

Walnut Grove K-6 School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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

2025-26 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

2025-26 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 an Extensive Support Needs Program. In our 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. 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	97
Grade 2	102
Grade 3	99
Grade 4	110
Grade 5	106
Grade 6	114
Total Enrollment	744

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.1
Asian	2
Black or African American	3.5
Filipino	1.6
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.9
White	4.7
English Learners	43.7
Homeless	1.1
Migrant	8.5
Socioeconomically Disadvantaged	81.7
Students with Disabilities	15.3

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.

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)	26.4	78.93	227.5	80.09	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8.1	2.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.5	1.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.3	2.58	11953.1	4.28
Unknown/Incomplete/NA	7	21.04	35.5	12.51	15831.9	5.67
Total Teaching Positions	33.4	100	284	100	279044.8	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.

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	69.26	215.3	74.6	231142.4	83.24
Intern Credential Holders Properly Assigned	3.7	9.95	12.7	4.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.5	14.6	18.2	6.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.5	2.97	11746.9	4.23
Unknown/Incomplete/NA	2.3	6.19	33.7	11.68	14303.8	5.15
Total Teaching Positions	37.6	100	288.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22	69.66	220.6	77.25	230039.4	100
Intern Credential Holders Properly Assigned	2.5	7.92	14.7	5.15	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.9	15.55	25.5	8.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.3	2.92	12112.8	4.34
Unknown/Incomplete/NA	2.1	6.84	16.3	5.72	13705.8	4.91
Total Teaching Positions	31.5	100	285.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	5	2
Misassignments	0.00	0.5	2.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	5.5	4.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.4	9.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas, 2017	0
Mathematics	Eureka Math, 2016 Eureka Math Squared,	0
Science	Amplify Science California, 2019	0
History-Social Science	Studies Weekly, 2019	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 9/25/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				L Girls' Restroom: #3:Sewer-3rd of 4 toilets leaks at the vacuum breaker.#9:Sinks/Fountains-3rd of 3 faucets does not function
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Cafeteria: #7:Electrical-2 light bulbs do not function CR#11 Kinder: #7:Electrical-1 light bulb does not function
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			L Girls' Restroom: #3:Sewer-3rd of 4 toilets leaks at the vacuum breaker.#9:Sinks/Fountains-3rd of 3 faucets does not function
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 Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	23	27	34	37	47	48
Mathematics (grades 3-8 and 11)	18	18	17	19	35	37

2024-25 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	438	430	98.17	1.83	26.51
Female	220	218	99.09	0.91	26.15
Male	218	212	97.25	2.75	26.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	372	365	98.12	1.88	24.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	42.86
White	19	19	100.00	0.00	36.84
English Learners	148	144	97.30	2.70	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	360	353	98.06	1.94	24.36
Students Receiving Migrant Education Services	37	36	97.30	2.70	11.11
Students with Disabilities	80	74	92.50	7.50	5.41

2024-25 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	436	430	98.62	1.38	17.67
Female	218	218	100.00	0.00	14.68
Male	218	212	97.25	2.75	20.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	370	364	98.38	1.62	16.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	21.43
White	19	19	100.00	0.00	26.32
English Learners	147	144	97.96	2.04	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	359	354	98.61	1.39	16.38
Students Receiving Migrant Education Services	37	37	100.00	0.00	8.11
Students with Disabilities	79	74	93.67	6.33	4.05

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.54	13.08	13.55	15.86	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	112	100.00	0.00	12.50
Female	56	56	100.00	0.00	8.93
Male	56	56	100.00	0.00	16.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	100	100.00	0.00	11.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	36	100.00	0.00	2.78
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	96	96	100.00	0.00	11.46
Students Receiving Migrant Education Services	13	13	100.00	0.00	15.38
Students with Disabilities	24	24	100.00	0.00	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.

2024-25 California Physical Fitness Test Participation Rates

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	79	86	86	71	86

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.

2025-26 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/teacher 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. or Valerie Benavides at benaviv1@sbcglobal.net. For information on how to become involved in School Site Council(SSC) and English Learner Advisory Council (ELAC), please contact Principal Mrs. Corona-Duran at adduran@patterson.k12.ca.us.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	811	782	149	19.1
Female	406	390	71	18.2
Male	405	392	78	19.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	3	16.7
Black or African American	30	29	5	17.2
Filipino	14	14	1	7.1
Hispanic or Latino	682	656	128	19.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	37	36	7	19.4
English Learners	370	353	60	17.0
Foster Youth	--	--	--	--
Homeless	15	14	8	57.1
Socioeconomically Disadvantaged	667	644	138	21.4
Students Receiving Migrant Education Services	70	68	11	16.2
Students with Disabilities	139	138	44	31.9

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.2	7.31	3.95	6.78	7.67	5.32	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.21	0.28	0.37	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.95	0.00
Female	1.23	0.00
Male	6.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.56	0.00
Black or African American	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.70	0.00
English Learners	2.97	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	4.35	0.00
Students Receiving Migrant Education Services	5.71	0.00
Students with Disabilities	4.32	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.

2025-26 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.

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 March 3rd, 2025 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.

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	0
1	24	0	8	0
2	21	1	6	0
3	29	0	6	2
4	19	6	4	0
5	18	7	2	0
6	22	4	5	0
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	0	6	0
1	24	0	10	0
2	24	0	9	0
3	22	1	9	0
4	24	0	8	0
5	18	6	2	0
6	21	3	4	0
Other	17	6	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		7	
1	24		6	
2	24		6	
3	23		6	
4	24	1	3	
5	24		6	
6	23	2	4	
Other	11	5		

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	8679	1783	6896	84807
District	N/A	N/A	11830	\$87,267
Percent Difference - School Site and District	N/A	N/A	-52.7	2.1
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-43.9	-11.0

Fiscal Year 2024-25 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 leveled ELD instruction with grade level peers. Homework help is currently being offered in a specialized group to resource students. General Ed students are supported with homework help through our After-School Program.

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,298	\$62,145
Mid-Range Teacher Salary	\$89,322	\$97,088
Highest Teacher Salary	\$119,116	\$120,436
Average Principal Salary (Elementary)	\$152,570	\$151,343
Average Principal Salary (Middle)	\$158,785	\$159,514
Average Principal Salary (High)	\$172,019	\$177,261
Superintendent Salary	\$255,734	\$294,805
Percent of Budget for Teacher Salaries	23.94%	29.95%
Percent of Budget for Administrative Salaries	5.47%	5.4%

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. Each elementary school has an assigned instructional coach who also provides professional development, coaching cycles, mentoring, modeling, co-teaching, and observation and feedback.

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	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	23	40	30
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