

Walnut Grove Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Walnut Grove Elementary School
Street	14181 Grove St.
City, State, Zip	Walnut Grove, CA 95690
Phone Number	(916) 776-1844
Principal	Gabino Perez
Email Address	Gperez@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674136033708

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

The mission of Walnut Grove Elementary School is to close the achievement gap by preparing all students for college readiness and success in a global society. Walnut Grove School is a small, TK through sixth-grade school serving a largely rural population of 140 students in the Sacramento Delta region. The staff and community take a great deal of pride in the school. Walnut Grove School has a well-deserved reputation for providing instruction well-tailored to the needs of a diverse student population. 93% of our student body is considered socioeconomically disadvantaged, and 47% is identified as English Learners/RFEP students.

Seven full-time general education certificated teachers, two intern teachers, a Physical Education Teacher, a Music Teacher, and a part-time RSP teacher provide services and instruction for the student population, including one dedicated to English Language Development and a Transitional Kindergarten teacher. There is one full-time instructional assistant who serves the students who are eligible for Special Education services. Parents are made to feel welcome throughout the school, and parent volunteers are utilized well in working with students in the classrooms.

Walnut Grove also has a part-time school counselor and mental health clinician. Walnut Grove Elementary School also has access to the district social worker and school psychologist, providing much-needed social and emotional support for our students. Teachers have access to Second Step or another preferred curriculum for social-emotional learning.

Walnut Grove School began our 8th year of school-wide AVID implementation this year, focusing on note-taking, goal setting, career and college readiness, and putting organizational structures into place to give students the tools they need to succeed in school. Academic language and collaborative conversations remain a significant focus this year as our teachers attended multiple staff development sessions. In addition, teachers continue to focus on current research-based curricula and instructional strategies. All students are challenged to meet or exceed the standards for their grade level.

Students are encouraged to become the best person they can be; to develop and exemplify positive character traits. Students who set the best example for a character trait are chosen by their teacher to be recognized at our monthly assemblies. Technology integration continues to be an educational focus. Every classroom has a full Chromebook cart, allowing for technology-based intervention and acceleration programs to be available daily for our students. All classes have been wired for Internet access.

2023-24 School Description and Mission Statement

Additional program support: Title I, Special Education, GATE, ELD teacher, 24:1 class size in TK-3rd grade, Tutor for Migrant students, After School Program tutoring and homework help, two Head Start classes and First 5 School Readiness partnerships for Early Education Services for 0-5-year-old children.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	26
Grade 1	19
Grade 2	20
Grade 3	25
Grade 4	16
Grade 5	22
Grade 6	26
Total Enrollment	154

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
Asian	0.6%
Black or African American	3.2%
Filipino	3.9%
Hispanic or Latino	79.9%
Two or More Races	1.3%
White	9.1%
English Learners	44.2%
Homeless	9.1%
Migrant	26.6%
Socioeconomically Disadvantaged	77.9%
Students with Disabilities	13.6%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	90.38	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	9.62	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	6.30	5.11	18854.30	6.86
Total Teaching Positions	10.40	100.00	123.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	90.45	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	9.55	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	0.00	0.00	6.20	5.30	15831.90	5.67
Total Teaching Positions	10.40	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6 Adopted 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0

	The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Mathematics	<p>Houghton Mifflin Math Expressions K-5 Adopted in 2015; Big Ideas Learning Larson Big Ideas Math 6th grade Adopted 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
Science	<p>Twig Science California: Interactive and hands-on learning TK - 5 Adopted in 2019.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
History-Social Science	<p>Pearson MyWorld Interactive K-6 Adopted 2019; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
Foreign Language	N/A		n/a
Health	Puberty Talk Elementary, 2022 Edition by Health Connected	Yes	0
Visual and Performing Arts	N/A		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

The school is composed of two main buildings, one built in 1936 and the other in 1974, on approximately 11.4 acres, and has ten permanent classrooms with one administration building housing the school secretary, principal, school nurse/school health aide, and a social-emotional counselor. The dedication of the staff has kept the school clean and presentable despite its age. Some areas need improvement. However, the overall presentation of the school is one of cleanliness and orderliness. During the summer, a major school improvement project was completed. The building that was built in 1936 received a facelift by getting new windows installed. Furthermore, the fire alarm system was upgraded, lighting was added to the back parking lot, and the grounds at Walnut Grove Elementary School were power washed, and areas that needed paint were repainted.

Maintenance and Repair Process:

We use a district-wide software solution called SchoolDude for all maintenance and repair requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting, and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept daily and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards to measure cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	A Building: HVAC systems are scheduled to be replaced in 2024. Fire systems have been upgraded. Roofs leaks have all been addressed. Windows need to be replaced. B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Interior: Interior Surfaces			X	A Building: HVAC systems are scheduled to be replaced in 2024. Fire systems have been upgraded. Roofs leaks have all been addressed. Windows need to be replaced. B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical			X	B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	A Building: HVAC systems are scheduled to be replaced in 2024. Fire systems have been upgraded. Roofs leaks have all been addressed. Windows need to be replaced. B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Safety: Fire Safety, Hazardous Materials			X	B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Structural: Structural Damage, Roofs			X	B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		A Building: HVAC systems are scheduled to be replaced in 2024. Fire systems have been upgraded. Roofs leaks have all been addressed. Windows need to be replaced.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	25	43	34	47	46
Mathematics (grades 3-8 and 11)	21	16	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	89	88	98.88	1.12	25.00
Female	45	44	97.78	2.22	36.36
Male	44	44	100.00	0.00	13.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	38	37	97.37	2.63	5.41
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	80	98.77	1.23	25.00
Students Receiving Migrant Education Services	32	32	100.00	0.00	18.75
Students with Disabilities	14	14	100.00	0.00	7.14

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	89	88	98.88	1.12	15.91
Female	45	44	97.78	2.22	20.45
Male	44	44	100.00	0.00	11.36
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	38	37	97.37	2.63	8.11
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	80	98.77	1.23	16.25
Students Receiving Migrant Education Services	32	32	100.00	0.00	12.50
Students with Disabilities	14	14	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.63	9.52	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	21	100.00	0.00	9.52
Female	--	--	--	--	--
Male	11	11	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	11.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.1	99.1	98.1	99.1	99.1
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Walnut Grove Elementary School held parental involvement opportunities through our ELAC, First 5, Coffee with the Principal, Site Council, and other school activities. The School Site Council meets at least quarterly, and the English Language Advisory Council (ELAC) meets every month to monitor and discuss curriculum, budget, programs, and the physical condition of the school site for the student's continued academic and social/emotional success. There are also opportunities for parents to be involved and give input on what they think is essential for their children in the District English Language Advisory Council (DELAC) and the Migrant Education program, as well as the District LCAP meetings that occur three to four times yearly. This year, parents have also had many opportunities to learn about AVID, math, and ELA standards through parent nights, grade-level training, and one-to-one parent training.

Parents are strongly encouraged to volunteer in the school. Volunteers work in the classrooms as tutors and teacher assistants. Parent volunteers work to prepare classroom materials and/or prepare important bulletins, etc. The dedication of the parent volunteers helps instill a welcoming and supportive community feeling and helps to build a solid educational foundation for students and their families.

Parents are encouraged to attend our numerous parent training on-site through First Five School Readiness, such as Ready Rosie, car seat classes, Strengthening Families, Love and Logic, Kernels, Latino Family Literacy Nights, and Coffee and Conversation with the Principal. There are opportunities for parents to be involved in our Home Visitor program for children aged 0-3 and pregnant moms, our Raising a Reader program for 0-3-year-olds and preschool students, and play groups offered on-site at our Family Resource Center.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	168	162	62	38.3
Female	84	81	29	35.8
Male	84	81	33	40.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	6	6	5	83.3
Filipino	6	6	0	0.0
Hispanic or Latino	134	129	48	37.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	16	15	6	40.0
English Learners	74	73	27	37.0
Foster Youth	0	0	0	0.0
Homeless	22	19	5	26.3
Socioeconomically Disadvantaged	152	148	59	39.9
Students Receiving Migrant Education Services	49	49	12	24.5
Students with Disabilities	26	25	8	32.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	6.32	4.17	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.17	0
Female	1.19	0
Male	7.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.48	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.76	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.61	0
Students Receiving Migrant Education Services	2.04	0
Students with Disabilities	7.69	0

2023-24 School Safety Plan

The River Delta Unified School District maintains a five-year district-wide emergency preparedness plan, which includes a district-level response plan to local and district-wide emergencies. In addition, each year we prepare our school site plan, which includes that site's safety plan. The site safety plan covers the list of key personnel and their emergency preparedness job assignments; the designated assembly areas; the emergency evacuation assignments and evacuation plans; pupil traffic control plan and shelter stations; utility cutoff charts, etc. The site safety plans also include student training plans for fire and duck/cover drills. A copy of the site's safety plan may be viewed at the school office. In October each year, staff and the School Site council discuss, review, and update the safety plan, with a final approval to be received at a meeting no later than February of each year.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1		
1	20	1		
2	19	1		
3	20	1		
4	14	2		
5	26		1	
6	27		1	
Other	14	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2		
1	17	1		
2	15	2		
3	17	1		
4	22		1	
5	27		1	
6	26		1	

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	13	2	0	0
1	19	1	0	0
2	20	1	0	0
3	21	0	1	0
4	0	0	0	0
5	22	0	1	0
6	26	0	1	0
Other	20	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7943	2153	5790	71819
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-16.4	18.0
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-13.0	-9.7

Fiscal Year 2022-23 Types of Services Funded

Walnut Grove School is dedicated to fostering a dynamic and enriching learning environment, supported by a diverse array of funding sources. The school strategically leverages Local Control Funding Formula (LCFF) allocations from the district to address various instructional program needs, ensuring a well-rounded education for its students. LCFF funding enables the school to invest in essential resources, from classroom materials to extracurricular activities, enhancing the overall educational experience for every student.

In addition to LCFF funding, Walnut Grove School benefits from Title 1 and Lottery funding, further fortifying its commitment to academic excellence and equitable education. These additional resources contribute to the implementation of targeted interventions, activities, and initiatives that support student achievement and promote an inclusive learning atmosphere. Furthermore, the school takes pride in its ASES (After School Education and Safety) program grant, which extends the learning day with engaging activities until 6 pm daily. This program not only provides a safe and structured environment for students but also offers opportunities for skill development and social interaction outside regular school hours. Complementing these efforts is the presence of a full-time, district-funded English Language Development teacher who plays a crucial role in providing academic support to English Learners on campus, ensuring that every student receives the tailored assistance needed to thrive academically and linguistically. Together, these funding streams and programs exemplify Walnut Grove School's holistic approach to nurturing well-rounded, empowered individuals prepared for success in an ever-evolving world.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

Professional Development

Annually, the District demonstrates its unwavering commitment to educational excellence through a comprehensive professional development program. This initiative's cornerstone is elevating student achievement and aligning teaching practices with the Common Core State Standards, district-adopted curriculum, and the AVID Elementary School program. Recognizing the ever-evolving landscape of education, the District emphasizes equipping its educators with the latest tools and methodologies to ensure a high-quality learning experience for every student.

Professional development opportunities are diverse and tailored to meet the unique needs of educators. Staff members engage in workshops and virtual or in-person conferences, harnessing valuable insights and best practices to enhance their instructional approaches. The District's commitment extends beyond these formal events, with ongoing support mechanisms in place. Teachers benefit from peer coaching and regular teacher-administration meetings, fostering collaboration and providing a platform for exchanging innovative ideas. Furthermore, educators receive personalized training and coaching to augment their daily lessons, ensuring they are well-equipped to adapt to the evolving demands of the educational landscape. A Teacher on Special Assignment (TOSA) is dedicated to instructional coaching and plays a pivotal role in supporting and enhancing the professional development of our teaching staff. With a wealth of expertise, the TOSA collaborates closely with educators, providing targeted guidance and resources to ensure the effective implementation of curriculum standards, fostering a culture of continuous improvement in our academic programs. The District is responsive to individual needs, offering additional training as required or upon teacher request. It demonstrates a commitment to empowering its educators with the tools and knowledge necessary to excel in their crucial roles.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	1.5	