Joseph H. Wardlaw Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 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
Grade Span	
County-District-School (CDS) Code	48705816110134

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2025-26 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. We also have a strong focus on structured student talk to ensure that our future leaders have a voice in all areas of their life. 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

2025-26 School Description and Mission Statement

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 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, answering depth if knowledge questions at a level 2 or 3 daily, 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 8:30-12:30(1:30 after Thanksgiving break), 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	85
Grade 2	106
Grade 3	92
Grade 4	88
Grade 5	99
Grade 6	81
Total Enrollment	676

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	50.4
American Indian or Alaska Native	0.1
Asian	5.5
Black or African American	23.9
Filipino	20.9
Hispanic or Latino	27.7
Native Hawaiian or Pacific Islander	1.9
Two or More Races	10
White	6.7
English Learners	13.9
Foster Youth	0.4
Homeless	1.6
Socioeconomically Disadvantaged	65.5
Students with Disabilities	8.6

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.

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)	22.1	92.63	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	0.3	1.63	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.42	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	2.3	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	0.7	2.97	35.4	6.69	15831.9	5.67
Total Teaching Positions	23.8	100	530.7	100	279044.8	100

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.

2022-23 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)	25.4	95.08	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.19	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	4.7	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	0	0	43.4	8.2	14303.8	5.15
Total Teaching Positions	26.8	100	529.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.10	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.10	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	
Local Assignment Options	0.50	0.2	
Total Out-of-Field Teachers	0.50	1.2	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	10.6	10.6

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

2025-26 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	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin California Journeys /2017	0%
Mathematics	Amplify Desmos Math 2026	0%
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	0%
History-Social Science	Pearson myWorld 2019 National Geographic Ancient Civilizations/2019	0%

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

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	October 2025

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	36	39	27	27	47	48
Mathematics (grades 3-8 and 11)	30	28	19	20	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	355	97.53	2.47	38.87
Female	185	182	98.38	1.62	43.96
Male	179	173	96.65	3.35	33.53
American Indian or Alaska Native	0	0	0	0	0
Asian	18	17	94.44	5.56	52.94
Black or African American	100	98	98.00	2.00	32.65
Filipino	97	96	98.97	1.03	61.46
Hispanic or Latino	100	97	97.00	3.00	23.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	46.15
White	27	26	96.30	3.70	34.62
English Learners	51	48	94.12	5.88	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	251	97.29	2.71	31.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	10.81

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	357	98.08	1.92	27.73
Female	185	182	98.38	1.62	25.27
Male	179	175	97.77	2.23	30.29
American Indian or Alaska Native	0	0	0	0	0
Asian	18	17	94.44	5.56	41.18
Black or African American	100	98	98.00	2.00	16.33
Filipino	97	96	98.97	1.03	50.00
Hispanic or Latino	100	99	99.00	1.00	17.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	38.46
White	27	26	96.30	3.70	23.08
English Learners	51	50	98.04	1.96	8.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	252	97.67	2.33	20.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	8.11

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 for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19	30.69	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	101	98.06	1.94	30.69
Female	54	52	96.30	3.70	25.00
Male	49	49	100.00	0.00	36.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	28	100.00	0.00	21.43
Filipino	24	24	100.00	0.00	58.33
Hispanic or Latino	34	34	100.00	0.00	14.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	19	95.00	5.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	74	97.37	2.63	25.68
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	96.3	87.9	87.9	87.9	95.3

| C. Engagement | **State Priority: Parental Involvement** |

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.

2025-26 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| C. Engagement | State Priority: School Climate |

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.96%	2.15%		7.67%	6.2%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 continues to be a closed campus during the school day, open to students and staff only in order to keep everyone safe and secure. Parents are able to walk their student to their classroom before leaving for the day and can make appointments to meet with school staff as needed. We will be holding scheduled events for families throughout the year including Back to School Night, Holiday parades, Parent/Teacher Conferences, Lunches on the Lawn, Family Nights, and Coffee/Pastries with the Principal/VP, and a Family Dance at the end of the year.

All Vallejo Schools have comprehensive safety plans which are approved by the Governing Board. The plan will be updated and reviewed by our School Site Council and Design Teams in December 2025. 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	0
1	21	2	3	0
2	14	4	3	0
3	23	1	3	0
4	25	1	0	0
5	20	2	3	0
6	27	6	12	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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

2024-25 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	

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$6,961.21	$505.71	$6,456.04	$91,417
District	N/A	N/A	12426	$85,560
Percent Difference - School Site and District	N/A	N/A	-63.2	8.2
State	N/A	N/A	$11,146	$101,084
Percent Difference - School Site and State	N/A	N/A	-50.1	-3.5

Fiscal Year 2024-25 Types of Services Funded

Wardlaw School has received about $130,000 in LCAP funds. We also received about $86,000 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

Fiscal Year 2024-25 Types of Services Funded

our teaching staff, works with our volunteer groups and does some direct support to students through assessment and small group work.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,813	$62,145
Mid-Range Teacher Salary	$85,679	$97,088
Highest Teacher Salary	$111,308	$120,436
Average Principal Salary (Elementary)	$140,845	$151,343
Average Principal Salary (Middle)	$142,764	$159,514
Average Principal Salary (High)	$157,447	$177,261
Superintendent Salary	$306,368	$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

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 2025-2026 school year, teachers will participate in professional development on the following topics: Reading and writing grade level text, 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 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30