

Walnut Grove K-6 School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2024-25 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/ |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 50712170118927 |

2024-25 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 |

2024-25 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. Our mission is to cultivate the characteristics of all students through life long skills such as, Respecting Others, Offering Kindness, Acting Responsibly, and Remembering Safety, (ROAR) in order to perform, create and innovate to achieve academic excellence and multicultural awareness. 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 Moderate/Severe Program. In our

2024-25 School Description and Mission Statement

Dual Language Immersion Program Strand, instruction is in Spanish and English at all grade levels, with one teacher being the English model, and the other teacher 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. The English Only Program and our Special Education Programs complement our Dual Program by working as a grade level and school community to ensure students are receiving grade level instruction every day. Walnut Grove School is also a “high-tech” school and serves as a model for what technology-rich schools in Stanislaus County look like. 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 and up are issued a chromebook device they can also use at home. Our school has an LTE Tower to be able to extend the range of the WiFi signal. To achieve our vision of earning the reputation for academic excellence, Staff is working diligently, continually monitoring student learning through ongoing assessment data and refining their instruction in order to give Walnut Grove School students the support they need to grow academically each year in order to achieve academic success. We are college bound!

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 108 |
| Grade 1 | 98 |
| Grade 2 | 98 |
| Grade 3 | 100 |
| Grade 4 | 108 |
| Grade 5 | 108 |
| Grade 6 | 95 |
| Total Enrollment | 715 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.3 |
| Male | 51.7 |
| American Indian or Alaska Native | 0.1 |
| Asian | 2 |
| Black or African American | 2.9 |
| Filipino | 0.9 |
| Hispanic or Latino | 85.2 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 1.1 |
| White | 5.2 |
| English Learners | 45 |
| Foster Youth | 0.1 |
| Homeless | 3.6 |
| Migrant | 8.2 |
| Socioeconomically Disadvantaged | 89.1 |
| Students with Disabilities | 18.9 |

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/Incomplete/NA | 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/Incomplete/NA | 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 |

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.

2022-23 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) | 26.00 | 69.26 | 215.30 | 74.60 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 3.70 | 9.95 | 12.70 | 4.42 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 5.50 | 14.60 | 18.20 | 6.32 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 8.50 | 2.97 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 2.30 | 6.19 | 33.70 | 11.68 | 14303.80 | 5.15 |
| Total Teaching Positions | 37.60 | 100.00 | 288.70 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 1.80 | 0.00 | 5 |
| Misassignments | 0.00 | 0.00 | 0.5 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 1.80 | 0.00 | 5.5 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 1.4 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 12.60 | 0 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At Walnut Grove Elementary School, all teachers and students have sufficient materials in all CORE Areas as well as in both languages for the Dual Immersion Program. In addition, digital licenses have been purchased to allow every student access to the digital curriculum through their chromebook.

Year and month in which the data were collected October, 2024

| 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 | | | |

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

School Facility Conditions and Planned Improvements

Walnut Grove was built in 2009. 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 8/1/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|------------------|-----------|-----------|-----------|---|
| | | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | G Boys' Restroom: #3:Sewer--2nd of 2 toilets leaks at the spud. |
| Interior: Interior Surfaces | X | | | D Boys' Restroom: #4:Interior Surfaces--Entry light cover is missing. 2nd of 2 urinals is pulling from the wall. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Cafeteria: #9:Sinks/Fountains--Faucets have 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.

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

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 27 | 23 | 34 | 34 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 17 | 18 | 18 | 17 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 417 | 411 | 98.56 | 1.44 | 22.87 |
| Female | 197 | 196 | 99.49 | 0.51 | 26.02 |
| Male | 220 | 215 | 97.73 | 2.27 | 20.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 11 | 10 | 90.91 | 9.09 | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 351 | 346 | 98.58 | 1.42 | 21.97 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 25.00 |
| White | 22 | 22 | 100.00 | 0.00 | 22.73 |
| English Learners | 179 | 175 | 97.77 | 2.23 | 5.71 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 353 | 347 | 98.30 | 1.70 | 20.17 |
| Students Receiving Migrant Education Services | 32 | 31 | 96.88 | 3.12 | 25.81 |
| Students with Disabilities | 95 | 92 | 96.84 | 3.16 | 2.17 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 417 | 411 | 98.56 | 1.44 | 17.52 |
| Female | 197 | 196 | 99.49 | 0.51 | 15.82 |
| Male | 220 | 215 | 97.73 | 2.27 | 19.07 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 11 | 10 | 90.91 | 9.09 | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 351 | 346 | 98.58 | 1.42 | 17.05 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 12.50 |
| White | 22 | 22 | 100.00 | 0.00 | 18.18 |
| English Learners | 179 | 175 | 97.77 | 2.23 | 6.29 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 353 | 347 | 98.30 | 1.70 | 16.14 |
| Students Receiving Migrant Education Services | 32 | 31 | 96.88 | 3.12 | 12.90 |
| Students with Disabilities | 95 | 92 | 96.84 | 3.16 | 3.26 |

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

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

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 17.81 | 11.54 | 15.34 | 13.55 | 30.29 | 30.73 |

2023-24 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 | 114 | 112 | 98.25 | 1.75 | 10.71 |
| Female | 50 | 50 | 100.00 | 0.00 | 12.00 |
| Male | 64 | 62 | 96.88 | 3.12 | 9.68 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 90 | 88 | 97.78 | 2.22 | 5.68 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 44 | 43 | 97.73 | 2.27 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 93 | 91 | 97.85 | 2.15 | 6.59 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 26 | 24 | 92.31 | 7.69 | 0.00 |

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.

2023-24 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 requires only participation results 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% | 94% | 96% |

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.

2024-25 Opportunities for Parental Involvement

Our school offers several opportunities for parental involvement through our PTO, ELAC, SSC, and Parent 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 with parents and the community. 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 to learn more about resources for parents and/or practices to enhance student learning. As part of the School Site Council, parents have the opportunity to assist with school governance and implementation of school improvement goals by providing feedback on the goals and goal evaluation. We also offer other parent event opportunities such as Mental Health Sessions, 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 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 adduran@patterson.k12.ca.us; for ELAC involvement, please contact Mrs. Vargas, Assistant Principal at avargas@patterson.k12.ca.us.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 780 | 748 | 170 | 22.7 |
| Female | 370 | 360 | 82 | 22.8 |
| Male | 410 | 388 | 88 | 22.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 18 | 18 | 6 | 33.3 |
| Black or African American | 23 | 23 | 5 | 21.7 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 658 | 630 | 143 | 22.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 11 | -- | -- | -- |
| White | 41 | 40 | 11 | 27.5 |
| English Learners | 365 | 350 | 84 | 24.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 38 | 36 | 12 | 33.3 |
| Socioeconomically Disadvantaged | 683 | 658 | 160 | 24.3 |
| Students Receiving Migrant Education Services | 62 | 62 | 6 | 9.7 |
| Students with Disabilities | 158 | 151 | 53 | 35.1 |

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

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 2.99 | 4.20 | 7.31 | 7.86 | 6.78 | 7.67 | 3.17 | 3.60 | 3.28 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.18 | 0.21 | 0.28 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 7.31 | 0.00 |
| Female | 3.78 | 0.00 |
| Male | 10.49 | 0.00 |
| Non-Binary | | |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 16.67 | 0.00 |
| Black or African American | 4.35 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 7.14 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 18.18 | 0.00 |
| White | 7.32 | 0.00 |
| English Learners | 7.12 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 10.53 | 0.00 |
| Socioeconomically Disadvantaged | 7.76 | 0.00 |
| Students Receiving Migrant Education Services | 8.06 | 0.00 |
| Students with Disabilities | 6.96 | 0.00 |

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

2024-25 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
- * 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
- * Workplace Violence

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.

2024-25 School Safety Plan

The School Safety Plan was Board approved on February 5, 2024. Since then, the School Safety Plan was last reviewed, updated, and discussed with the committee and school staff on December 10th, 2024 to include the Workplace Violence Prevention Plan.

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.

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 4 | 6 | |
| 1 | 24 | | 8 | |
| 2 | 21 | 1 | 6 | |
| 3 | 29 | | 6 | 2 |
| 4 | 19 | 6 | 4 | |
| 5 | 18 | 7 | 2 | |
| 6 | 22 | 4 | 5 | |
| Other | 20 | 9 | 3 | 1 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 24 | | 6 | |
| 1 | 24 | | 10 | |
| 2 | 24 | | 9 | |
| 3 | 22 | 1 | 9 | |
| 4 | 24 | | 8 | |
| 5 | 18 | 6 | 2 | |
| 6 | 21 | 3 | 4 | |
| Other | 17 | 6 | 2 | |

2023-24 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 | 0 |

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

| 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 | 1 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$83,065 |
| Percent Difference - School Site and District | N/A | N/A | -57.2 | -4.9 |
| State | N/A | N/A | \$10,771 | \$94,694 |
| Percent Difference - School Site and State | N/A | N/A | -43.7 | -17.9 |

Fiscal Year 2023-24 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 school small group instruction), Resource Specialist program, and English Learner programs, including Integrated and Designated English Language Development (ELD), and Social Emotional Learning.

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 either through pull out or push in intervention. Students in the Resource program receive services through either a pull out or push in model by the 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 levelized 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$59,331 | \$58,855 |
| Mid-Range Teacher Salary | \$85,069 | \$92,519 |
| Highest Teacher Salary | \$119,116 | \$114,665 |
| Average Principal Salary (Elementary) | \$145,305 | \$142,791 |
| Average Principal Salary (Middle) | \$151,224 | \$151,078 |
| Average Principal Salary (High) | \$163,828 | \$167,094 |
| Superintendent Salary | \$243,556 | \$281,086 |
| Percent of Budget for Teacher Salaries | 27% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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 Learning Intentions and Success criteria, ELA, mathematics, and Math Coaching Cycles. The content of the Site professional development is based on the academic data or teacher survey needs within each major focus area or as a follow up to the District PD. 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, 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 | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 23 | 23 | 40 |