purpose of Walnut Grove School is to cultivate the characteristics of students who can ROAR (Respect Others, Offer Kindness, Act Responsibly, and Remember Safety) in order to perform, create and innovate to achieve academic excellence and multicultural awareness. In addition, Dual Language Immersion Program students will be biliterate/bilingual.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	167
Grade 1	75
Grade 2	67
Grade 3	78
Grade 4	103
Grade 5	88
Grade 6	88
Total Enrollment	666

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2%
Male	51.8%
American Indian or Alaska Native	0.2%
Asian	2.4%
Black or African American	2%
Filipino	0.3%
Hispanic or Latino	85.7%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.2%
White	5.1%
English Learners	51.5%
Foster Youth	0.3%
Homeless	1.4%
Migrant	6.2%
Socioeconomically Disadvantaged	83.2%
Students with Disabilities	17.4%

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

2020-21 Teacher Preparation and Placement

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)	32.60	83.40	238.40	82.50	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	7.66	13.40	4.66	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	4.78	5.80	2.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	3.36	12115.80	4.41
Unknown	1.60	4.14	21.50	7.44	18854.30	6.86
Total Teaching Positions	39.10	100.00	289.00	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

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)	26.40	78.93	227.50	80.09	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.10	2.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.50	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	2.58	11953.10	4.28
Unknown	7.00	21.04	35.50	12.51	15831.90	5.67
Total Teaching Positions	33.40	100.00	284.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2020-21	2021-22
Permits and Waivers	1.80	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.80	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas, 2017	Yes	0
Mathematics	Eureka Math, 2016 California Go Math!, 2015	Yes	0
Science	Amplify Science California, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0
Foreign Language			

School Facility Conditions and Planned Improvements

Walnut Grove was built in 2009 and is a modern school with new technology. This school has 41 classrooms, a library, gym, cafeteria and administration building. Facilities are in good condition. At this time there are no facility improvements planned. The district maintenance staff ensures 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 and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

7/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			D Boys' Restroom: #3:Sewer--2nd of 2 toilets leaks at the vacuum breaker. G Girls' Restroom: #3:Sewer--1st of 4 toilets leaks at the vacuum breaker.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR#11 Kinder: #9:Sinks/Fountains--Faucet is dirty/has build-up. CR#L1: #9:Sinks/Fountains--Faucet is dirty/has build-up.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
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).

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30		35		47	
Mathematics (grades 3-8 and 11)	19		18		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.81		13.14		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2022-23 Career Technical Education Programs

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2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	100%	97.5%	97.5%	97.5%	97.5%

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.

2023-24 Opportunities for Parental Involvement

Our school offers several opportunities for parental involvement through our PTO, ELAC, SSC, and Parent Night events. Our Parent Teacher Organization sponsors monthly family events that support our vision and works to raise funds to support school activities and build community culture and partnerships. Parents are provided the opportunity to serve on the School Site Council and English Learner Advisory Council to assist with school governance and the implementation of school improvement goals. As part of our English Learner Advisory Council meetings- parents are afforded the opportunity to listen to one of our Community Partners Presentations such as County Library Services, Patterson Parks and Recs, Fire Department Safety, etc. As part of the School Site Council, parents have the opportunity to assist with school governance and implementation of school improvement goals. We also offer Parent Math Nights and Parent Literacy Nights where parents and students are provided the opportunity to participate in "Make and Take" sessions in order to continue to support foundational skills at home.

All families are encouraged to become informed and be actively involved. We invite everyone to attend our Back-to-School Night, Kindergarten Readiness Day, Open House, parent conferences, informational meetings, and parent workshops throughout the year. Parent participation in school improvement efforts and in our accountability system is evolving. For more information on on how to become involved in PTO please contact Angela Bodas, PTO President at angelatbodas@gmail.com. For information on how to become involved in School Site Council, please contact Principal Mrs. Corona-Duran at

2023-24 Opportunities for Parental Involvement

adduran@patterson.k12.ca.us; for ELAC involvement, please contact Mrs. Vargas, Assistant Principal at avargas@patterson.k12.ca.us.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The purpose of our Safety Plan is to promote the safety, protection, and welfare of all students, staff, and property of Walnut Grove School. The Plan provides guidance and direction to staff on the following Emergency Management Responsibilities (EMR) areas:

- * Assessment of school crime committed on school campuses and at school-related functions
- * Child abuse reporting procedures
- * Routine and emergency disaster procedures
- * Adaptations of routine emergency disaster procedures for pupils with disabilities
- * A school building disaster plan
- * Intruder procedures where each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
- * Protective measures to be taken before, during, and following an earthquake. It also provides information to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in , the earthquake emergency procedure system

2023-24 School Safety Plan

- * A procedure to allow a public agency, including the American REd Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies
- * Suspension and expulsion policies
- * Procedures to notify teachers of dangerous pupils

The Safety Plan is a work in progress that is constantly evolving and developing with the needs of the school. The Safety Committee and PBIS Teams meet on a regular basis to provide input related to our established safety procedures and to revise the plan. Detailed information on the School Safety Plan can be found at the District Office.

The School Safety Plan was last reviewed, updated, and discussed with school staff on September 19th, 2023.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	14		
1	12	10		
2	11	10		
3	11	10		
4	10	12		
5	9	12		
6	10	60		
Other	12	4	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	2	3	5
1	40		1	4
2	52		1	4
3	36		1	4
4	28	1	1	4
5	38		1	4
6	40		1	4
Other	13	7		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8315	1407	6908	79112
District	N/A	N/A	12440	77391
Percent Difference - School Site and District	N/A	N/A	-57.2	1.6
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	4.7	-4.9

Fiscal Year 2022-23 Types of Services Funded

The following programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students recuperate academic deficits; they are Reading/Math Intervention (during and after school), Resource Specialist program, and English Learner programs, including Integrated and Designated English Language Development (ELD), homework help after school.

Ten percent of Title I funds are spent on supplemental services. Such services include reading intervention in either English or Spanish based on assessment results. The services are provided to General Education students during the school day through pull out intervention. Students in the Resource program receive services through either a pull out or push in model by Resource Specialist and Resource Para. Classroom teachers all provide interventions at the classroom level during small group instruction based on assessment results, and this can be either for reading or math. All students classified as English Learners participate in leveled ELD instruction with grade level peers. Homework help is currently being offered in a specialized group to resource students. General Ed students are supported with homework help through our After-School Program.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,506	\$54,190
Mid-Range Teacher Salary	\$81,018	\$85,111
Highest Teacher Salary	\$113,444	\$104,999
Average Principal Salary (Elementary)	\$137,952	\$132,492
Average Principal Salary (Middle)	\$143,572	\$140,987
Average Principal Salary (High)	\$155,538	\$153,884
Superintendent Salary	\$243,556	\$255,503
Percent of Budget for Teacher Salaries	27.34%	32.09%
Percent of Budget for Administrative Salaries	5.31%	5.25%

Professional Development

Professional development activities are delivered through after school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year. District wide professional development days are set aside on an annual basis, in which a motivational speaker or other guest presenter presents some of the information. Teachers are also provided the opportunity to attend breakout sessions. This is done annually at the beginning of the school year and mid year. The focus of professional development activities is determined by reviewing student academic progress, district initiatives, site needs and teacher surveys. Major focus areas included in Professional Development opportunities are ELA, mathematics, science and technology. The content of the professional development is based on the academic data or teacher survey needs within each major focus area. There may be a specific skill, strategy or program need such as: focused writing, data analysis, small group instruction, reading comprehension, ELD, or program usage (iReady, Learning.com, NEU Connect, etc.), which is then provided to all staff.

Professional development opportunities are also offered to Staff twice a month. One of the days is a District PD- the purpose is to allow teachers to share best practices, create implementation consistency in various topics and to create commodity among the grade level across the District. The other day is a Site PD. The topic is determined by the site's need based on data and teacher feedback. This professional development is provided by Site administrators and District TOSAs during our early release Wednesdays. To assist all staff members with implementing new skills, 5 teachers on special assignment provide support in the areas of elementary education, technology, English language development, Social Emotional Learning and new teacher support. .

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	24	23	23