

# Walnut Grove Elementary 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/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.

## 2023-24 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Walnut Grove Elementary School  |
| <b>Street</b>                            | 1999 Harvest Road   |
| <b>City, State, Zip</b>                  | Pleasanton, CA 94566  |
| <b>Phone Number</b>                      | PH: (925) 426-4251 FAX: (925) 426-6382  |
| <b>Principal</b>                         | Georgianna Kruse-Silva  |
| <b>Email Address</b>                     | gkruse-silva@pleasantonusd.net  |
| <b>School Website</b>                    | <a href="https://walnutgrove.pleasantonusd.net/">https://walnutgrove.pleasantonusd.net/</a> |
| <b>County-District-School (CDS) Code</b> | 01 75101 6002356  |

## 2023-24 District Contact Information

|                         |                                    |
|-------------------------|------------------------------------|
| <b>District Name</b>    | Pleasanton Unified School District |
| <b>Phone Number</b>     | (925) 462-5500                     |
| <b>Superintendent</b>   | David Haglund, Ed.D.               |
| <b>Email Address</b>    | dhaglund@pleasantonusd.net         |
| <b>District Website</b> | www.pleasantonusd.net              |

## 2023-24 School Description and Mission Statement

### Principal's Message

I'd like to welcome you to Walnut Grove Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. In this School Accountability Report Card you will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Walnut Grove Elementary is a highly regarded school and it is one of nine elementary schools in the high performing Pleasanton Unified School District.

It is a privilege and an honor to serve as the principal of Walnut Grove Elementary School. We have close to 650 students and our staff of 60 classified and credentialed professionals are committed to meeting our students' needs. Every year our talented and motivated staff challenge themselves. They are continually learning and thinking of ways to innovate and develop their practices to benefit our students. Through ongoing collaboration, our staff have developed a learning environment that exemplifies high academic standards and age appropriate socio-emotional development. We see our students' parents and guardians as important partners in our children's education and are constantly working to make our school a positive, welcoming and inclusive place where everyone can learn.

Our school-wide Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports Approach and is centered on ensuring all students learn at high levels and grow as autonomous learners. In this approach, our highly skilled staff at Walnut Grove meet student needs through frequent data analysis and responsive, differentiated planning and instruction.

Walnut Grove Elementary School has received the California Distinguished School Award and was recently awarded the Platinum Certificate for PBIS for a second year! We are very proud of our students and how they are excelling academically and modeling our school rules- The 3 Rs: We are Responsible, Respectful and Ready to Learn!

We have made a commitment to provide the best educational experience possible for Walnut Grove Elementary School's

## 2023-24 School Description and Mission Statement

students, and welcome any suggestions or questions you may have about the information contained in this report or about our learning community.

### Mission Statement

To capitalize on our continuous improvement process to enhance student achievement.

### Our Goals...

- To create a collaborative and inclusive school culture
- To provide a balanced curriculum that attends to the arts, the sciences and to character development
- To promote high levels of academic achievement while meeting the needs of all learners
- To create children fit to command through the 21st century and beyond

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 96                 |
| Grade 1                 | 96                 |
| Grade 2                 | 96                 |
| Grade 3                 | 117                |
| Grade 4                 | 123                |
| Grade 5                 | 120                |
| <b>Total Enrollment</b> | <b>648</b>         |

### 2022-23 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 51.9%                       |
| Male                             | 48.1%                       |
| American Indian or Alaska Native | 0.2%                        |
| Asian                            | 57.7%                       |
| Black or African American        | 0.5%                        |
| Filipino                         | 0.6%                        |
| Hispanic or Latino               | 4%                          |
| Two or More Races                | 5.9%                        |
| White                            | 30.1%                       |
| English Learners                 | 12.5%                       |
| Homeless                         | 0.3%                        |
| Socioeconomically Disadvantaged  | 5.4%                        |
| Students with Disabilities       | 6.8%                        |

## **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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 27.40         | 97.37          | 572.20          | 89.80            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 1.40            | 0.22             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.70          | 2.63           | 57.00           | 8.95             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 6.40            | 1.02             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.00           | 0.00            | 0.00             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 28.10         | 100.00         | 637.20          | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 26.80         | 96.41          | 551.00          | 90.32            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1.00          | 3.59           | 4.30            | 0.72             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 11.70           | 1.92             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 4.70            | 0.78             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 0.00          | 0.00           | 38.10           | 6.25             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 27.80         | 100.00         | 610.00          | 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  | 0.00        | 0.00        |
| Misassignments   | 0.70        | 0.00        |
| Vacant Positions   | 0.00        | 0.00        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>0.70</b> | <b>0.00</b> |

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        |
| <b>Total Out-of-Field Teachers</b>                     | <b>0.00</b> | <b>0.00</b> |

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 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 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

All textbooks used in the core curriculum at Walnut Grove Elementary School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 28th, 2023, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2023-2024.07, which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

November 2023

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|-----------------------------|--|
| <b>Reading/Language Arts</b>      | Benchmark Advance/2017, University of Florida Learning Institute(UFLI) Phonics/2022, Benchmark Advance Intervention/2017, Benchmark Advance ELD, Lucy Calkins-Units of Study for Teaching Reading/2017, Lucy Calkins-Units of Study for Teaching Writing/2017 | Yes                         | 0  |
| <b>Mathematics</b>                | 2015 Eureka Math  | Yes                         | 0  |
| <b>Science</b>                    | Twig Education, Inc. 2019   | Yes                         | 0  |
| <b>History-Social Science</b>     | Teachers' Curriculum Institute, California 2021   | Yes                         | 0  |
| <b>Visual and Performing Arts</b> | Spotlight on Music Song Anthology, McGraw Hill 2017   | Yes                         |  |

## School Facility Conditions and Planned Improvements

### School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Walnut Grove Elementary School's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Made modifications to the perimeter fencing lot for student safety
- Fire system upgraded
- communication system (PA system) upgraded

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One Full time day custodian and one and a half evening custodians are assigned to Walnut Grove Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Trash removal
- School activities-setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### Deferred Maintenance

Walnut Grove Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

### Facilities Inspection

The district's maintenance department inspects Walnut Grove Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Walnut Grove Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 10/6/2021. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2021-2022, all restrooms were fully functional and available for student use.

**Year and month of the most recent FIT report**

7/26/2023

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |   |



## School Facility Conditions and Planned Improvements

|   |   |  |  |  |
|---|---|--|--|--|
| <b>Electrical</b>   | X |  |  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  |  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 80                | 85                | 78                  | 78                  | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 84                | 84                | 73                  | 74                  | 33               | 34               |

## 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 366                     | 363                  | 99.18                 | 0.82                      | 84.85                          |
| <b>Female</b>  | 182                     | 180                  | 98.90                 | 1.10                      | 83.33                          |
| <b>Male</b>  | 184                     | 183                  | 99.46                 | 0.54                      | 86.34                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>   | 211                     | 208                  | 98.58                 | 1.42                      | 93.75                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 15                      | 15                   | 100.00                | 0.00                      | 66.67                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 19                      | 19                   | 100.00                | 0.00                      | 78.95                          |
| <b>White</b>   | 115                     | 115                  | 100.00                | 0.00                      | 73.04                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 27                      | 25                   | 92.59                 | 7.41                      | 60.00                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 30                      | 30                   | 100.00                | 0.00                      | 43.33                          |

## 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 366                     | 365                  | 99.73                 | 0.27                      | 83.84                          |
| <b>Female</b>  | 182                     | 181                  | 99.45                 | 0.55                      | 81.77                          |
| <b>Male</b>  | 184                     | 184                  | 100.00                | 0.00                      | 85.87                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>   | 211                     | 210                  | 99.53                 | 0.47                      | 93.81                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 15                      | 15                   | 100.00                | 0.00                      | 60.00                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 19                      | 19                   | 100.00                | 0.00                      | 78.95                          |
| <b>White</b>   | 115                     | 115                  | 100.00                | 0.00                      | 70.43                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 27                      | 27                   | 100.00                | 0.00                      | 55.56                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 30                      | 30                   | 100.00                | 0.00                      | 60.00                          |

## 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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 73.28          | 57.85          | 63.15            | 62.89            | 29.47         | 30.29         |

## 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 122              | 121           | 99.18          | 0.82               | 57.85                   |
| <b>Female</b>  | 63               | 62            | 98.41          | 1.59               | 53.23                   |
| <b>Male</b>  | 59               | 59            | 100.00         | 0.00               | 62.71                   |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | 63               | 62            | 98.41          | 1.59               | 64.52                   |
| <b>Black or African American</b>                     | --               | --            | --             | --                 | --                      |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | --               | --            | --             | --                 | --                      |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | 44               | 44            | 100.00         | 0.00               | 50.00                   |
| <b>English Learners</b>                              | --               | --            | --             | --                 | --                      |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | --               | --            | --             | --                 | --                      |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | --               | --            | --             | --                 | --                      |

## 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%                          | 100%  | 100%   | 100%   | 100%                     |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

At our school we recognize that parent and guardian engagement is a vital component to the academic success of our students. We work closely with parents and guardians to make educational decisions that benefit students and promote a child's growth socially, emotionally, and cognitively.

The following is a list of ways that we are engaging with our parents and guardians at our school:

##### Communication & School Activities:

- Weekly school-wide bulletin to all families and staff with all of the most important information
- PTA Weekly Roadrunner Newsletter
- School Website with the most recent information, upcoming calendar dates and resources
- Regular 'Sweets with Silva' parent/principal meetings in person to discuss current trends
- Back to School Night
- Open House

##### Site based Committees:

- School Site Council (SSC)
- English Learner Advisory Council (ELAC)
- Parent Teacher Association (PTA)
- Positive Behavior Intervention & Support (PBIS)

##### Ways to Volunteer:

- Garden- Parents volunteer once a week to open the school garden during lunch time for students to enjoy
- Reading Books aloud in classrooms (e.g. mystery reader)
- Art in Action
- Chaperone field trips & on-site events

## 2023-24 Opportunities for Parental Involvement

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 683                   | 670                                     | 82                        | 12.2                     |
| Female  | 351                   | 346                                     | 37                        | 10.7                     |
| Male  | 332                   | 324                                     | 45                        | 13.9                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 1                     | 1                                       | 0                         | 0.0                      |
| Asian   | 403                   | 392                                     | 40                        | 10.2                     |
| Black or African American                     | 4                     | 3                                       | 0                         | 0.0                      |
| Filipino                                      | 4                     | 4                                       | 1                         | 25.0                     |
| Hispanic or Latino                            | 29                    | 29                                      | 5                         | 17.2                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 38                    | 38                                      | 8                         | 21.1                     |
| White   | 196                   | 196                                     | 28                        | 14.3                     |
| English Learners                              | 85                    | 81                                      | 13                        | 16.0                     |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 2                     | 2                                       | 2                         | 100.0                    |
| Socioeconomically Disadvantaged               | 44                    | 42                                      | 13                        | 31.0                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 52                    | 52                                      | 15                        | 28.8                     |

### 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 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Suspensions</b> | 0.00           | 0.99           | 0.88           | 0.11             | 1.91             | 1.65             | 0.20          | 3.17          | 3.60          |
| <b>Expulsions</b>  | 0.00           | 0.00           | 0.00           | 0.00             | 0.06             | 0.02             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group  | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| <b>All Students</b>                                  | 0.88             | 0               |
| <b>Female</b>  | 0                | 0               |
| <b>Male</b>  | 1.81             | 0               |
| <b>Non-Binary</b>                                    |                  |                 |
| <b>American Indian or Alaska Native</b>              | 0                | 0               |
| <b>Asian</b>   | 0.5              | 0               |
| <b>Black or African American</b>                     | 0                | 0               |
| <b>Filipino</b>                                      | 0                | 0               |
| <b>Hispanic or Latino</b>                            | 0                | 0               |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0               |
| <b>Two or More Races</b>                             | 0                | 0               |
| <b>White</b>   | 2.04             | 0               |
| <b>English Learners</b>                              | 3.53             | 0               |
| <b>Foster Youth</b>                                  | 0                | 0               |
| <b>Homeless</b>                                      | 0                | 0               |
| <b>Socioeconomically Disadvantaged</b>               | 2.27             | 0               |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0               |
| <b>Students with Disabilities</b>                    | 5.77             | 0               |

## 2023-24 School Safety Plan

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Walnut Grove Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2022. School Site Council Approved in on 11/8/22



## 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           | 23                 | 2                                    | 2                                     | 1                                   |
| 1           | 24                 |                                      | 4                                     |                                     |
| 2           | 26                 | 1                                    | 3                                     | 1                                   |
| 3           | 27                 | 1                                    | 3                                     | 1                                   |
| 4           | 30                 |                                      | 4                                     |                                     |
| 5           | 27                 | 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           | 8                  | 13                                   |                                       |                                     |
| 1           | 18                 | 1                                    | 4                                     |                                     |
| 2           | 19                 | 4                                    | 2                                     | 1                                   |
| 3           | 28                 |                                      | 4                                     | 1                                   |
| 4           | 28                 |                                      | 4                                     |                                     |
| 5           | 22                 | 2                                    | 4                                     |                                     |

## 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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 12                 | 8                                    | 0                                     | 0                                   |
| 1           | 24                 | 0                                    | 4                                     | 0                                   |
| 2           | 30                 | 0                                    | 3                                     | 1                                   |
| 3           | 33                 | 0                                    | 3                                     | 2                                   |
| 4           | 31                 | 0                                    | 4                                     | 0                                   |
| 5           | 30                 | 0                                    | 4                                     | 0                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 0                  | 0                                    | 0                                     | 0                                   |

## 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 | 648   |

## 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) | 1                                |
| 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                                   | 6920                         | 380                                 | 6540                                  | 105212                 |
| District                                      | N/A                          | N/A                                 | 6590                                  | \$100,390              |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -0.8                                  | 7.6                    |
| State   | N/A                          | N/A                                 | \$7,607                               | \$90,632               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -0.8                                  | 17.4                   |

## Fiscal Year 2022-23 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

## 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$66,800        | \$55,550                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$96,938        | \$84,645                                     |
| <b>Highest Teacher Salary</b>                        | \$118,844       | \$111,284                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$153,163       | \$139,860                                    |
| <b>Average Principal Salary (Middle)</b>             | \$161,905       | \$146,440                                    |
| <b>Average Principal Salary (High)</b>               | \$170,673       | \$158,447                                    |
| <b>Superintendent Salary</b>                         | \$340,068       | \$278,268                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 39.4%           | 32.21%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 6.71%           | 4.89%  |

## Professional Development

Teacher training and curriculum development activities at Walnut Grove Elementary School focus on structured literacy, creating multi-tiered systems of support (MTSS) through the implementation of Positive Behavioral Interventions and Support (PBIS) and Response to Intervention/Instruction (RTI2), and school-wide safety.

Teachers have participated in the following staff development opportunities:

- Identifying academic strengths, gaps, challenges (Data Analysis)
- Response to Intervention/Instruction (RTI2)
- Universal Access / MTSS
- Safety Training
- Positive Behavioral Interventions and Supports (PBIS)
- Social Emotional Learning

\* Coordination of Services Team (COST)

\* Language Essentials for Teachers of Reading and Spelling (LETRS) training

\* Designated English Language Instruction

\* Motor Skill Development (Kindergarten)

\* UFLI phonics curriculum (K-2)

\* Trauma-based instructional strategies

\* Special Education practices within the classroom (executive functioning)

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Walnut Grove Elementary School supports ongoing professional growth throughout the year on designated staff development days and Wednesday collaboration sessions. Teachers meet in grade-level teams to collaborate on curricular areas, conduct data analysis, and to identify areas of need. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as a supplement to site-based staff development.

Walnut Grove Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with targeted training focused on teaching strategies and curriculum content. All staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from the classroom teacher and district representatives.

# Professional Development

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

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 3       | 2       | 3       |