SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

Walnut Grove Elementary

Address: 14181 Grove St. Walnut Grove, CA 95690
Principal: Ms. Carrie Norris, Principal
Phone: (916) 776-1844
Email: cnorris@rdusd.org
Web Site: http://wg-rdusd-ca.schoolloop.com/
CDS Code: 34674136033708

River Delta Joint Unified

Superintendent: Katherine Wright
Phone: (707) 374-1700
Email: kwright@rdusd.org
Web Site: www.riverdelta.org

SchoolCity.

I   DATA AND ACCESS

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.

II   ABOUT THIS SCHOOL

District Contact Information
Most Recent Year

District Name:	River Delta Joint Unified
Phone Number:	(707) 374-1700
Superintendent:	Katherine Wright
E-mail Address:	kwright@rdusd.org
Web Site:	www.riverdelta.org

School Contact Information
Most Recent Year

School Name:	Walnut Grove Elementary
Street:	14181 Grove St.
City, State, Zip:	Walnut Grove, CA 95690
Phone Number:	(916) 776-1844
Principal:	Ms. Carrie Norris, Principal
E-mail Address:	cnorris@rdusd.org
Web Site:	http://wg-rdusd-ca.schoolloop.com/
County-District-School (CDS) Code:	34674136033708

School Description and Mission Statement (School Year 2019-20)

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 174 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 that is well-tailored to the needs of a diverse student population. Our largest subgroups are Hispanic with 79% of our student body and 64% of our student body is identified as English Learners.

Nine full-time certificated teachers 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. A part-time instructional aide provides specialized academic support for our students who are eligible for Migrant Education services. The staff places an emphasis on working collaboratively in preparing curriculum, instruction, and in making school-wide program decisions. They also work collaboratively with the parent community, and have established a safe, nurturing school learning climate. Parents are made to feel welcome throughout the school and parent volunteers are utilized well in working with students in the classrooms.

Walnut Grove School began our 4th year of school wide AVID implementation this year, with a focus on note-taking, goal setting, career and college readiness, and putting organizational structures into place to give students the tools they need to be successful in school. Academic language and collaborative conversations continues to be a major focus again this year as our teachers attended multiple sessions of staff development on this topic.   In addition, teachers continue to focus on current research-based curriculum 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 are setting 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. Currently, every classroom has three or more computers. All classes have been wired for Internet access. There are three Chromebook carts containing 30 Chromebooks each on campus, allowing for technology-based intervention and acceleration program to be available on a weekly basis for our students.

Additional program support: Title I, Special Education, GATE, ELD teacher, 24:1 class size in TK-3rd grade, Mini Corp tutors 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. A month long summer reading program with two weeks of swim lessons in held in July to provide for additional educational opportunities for our students while their parents are working with no childcare in the month of July. Funding for this program is provided primarily through private donations from local businesses and community members.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	26
Grade 1	26
Grade 2	30
Grade 3	24
Grade 4	23
Grade 5	18
Grade 6	22
Total Enrollment	169

Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.1%
American Indian or Alaska Native	
Asian	
Filipino	3.6%
Hispanic or Latino	80.5%
Native Hawaiian/Pacific Islander	0.6%
White	10.1%
Two or More Races	
Socioeconomically Disadvantaged	82.2%
English Learners	45%
Students with Disabilities	13.6%
Foster Youth	
Homeless	11.2%

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	1	10	10	103
Without Full Credential	1	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Other Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% 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.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2016 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
Mathematics	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.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2015 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
Science	Houghton Mifflin California Science K-6 Adopted 2008; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and approved by the RDUSD Board of Trustees in 2008. They were consistent with the content and cycles of the curriculum frameworks adopted by the SBE. New curriculum is being piloted and will be adopted in June 2019 to implement in 2019-2020. The annual public hearing of the RDUSD Board of	0%

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
		Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	
History-Social Science	Pearson MyWorld Interactive K-6 Adopted 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2018 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 11, 2018.	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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

School Facility Conditions and Planned Improvements

The school is comprised of two main buildings, one built in 1936, and the other in 1974 on approximately 11.4 acres and has 10 permanent classrooms with one administration building housing the school secretary, principal, school nurse and social-emotional counselor. The dedication of the staff has kept the school clean and presentable, despite its age. There are areas that need improvement, however, the overall presentation of the school is one of cleanliness and orderliness. A William's Inspection was conducted by Sacramento County Office of Education (SCOE) in August 2018. The findings were: Office - the weather stripping at the front door needs to be repaired, and, in Room 10, there is a stained ceiling tile. Both deficiencies were identified as not an 'Emergency' or 'Extreme Deficiency'. A school rating of 'Good' was received by SCOE with 100% of all systems in good repair. Since the William's visit, the RDUSD Maintenance and Operations Department completed the FIT assessment and scheduled repairs will follow. Our local tool, which was completed in January 2019, designated an overall rating of Good.

During the summer of 2019 the playground area was upgraded and resurfaced. In the summer of 2017, the restrooms in the older building were completely remodeled, the outside of the buildings were painted, and the carpet was replaced in multiple classrooms. In 2018, the roof of the older building was replaced and most of the heater/air units were replaced in this building as well.

Maintenance and Repair Process:
We use a district wide software solution called SchoolDude for all maintenance and repairs 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 on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring 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 a replacement project according to the urgency of need and significance within the district.

School Facility Good Repair Status

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 rate for each system inspected
- The Overall Rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	51%	58%	44%	45%	50%	50%
Mathematics (grades 3-8 and 11)	36%	54%	32%	35%	38%	39%

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	92	97.87%	2.13%	57.61%
Male	46	46	100.00%	0.00%	63.04%
Female	48	46	95.83%	4.17%	52.17%
Black or African American	–	–	–	–	–
American Indian or Alaska Native					
Asian					
Filipino	–	–	–	–	–
Hispanic or Latino	77	76	98.70%	1.30%	56.58%
Native Hawaiian or Pacific Islander	–	–	–	–	–
White	–	–	–	–	–
Two or More Races					
Socioeconomically Disadvantaged	84	82	97.62%	2.38%	54.88%
English Learners	69	67	97.10%	2.90%	50.75%
Students with Disabilities	13	12	92.31%	7.69%	41.67%
Students Receiving Migrant Education Services	30	30	100.00%	0.00%	46.67%
Foster Youth					
Homeless	–	–	–	–	–

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	92	97.87%	2.13%	54.35%
Male	46	45	97.83%	2.17%	71.11%
Female	48	47	97.92%	2.08%	38.30%
Black or African American	–	–	–	–	–
American Indian or Alaska Native					
Asian					
Filipino	–	–	–	–	–
Hispanic or Latino	77	75	97.40%	2.60%	56.00%
Native Hawaiian or Pacific Islander	–	–	–	–	–
White	–	–	–	–	–
Two or More Races					
Socioeconomically Disadvantaged	84	82	97.62%	2.38%	51.22%
English Learners	69	68	98.55%	1.45%	52.94%
Students with Disabilities	13	12	92.31%	7.69%	75.00%
Students Receiving Migrant Education Services	30	30	100.00%	0.00%	46.67%
Foster Youth					
Homeless	–	–	–	–	–

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 High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

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
5	19.00%	33.30%	9.50%
7			
9			

NOTE: 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.

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 2019-20)

Parental involvement is highly encouraged through our school, ELAC, First 5, and the school's Parent Teacher Association (PTA). All hold regular meetings and offer many involvement opportunities to assist students and staff. 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 students' continued academic and social/emotional success. There are also opportunities for parents to be involved and give input as to what they think is important 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 each year. This year there have also been many opportunities for parents to get involved in learning about AVID and Math and ELA standards through parent nights, grade level trainings, and one-to-one parent trainings.

Parents are strongly encouraged to volunteer in the school. Volunteers work in the classrooms as tutors and teacher assistants. In addition, each Tuesday and Wednesday morning, 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 strong educational foundation for students and their families.

Parents are also encouraged to attend parent trainings, such as the regional CABE conference. Parents are also encouraged to attend our numerous parent trainings offered on-site through First Five School Readiness, such as car seat classes, Strengthening Families, Love ande 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 age 0-3 and pregnant moms, our Raising a Reader program for 0-3 year olds and pre-school students, and play groups offered on-site at our Family Resource Center.

Our parents are also very involved in our annual Cinco de Mayo celebration. In conjunction with the after school program, parents teach students traditional dances to be performed in full costume at the celebration each year.

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	2.1	1.1	0.5	5.9	4.2	4.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 include 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

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	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	23		2	
1	24		1	
2	23		1	
3	22		1	
4	22		1	
5	16	1		
6	18	1		
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	18	1	1	
1	24		1	
2	24		1	
3	24		1	
4	18	1		
5	23		1	
6	17	1		
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	17	1	1	
1				
2	24		2	
3	24		1	
4	23		1	
5	18	1		
6	22		1	
Other**				

* 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.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	0

* 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.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.28
Social Worker	.11
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	

* 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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,198	$1,988	$7,210	$61,442
District	N/A	N/A	$7,755	$61,590
Percent Difference – School Site and District	N/A	N/A	7.28%	0.24%
State	N/A	N/A	$7506.64	$72949
Percent Difference – School Site and State	N/A	N/A	4.02%	17.12%

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

Types of Services Funded (Fiscal Year 2018-19)

Walnut Grove School receives LCFF funding allocated by the district to support instructional program needs as well as Title 1 and Lottery funding. Our school also has an ASES, after school program grant, which provides after school programming daily until 6 pm. A full-time, district-funded English Language Development teacher provides academic support to the English Learners on campus.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45601	$46208
Mid-Range Teacher Salary	$61431	$72218
Highest Teacher Salary	$81218	$92742
Average Principal Salary (Elementary)	$106906	$134864
Average Principal Salary (Middle)	$104012	$118220
Average Principal Salary (High)	$121662	$127356
Superintendent Salary	$165187	$186823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	1.5