

Walnut Grove K-6 School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Walnut Grove K-6 School
Street	775 North Hartley St.
City, State, Zip	Patterson, CA 95363-2477
Phone Number	(209) 892-4770
Principal	Adriana Corona-Duran
Email Address	adduran@patterson.k12.ca.us
School Website	https://walnutgrove.patterson.k12.ca.us/
County-District-School (CDS) Code	50712170118927

2021-22 District Contact Information

District Name	Patterson Joint Unified District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
Email Address	palfano@patterson.k12.ca.us
District Website Address	www.patterson.k12.ca.us

2021-22 School Overview

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 less than 100 students per grade-level, giving the school a small community atmosphere where students feel connected and are engaged in their learning. In addition, Walnut Grove has a 50/50 Dual Immersion Program strand. Instruction is in Spanish and English at all grade levels. Our Dual Immersion Program provides an enrichment program dedicated to building a student body that is

2021-22 School Overview

bilingual, biliterate and multicultural. This is being achieved by providing a comprehensive core curriculum program paralleled with instruction in Spanish. Walnut Grove School is a “high-tech” school and serves as a model for what technology-rich schools in Stanislaus County will look like in the future. Each student in grades K-6th grade has access to a district chromebook to use for educational purposes through our 1 to Web Initiative. Students in grades 4th grade and up are issued a chromebook device they can also use at home. Walnut Grove is also part of the No Excuses University Schools Network rooted in the following core beliefs: 1. Every student has the right to be educated in a way that prepares them for college. 2. It is the responsibility of educators to create six exceptional systems that makes college a reality. Staff is working diligently, continually monitoring student learning through assessment data and refining their instruction in order to give Walnut Grove School students the support they need to grow academically each year. We are college bound!

Vision Statement

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

Mission Statement

The purpose of Walnut Grove School is to cultivate the characteristics of students who can ROAR(Respect Others, Offer Kindness, Act Responsibly, and Remember Safety) in order to perform, create and innovate to achieve academic excellence.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	71
Grade 2	69
Grade 3	70
Grade 4	72
Grade 5	73
Grade 6	87
Grade 7	94
Grade 8	90
Total Enrollment	728

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
American Indian or Alaska Native	0.3
Asian	1.1
Black or African American	2.2
Filipino	0.3
Hispanic or Latino	87.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.7
White	5.4
English Learners	47
Homeless	0.1
Socioeconomically Disadvantaged	78.6
Students with Disabilities	15.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, 2017, McGraw Hill Maravillas, 2017. McGraw Hill	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 for 6th grade ONLY	Yes	0
Science	Amplify Science CA, 2020 (K-6)	Yes	0
History-Social Science	Studies Weekly Inc K-6, 2017, McGraw Hill	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Walnut Grove was built in 2009 and is a modern school with new technology. This school has 41 classrooms, a library, gym, cafeteria and administration building. Facilities are in good condition. At this time there are no facility improvements planned. The district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. 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.

Year and month of the most recent FIT report

9/7/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR#J1 Kinder: #3 Sewer: 1st of toilet leaks at the vaccum breaker, D Boys' Restroom: #3 Sewer: 1st and 2nd urinals leak at the vaccum breaker. G Boys' Restroom: #3 Sewer: 1st of 2 toilets leaks at the spud. G Girls' Restroom: #3 Sewer: 3rd & 4th of toilets leak at vacuum breaker. #4 Interior Surfaces: 2 light bulbs are burned out.

School Facility Conditions and Planned Improvements

				L Girls' Restroom: #3 Sewer: 1st of 4 toilets leaks at the vacuum breaker
Interior: Interior Surfaces	X			CR#P36: #4 Interior Surfaes: Small refrigerator is stored on top of sink presenting a potential tip hazard G Girls' Restroom: #3 Sewer: 3rd & 4th of toilets leak at vacuum breaker. #4 Interior Surfaces: 2 light bulbs are burned out.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			CR#3 TK: #10 Fire Safety: Fire extinguisher is blocked. CR#4 TK: #11 Hazardous Materials: Chemicals labeled "keep Out Of Reach of Children" are stored under the sink without a lock.
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	492	NT	NT	NT	NT
Female	250	NT	NT	NT	NT
Male	242	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	439	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	246	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	387	NT	NT	NT	NT
Students Receiving Migrant Education Services	26	NT	NT	NT	NT
Students with Disabilities	103	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	492	NT	NT	NT	NT
Female	250	NT	NT	NT	NT
Male	242	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	439	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	246	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	387	NT	NT	NT	NT
Students Receiving Migrant Education Services	26	NT	NT	NT	NT
Students with Disabilities	103	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	209	197	94.26%	5.74%	32.49%
Female	104	96	92.3%	7.7%	33.3%
Male	105	101	96.2%	3.8%	31.7%
American Indian or Alaska Native	0	0	0.0%	100.0%	0.0%
Asian	2	2	100.0%	0.0%	50.0%

Black or African American	7	7	100.0%	0.0%	57.1%
Filipino	1	0	0.0%	100.0%	0.0%
Hispanic or Latino	175	170	97.1%	2.9%	31.2%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%
Two or More Races	1	1	100.0%	0.0%	0.0%
White	14	10	71.4%	28.6%	30.0%
English Learners	121	116	95.9%	4.1%	17.2%
Foster Youth	1	1	100.0%	0.0%	0.0%
Homeless	1	1	100.0%	0.0%	0.0%
Socioeconomically Disadvantaged	167	164	98.2%	1.8%	28.1%
Students Receiving Migrant Education Services	21	21	100.0%	0.0%	14.3%
Students with Disabilities	44	44	100.0%	0.0%	11.4%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group					
This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.					
iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	261	236	90.4%	9.6%	14.8%
Female	135	120	88.9%	11.1%	9.2%
Male	126	116	92.1%	7.9%	20.7%
American Indian or Alaska Native	1	1	100.0%	0.0%	0.0%
Asian	3	3	100.0%	0.0%	33.3%
Black or African American	6	4	66.7%	33.3%	25.0%
Filipino	2	1	50.0%	50.0%	0.0%
Hispanic or Latino	239	217	90.8%	9.2%	13.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%
Two or More Races	0	0	0.0%	100.0%	0.0%
White	10	10	100.0%	0.0%	40.0%
English Learners	111	100	90.1%	9.9%	1.0%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	4	4	100.0%	0.0%	0.0%
Socioeconomically Disadvantaged	230	209	90.9%	9.1%	14.8%
Students Receiving Migrant Education Services	18	17	94.4%	5.6%	11.8%
Students with Disabilities	57	55	96.5%	3.5%	3.6%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	NT	NT	NT	NT
Female	90	NT	NT	NT	NT
Male	77	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	147	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	76	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	38	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Our school offers several opportunities for parental involvement through our PTO, ELAC, SSC, and Parent Workshops. Our Parent Teacher Organization sponsors family events that support our vision and works to raise funds to support school activities. 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.

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. This year due to COVID19, our meetings are via Webex which has shown increased participation. Parents are aware that students are expected to demonstrate achievement of knowledge and skills through school, district, and state performance assessments.

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 Mr. Barron, Assistant Principal at ebarron@patterson.k12.ca.us or Mr. Navarro, Instructional Coach at jnavarro@patterson.k12.ca.us

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.76	0.26	7.00	0.38	3.47	0.20
Expulsions	0.36	0.00	0.29	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.01	5.37	2.45
Expulsions	0.00	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.26	0.00
Female	0.00	0.00
Male	0.55	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.54	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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
- * A drop procedure 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

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

The School Safety Plan was last reviewed, updated, and discussed with school staff on August 17th, 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	2	8	2
1	21	2	6	
2	24	1	6	
3	22	1	7	
4	20	3	6	
5	21	7	2	
6	26	6	13	7

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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		13	
1	22		11	
2	22		8	
3	27		10	1
4	22	2	8	
5	24	1	10	
6	21	14	20	2
Other	42	4		1

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 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	728

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	8649	1689	6960	67424
District	N/A	N/A	7336	\$76,569
Percent Difference - School Site and District	N/A	N/A	-5.3	-12.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-19.3	-18.3

2020-21 Types of Services Funded

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

Reading Intervention (during and after school), Resource Specialist program, and English Learner programs, including Integrated and Designated English Language Development (ELD), homework help after school.

Ten percent of Title I funds are spent on supplemental services. These are given to students who qualify at Program Improvement schools. Services are provided to students via small group instruction; included the offerings of Reading Intervention and/or computer assisted instruction.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$54,445	\$51,029
Mid-Range Teacher Salary	\$78,064	\$78,583
Highest Teacher Salary	\$109,307	\$99,506
Average Principal Salary (Elementary)	\$131,948	\$124,576
Average Principal Salary (Middle)	\$137,323	\$131,395
Average Principal Salary (High)	\$148,769	\$144,697
Superintendent Salary	\$232,861	\$240,194
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	6%

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. A district wide professional development day is set aside on an annual basis, in which a motivational speaker presents the information.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas include ELA, mathematics, science and technology. Based on the academic data or teacher survey needs, within each major focus area, there may be a specific skill, strategy or program that may be goal of the professional development such as: focused writing, data analysis, small group instruction, reading comprehension, ELD, or program usage (iReady, iStation, Learning.com, NEU Connect, etc.).

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, and new teacher support. Professional Development is provided by Site administrators and TOSAs during our early release Wednesdays.

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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	35	24

Patterson Joint Unified District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Patterson Joint Unified District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
Email Address	palfano@patterson.k12.ca.us
District Website Address	www.patterson.k12.ca.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3225	285	8.84	91.16	60.70
Female	1612	145	9.00	91.00	61.38
Male	1613	140	8.68	91.32	60.00
American Indian or Alaska Native	21	3	--	85.71	--
Asian	82	9	10.98	89.02	--
Black or African American	170	19	11.18	88.82	73.68
Filipino	50	9	18.00	82.00	--
Hispanic or Latino	2428	203	8.36	91.64	58.13
Native Hawaiian or Pacific Islander	64	8	12.50	87.50	--
Two or More Races	110	5	4.55	95.45	--
White	300	29	9.67	90.33	62.07
English Learners	1087	47	4.32	95.68	10.64
Foster Youth	13	1	7.69	92.31	--
Homeless	74	2	2.70	97.30	--
Military	12	2	16.67	83.33	--
Socioeconomically Disadvantaged	2380	197	8.28	91.72	56.35
Students Receiving Migrant Education Services	116	3	2.59	97.41	--
Students with Disabilities	572	18	3.15	96.85	11.11

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3225	276	8.56	91.44	18.84
Female	1612	141	8.75	91.25	16.31
Male	1613	135	8.37	91.63	21.48
American Indian or Alaska Native	21	3	--	85.71	--
Asian	82	9	10.98	89.02	--
Black or African American	170	18	10.59	89.41	22.22
Filipino	50	9	18.00	82.00	--
Hispanic or Latino	2428	197	8.11	91.89	17.77
Native Hawaiian or Pacific Islander	64	7	10.94	89.06	--
Two or More Races	110	4	3.64	96.36	--
White	300	29	9.67		13.79
English Learners	1087	45	4.14	95.86	0.00
Foster Youth	13	1	7.69	92.31	--
Homeless	74	2	2.70	97.30	--
Military	12	1	8.33	91.67	--
Socioeconomically Disadvantaged	2380	192	8.07	91.93	17.71
Students Receiving Migrant Education Services	116	3	2.59	97.41	--
Students with Disabilities	572	19	3.32	96.68	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

