

Joseph H. Wardlaw 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	Joseph H. Wardlaw Elementary School
Street	1698 Oakwood Avenue
City, State, Zip	Vallejo
Phone Number	707-556-8730
Principal	Michelle Hawthorne
Email Address	mhawthorne@vcusd.org
School Website	www.vcusd.org/wardlaw
County-District-School (CDS) Code	48705816110134

2023-24 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	www.vcusd.org

2023-24 School Description and Mission Statement

Wardlaw School has a culture of caring and mutual respect among students, staff and families, at the same time as we maintain high academic and behavioral standards. Every child is safe and accepted. As students said, "You feel a part of a family." A beautiful school/park site campus, Wardlaw is used year-round by our neighbors. We also have a wonderful school community—about 700 students, 28 teachers, support staff, and lots of active and involved parent volunteers.

Wardlaw Elementary School provides students with a challenging, rigorous and motivating educational program, tied to the Common Core Standards. We have high expectations for all students to:

- be involved and enthusiastic about learning
- master essential skills and reach his/her full potential
- respect and appreciate cultural differences
- be successful and develop self-esteem
- develop responsibility and the ability to work cooperatively
- have a life-long commitment to learning and become a productive member of the community

Wardlaw uses every resource to enhance the educational experience here. We work in collaborative groups at each grade level to provide support to all students—those with intensive educational needs, as well as supporting enrichment, extra practice, and English learning for students as needed. We work to study and understand the data about students so that we can help our students succeed at the highest levels. Teachers at Wardlaw pride themselves on knowing their students and on helping them and their families set goals and raise achievement.

We have a focus on writing and all students participate in rigorous experiences as authors and technical writers on a regular basis. In addition to our academic focus, Wardlaw encourages the development of the whole child through physical activity! We have a proactive stance about teaching students to cooperate, be responsible, and be active. Staff teaches students to play and monitor a variety of sports and games. Active, healthy students achieve and our students are shining examples of that! Wardlaw is a great place to go to school!

Major Achievements – Most Recent Year

Our school consistently out-performs the district and county averages on state assessments. Wardlaw meets or exceeds the achievement of most elementary schools in Napa, Benicia, Fairfield, and Vacaville as well. We take great pride in the success

2023-24 School Description and Mission Statement

of all of our students. This year, we are focusing on literacy for all students, but especially our students in grade K-3. We are embracing our CORE literacy program and are working hard to make everyone at Wardlaw a reader. This has been a difficult transition but, as always, our Wardlaw family has set high expectations for all and puts in hard work to meet those expectations.

Focus for Improvement – Most Recent Year

As a large school, we always strive to ensure that no student "falls through the cracks". We continue to put systems in place that allow us to track the individual progress of each student to make sure we provide what they need to do their best. Our areas for instructional focus this year are reading complex text closely, CCSS writing, and math problem solving, and structured student talk. We work diligently to support all of our teachers, especially those new to the profession, so that all students benefit from a high quality and engaging learning experience.

Homework – Most Recent Year

At Wardlaw we focus on data driven, research based approaches to learning and student success. Over the last 60 years, there has been a large body of research conducted regarding student achievement and homework. None of this research has shown any benefit for elementary students in completing traditional homework. We ask instead that our families focus on daily reading, physical activities, having their children get enough rest, and eating dinner together as a family--all practices that are proven to have a positive impact on student learning, achievement, and growth.

School Schedule – Most Recent Year

Our TK/Kindergarten students attend daily from 8:30-1:30, our 1st-3rd students from 8:30-2:40, and 4th -6th from 8:30-3:00. All grades dismiss at 1:30 on Wednesdays, which is a minimum day for teacher preparation and professional development.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	131
Grade 1	96
Grade 2	96
Grade 3	96
Grade 4	107
Grade 5	87
Grade 6	97
Grade 7	7
Total Enrollment	717

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
American Indian or Alaska Native	0.3%
Asian	6.1%
Black or African American	22.6%
Filipino	26.5%
Hispanic or Latino	27.6%
Native Hawaiian or Pacific Islander	3.3%
Two or More Races	4.5%
White	7.9%
English Learners	13.5%
Foster Youth	0.1%
Homeless	0.6%
Socioeconomically Disadvantaged	64.7%
Students with Disabilities	7.9%

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)	19.10	74.94	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.70	3.21	12115.80	4.41
Unknown	6.30	25.02	82.00	15.75	18854.30	6.86
Total Teaching Positions	25.50	100.00	520.70	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)	22.10	92.63	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	1.63	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.42	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.30	29.90	5.64	11953.10	4.28
Unknown	0.70	2.97	35.40	6.69	15831.90	5.67
Total Teaching Positions	23.80	100.00	530.70	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	0.10
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

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	0.50
Total Out-of-Field Teachers	0.00	0.50

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

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	Houghton Mifflin California Journeys /2017	Yes	0%
Mathematics	Pearson enVision Math: Common Core /2022	Yes	0%
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	Yes	0%
History-Social Science	Pearson myWorld 2019 National Geographic Ancient Civilizations/2019	Yes	0%

School Facility Conditions and Planned Improvements

Wardlaw School is over 28 years old. It is designed as a School-Park site in partnership with the Greater Vallejo Recreation District. Our District Maintenance and Facilities Department works to keep everything in working order and maintain our park-like landscape. Our staff, students, parents and community take pride in contributing to a beautiful and clean campus. Classrooms and restrooms are cleaned every night. A few years ago we had a lunch pavilion installed behind our multi-purpose room and have collaborated with Safe Routes to School to install a new lighted crosswalk. We continue deferred maintenance support for new tile floors and painting for some of our relocatable rooms. In addition to the technology updates we are making, we continue to work on fencing to increase the security of our campus, as well as, collaborate with the city to improve our surrounding streets. This past year, our campus had many upgrades as a result of the Bond funds approved by our community.

Year and month of the most recent FIT report August 2023

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

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)	46	40	28	27	47	46
Mathematics (grades 3-8 and 11)	35	36	18	17	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	397	393	98.99	1.01	40.20
Female	209	205	98.09	1.91	47.80
Male	188	188	100.00	0.00	31.91
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	65.22
Black or African American	96	96	100.00	0.00	23.96
Filipino	115	113	98.26	1.74	59.29
Hispanic or Latino	109	107	98.17	1.83	27.10
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	25.00
Two or More Races	11	11	100.00	0.00	54.55
White	31	31	100.00	0.00	48.39
English Learners	46	45	97.83	2.17	8.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	264	260	98.48	1.52	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	14.71

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	397	394	99.24	0.76	35.79
Female	209	206	98.56	1.44	35.44
Male	188	188	100.00	0.00	36.17
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	56.52
Black or African American	96	96	100.00	0.00	19.79
Filipino	115	113	98.26	1.74	55.75
Hispanic or Latino	109	108	99.08	0.92	22.22
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	16.67
Two or More Races	11	11	100.00	0.00	54.55
White	31	31	100.00	0.00	45.16
English Learners	46	46	100.00	0.00	19.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	264	261	98.86	1.14	31.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	14.71

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)	28.85	24.42	14.49	13.35	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	89	86	96.63	3.37	24.42
Female	46	43	93.48	6.52	37.21
Male	43	43	100.00	0.00	11.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	10.00
Filipino	24	23	95.83	4.17	30.43
Hispanic or Latino	29	27	93.10	6.90	14.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	52	96.30	3.70	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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	94.5	95	91.1	95.9	89.6
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

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. We encourage parents to take an active role in partnering with their children's' teachers, School Site Council, English Learners Advisory Council, and Design/Leadership Team.

Please contact the school at (707) 556-8730 for information regarding organized opportunities for parental involvement.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	777	764	320	41.9
Female	383	377	161	42.7
Male	394	387	159	41.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	50	48	16	33.3
Black or African American	183	182	81	44.5
Filipino	197	195	62	31.8
Hispanic or Latino	218	210	96	45.7
Native Hawaiian or Pacific Islander	24	24	17	70.8
Two or More Races	34	34	21	61.8
White	60	60	24	40.0
English Learners	108	107	50	46.7
Foster Youth	7	7	2	28.6
Homeless	7	6	3	50.0
Socioeconomically Disadvantaged	513	509	238	46.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	73	29	39.7

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	0.14	2.80	2.96	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.96	0
Female	2.61	0
Male	3.3	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.1	0
Filipino	1.02	0
Hispanic or Latino	1.83	0
Native Hawaiian or Pacific Islander	4.17	0
Two or More Races	2.94	0
White	1.67	0
English Learners	2.78	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.9	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12	0

2023-24 School Safety Plan

Safety is the first of our 3 Big Rules: Be Safe, Be Respectful, and Be Responsible. This rule is emphasized in every aspect of our work at Wardlaw Elementary. All TK/Kindergarten through 6th grade teachers and all support staff stress safety on the playground, in classrooms, in the lunchroom, in the parking lot, as well as to and from school. Our school climate curriculum, which is taught in every class, emphasizes safe behavior. We teach students about bullying and hold all children accountable for their behavior—everyone should feel safe at school. There is adult supervision of children before and after school, at recess and at lunch. We have focused on building relationships and community, as well as teaching and reteaching of all campus rules and procedures.

At this time our campus is open to students and staff only in order to keep everyone safe and secure, we do offer and encourage parents to make appointments both virtual and in person to speak to school staff. We will be holding scheduled events for families throughout the year including Back to School Night, Parent/Teacher Conferences, Lunches on the Lawn, Family Nights, and Coffee/Pastries with the Principal/VP.

All Vallejo Schools have comprehensive safety plans which are approved by the Governing Board. The plan was most recently reviewed and updated in October 2023 by our School Site Council and Design Teams. Each classroom has an emergency backpack containing essential emergency supplies. We also participated in a district wide emergency preparedness program with several staff trained in emergency response. We drill emergency procedures monthly and provide feedback and support to students and staff.

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	27		4	
1	24	1	3	
2	28	1	3	1
3	24	1	3	
4	26	1	3	
5	28	1	3	
6	24	6	12	

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	13	5	4	
1	16	3	3	
2	14	5	3	
3	16	4	3	
4	18	2	3	
5	15	4	3	
6	16	18	18	

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	19	2	5	0
1	19	2	3	0
2	18	4	2	1
3	19	2	3	0
4	18	3	3	0
5	22	1	3	0
6	24	6	18	0
Other	0	0	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	2951	814	2136	75350
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-133.3	2.42
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-102.1	-15.9

Fiscal Year 2022-23 Types of Services Funded

Wardlaw School has received about \$130,000 in LCAP funds. We also received about \$83,000 in Federal Title One funds. These funds are used for support personnel, before and after school programs for students, parent involvement, enrichment activities, student incentives, and professional development for teachers. Our Teacher Leader primarily coaches and supports our teaching staff, works with our volunteer groups and does some direct support to students through assessment and small group work.

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	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teachers are provided with professional development for an average of one hour per week. During the 2023-2024 school year, teachers will participate in professional development on the following topics: Writing in the three CCSS genres, problem solving in math, CORE literacy focused on 6 step explicit instruction, student talk, and small group instruction. We looked at our data--and collected pre and post data about the work we were doing in writing and math. We've also incorporated Social Emotional Learning monthly themes and Schoolwide positivity practices. This year we will focus intensely on reading instruction

Professional Development

and student support.

Evaluation/Improving Teachers – Most Recent Year

Teachers are evaluated, once they receive tenure, every other year, through a collaborative process between teacher and administrator. The emphasis is on growing and always learning as a professional.

Substitute Teachers – Most Recent Year

The District provides qualified substitute teachers.

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	28	30	30