

Walnut Grove K-8 School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Walnut Grove K-8 School
Street	775 North Hartley St.
City, State, Zip	Patterson, CA 95363-2477
Phone Number	(209) 892-4770
Principal	Adriana Corona-Duran
E-mail Address	adduran@patterson.k12.ca.us
Web Site	http://walnutgrove.patterson.k12.ca.us
CDS Code	50712170118927

District Contact Information	
District Name	Patterson Joint Unified District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
E-mail Address	palfano@patterson.k12.ca.us
Web Site	www.patterson.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

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 Patterson's newest school located at 775 North Hartley Street. Walnut Grove School is a K-8 school with less than 100 students per grade-level, giving the school a small community atmosphere where students feel very connected. In addition, Walnut Grove has a 50/50 dual immersion model in Spanish and English in all grade levels. The Walnut Grove School Dual Language Academy is providing an enrichment program dedicated to building a student body that is bilingual, biliterate and multicultural. This is being achieved by providing a comprehensive core curriculum program paralleled with instruction in Spanish. Walnut Grove School is a "high-tech" school and serves as a model for what technology-rich schools in Stanislaus County will look like in the future. Each student in grades 6th-8th grade was issued a district chromebook to use for educational purposes through our 1 to Web program; in addition, every elementary classroom has a chromebook cart for student's use. Walnut Grove is a No Excuses School and we are preparing our students to be college and career ready. Staff is working diligently, continually monitoring student learning and refining their instruction in order to give Walnut Grove School students the support they need each year to grow academically. We are college bound!

Vision Statement

Walnut Grove will earn the reputation for academic excellence and for attaining significant and measurable academic growth each and every year. Walnut Grove will be a place where the entire school community strives to learn and grow in order to achieve extraordinary teaching and learning across all grade levels. The academic success students experience at Walnut Grove School will become a legacy, positively impacting their entire life.

Mission Statement

The purpose of Walnut Grove School is to address the needs of individual students and prescribe the enrichment and/or intervention they need. The entire Walnut Grove School community will strive to improve and grow, learning from the success and skills of others, in order to achieve academic excellence across all grade-levels.

Board of Education Commitments:

- life-long learning
- a safe learning environment
- developing responsible and accountable students
- communication
- healthy behaviors
- motivating students to maximize their potential

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	139
Grade 1	75
Grade 2	76
Grade 3	75
Grade 4	83
Grade 5	91
Grade 6	107
Grade 7	91
Grade 8	96
Total Enrollment	833

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	0.6
Hispanic or Latino	88.2
Native Hawaiian or Pacific Islander	0.4
White	6.2
Socioeconomically Disadvantaged	80.7
English Learners	50.7
Students with Disabilities	14.9
Foster Youth	0.2

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	29.6	28.6	255
Without Full Credential	7	7	7	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, 2017, McGraw Hill Maravillas, 2017. McGraw Hill Timeless Voice, Timeless Themes, 2002, Prentice Hall - adopted 2003	Yes	0
Mathematics	Eureka Math, 2016, Great Minds - adopted 2016 Eureka Math, 2016, Great Minds - adopted 2016 (Spanish) Number Worlds, 2008, SRA - adopted 2008 California Go Math!, Houghton Mifflin, 2015 - adopted 2016	Yes	0
Science	Science California K-5, 2007, Houghton Mifflin - adopted 2007 Ciencia para California K-5, 2007, Houghton Mifflin - adopted 2007 Focus on Earth Science, 2008, Prentice Hall - adopted 2007 Focus on Life Science, 2008, Prentice Hall - adopted 2007 Focus on Physical Science, 2008, Prentice Hall - adopted 2007	Yes	0
History-Social Science	History-Social Science for California K-5, 2006, Scott Foresman - adopted 2006 Historia-Ciencia Sociales para California K-5, 2006, Scott Foresman -adopted 2006 Discovering Our Past, 2006, Glencoe - adopted 2006	Yes	0
Foreign Language	Maravillas, 2017. McGraw Hill Eureka Math, 2016, Great Minds - adopted 2016 (Spanish)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Walnut Grove was built in 2009 and is a modern school with new technology. This school has 35 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. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District Maintenance and Repairs: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces	Good	L Girls' Restroom: #4:Interior Surfaces--Entry light cover is missing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Boys' Locker Room Restroom: #9:Sinks/Fountains--1st faucet does not function CR#M1 Kinder: #9:Sinks/Fountains--Fountain has very low pressure G Boys' Restroom: #9:Sinks/Fountains--2nd sink is loose. 1st faucet runs continually
Safety: Fire Safety, Hazardous Materials	Good	CR#J1 Kinder: #10:Fire Safety--More than 50% of the walls are covered in paper products (ceiling sprinkler system). #11:Hazardous Materials--Chemicals labeled "Keep out of Reach of Children" are stored under the sink CR#L4: #11:Hazardous Materials--Chemicals labeled "Keep out of Reach of Children" are stored under the sink
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/30/2018	
Overall Rating	Good

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	25.0	32.0	37.0	38.0	48.0	50.0
Mathematics (grades 3-8 and 11)	19.0	20.0	24.0	25.0	37.0	38.0

Note: 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.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	539	538	99.81	32.34
Male	272	271	99.63	28.78
Female	267	267	100.00	35.96
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	493	493	100.00	31.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.67	41.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	438	438	100.00	26.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	339	339	100.00	19.76
Students with Disabilities	117	117	100.00	4.27
Students Receiving Migrant Education Services	12	12	100.00	8.33
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	539	538	99.81	20.26
Male	272	271	99.63	21.77
Female	267	267	100	18.73
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	493	493	100	19.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.67	34.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	438	438	100	16.44
English Learners	339	339	100	13.27
Students with Disabilities	117	117	100	2.56
Students Receiving Migrant Education Services	12	12	100	8.33
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.3	22.8	13.0
7	28.1	18.0	23.6

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Our school offers several opportunities for parental involvement through our PTO, ELAC, SSC, 8th Grade Parent Committee, Baile Folklorico Parent Volunteers, and parent volunteers at school. Our Parent Teacher Organization sponsors family events that support our vision and works to raise funds to support school activities. Parents also volunteer time in the classroom and can serve on the School Site Council and English Learner Advisory Council to assist with school governance and the implementation of school improvement goals. With all of these factors working to support the learning of students, we can accomplish our mission.

All families are encouraged to become informed and be actively involved. We invite everyone to attend our Back-to-School Night, kindergarten orientations, Open House, informational meetings, and student performances throughout the year. Parent participation in school improvement efforts and in our accountability system is evolving. Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

Our school also offers parenting education classes through Parent University and Family Literacy Nights. The sessions are available in English and Spanish.

For more information on how to become involved in PTO please contact Joey Aiello, PTO President at joeyaiello@rocketmail.com.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.7	4.8	5.9	5.4	5.9	7.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.1	0.1	0.4	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The purpose of our Safety Plan is to establish procedures and policies for site personnel in preparing for, or in the event of an emergency that promotes the safety, protection, and welfare of all students, staff, and property of Walnut Grove School.

The Safety Plan is 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 the safety of all and to revise the plan.

Detailed information on the School Safety Plan can be found at the District Office.

The School Safety Plan was last reviewed, updated, and discussed with school staff on November 10th , 2018.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		21	2	5		24	1	10	1
1	24		3		19	3	2		22	2	6	
2	25		3		21	2	4		22	3	5	
3	22	1	3		20	2	4		20	3	5	
4	29		3		25	2	3	1	19	6	2	
5	24	2	1		21	4	4		24	2	5	1
6	27	3	10	3	22	8	15	2	30	6	2	15
Other	12	1			19	1	1		16	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	.32	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8649	1689	6960	67424
District	N/A	N/A	7336	\$70,025
Percent Difference: School Site and District	N/A	N/A	-5.3	-3.8
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-2.3	-12.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE) program, grades 3-8
- English Learner programs, including English Language Development (ELD)

Ten percent of Title I funds are spent on supplemental services. These are given to students who qualify at Program Improvement schools. Services are provided in the home to those parents who agree and have generally included the offerings of tutoring and/or computer assisted instruction.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,333	\$47,547
Mid-Range Teacher Salary	\$73,942	\$74,775
Highest Teacher Salary	\$96,229	\$93,651
Average Principal Salary (Elementary)	\$110,314	\$116,377
Average Principal Salary (Middle)	\$114,698	\$122,978
Average Principal Salary (High)	\$140,913	\$135,565
Superintendent Salary	\$194,103	\$222,853
Percent of Budget for Teacher Salaries	32.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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. A district wide professional development day was held on February 11th, 2019.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2018-19 included ELA, mathematics, science and technology. Other focus areas include writing, data analysis, and AVID strategies.

To assist all staff members with implementing new skills, 6 teachers on special assignment are identified in the areas of elementary education, secondary education, technology, English language development, and new teacher support. District lead teachers (8 at the elementary level and 12 at the secondary level) provide assistance across the district in specific grade levels and in the content areas of science, English, math, history, electives, and special education. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers.

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.