

# Waverly Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Waverly Elementary School
<b>Street</b>	3507 Wilmarth Rd.
<b>City, State, Zip</b>	Stockton, CA 95215-1114
<b>Phone Number</b>	209-931-0735
<b>Principal</b>	Jessica Riley
<b>E-mail Address</b>	<a href="mailto:jriley@sjcoe.net">jriley@sjcoe.net</a>
<b>Web Site</b>	<a href="http://waverly.ca.lus.schoolinsites.com/">http://waverly.ca.lus.schoolinsites.com/</a>
<b>CDS Code</b>	39 68577 6042006

District Contact Information	
District Name	Linden Unified School District
Phone Number	209-887-3894
Superintendent	Rick Hall
E-mail Address	Rihall@sjcoe.net
Web Site	www.lindenUSD.com

### School Description and Mission Statement (School Year 2017-18)

Waverly Elementary School is in the Linden Unified School District; a medium-sized rural district, which is a geographically isolated area in the Eastern agricultural belt of San Joaquin County, serving approximately 2,300 students in grades K - 12. There are six school sites in the district. Waverly Elementary is a Kindergarten through Eighth grade elementary school with an enrollment of roughly 320 students. Ethnically, Waverly is 1.9% African American, .06% American Indian/Alaskan Native, 5.6% Asian, 1.6% Filipino, 58.9% Hispanic, 0% Hawaiian/Pacific Islander, 2.8% Multiple and 28.7% White, as per CBED reporting. Special Categories of students include the following, Resource Specialist Program, Special Day Class, one Basic Skills class, Read 180 Program. Instructional Minutes for students are as follows: Kindergarten 315 instructional minutes, First through Third grades 305 instructional minutes, and Fourth through Eighth grades 330 instructional minutes. The teaching staff consists of 12 fully credentialed teachers, one librarian, one resource instructional aide, one special day class aide and one kindergarten aide.

#### Vision:

The vision of Waverly school is to develop respectful students who are responsible, accountable, motivated and safe. We encourage our students to think the RAMS way!

#### Mission:

The mission of Waverly school is to foster a positive, nurturing and safe environment, where students can learn 21st century skills and responsible lasting behaviors through educational partnerships among family, school and the community with a rigorous and innovative curriculum that meets the challenges of the future.

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	26
Grade 1	26
Grade 2	25
Grade 3	39
Grade 4	43
Grade 5	39
Grade 6	37
Grade 7	46
Grade 8	40
Total Enrollment	321

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.6
Asian	5.6
Filipino	1.6
Hispanic or Latino	58.9
Native Hawaiian or Pacific Islander	0
White	28.7
Two or More Races	2.8
Socioeconomically Disadvantaged	53.3
English Learners	19
Students with Disabilities	13.7
Foster Youth	0.6

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	14	13	11	105
<b>Without Full Credential</b>	1	2	4	9
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K - 2 Wonders - McGraw Hill - Adopted 2016 - 2017 3 - 5 Benchmark - BenchMark Education - Adopted 2016 - 2017 6 - 8 StudySync - McGraw Hill - Adopted 2016 - 2017	Yes	0
<b>Mathematics</b>	K -5 Everyday Math- McGraw Hill - Published 2016 (Adopted 2014 - 2015) 6 - 8 California Math - McGraw Hill - Published 2016 (Adopted 2014 - 2015)	Yes	0
<b>Science</b>	K-5: MacMillan/McGraw, (Adopted 4/18/2007) 6- 8 - Pearson-Prentice Hall, (Adopted 4/18/2007)	Yes	0
<b>History-Social Science</b>	K-5- Houghton Mifflin; History/ Social Science, 2006 (Adopted 3/21/2006) 6 - 8 - Holt, California Social Studies, 2006 (Adopted 3/21/2006)		0
<b>Health</b>	Teen Talk, Health-Connected (Adopted 2017)	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Waverly School site is in overall good condition for the age of the site. There are a couple of bathroom areas that are in need of updating. Some gutters need replacing and HVAC units need to be added once the boiler/chiller is removed from the site.

**School Facility Good Repair Status (Most Recent Year)**

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 overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 12/21/2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			MPR: Roof / Gutters need to be replaced Boiler / chiller needs to be replaced
<b>Interior:</b> Interior Surfaces	X			Upper Boys rest rooms: Tile floor needs to be replaced Upper girls Rest rooms: Tile floor needs to be replaced
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Bathrooms are dated but functional
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		MPR: Roof / Gutters need to be replaced Boiler / chiller needs to be replaced Rm 2: Roof needs new gutters Rm 3: Roof needs new gutters Rm 4: Roof needs new gutters Rm 5: Roof needs new gutters Teacher Lounge: Roof needs new gutter
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm 23 Library: Play field has some low spots reported by site maintenance custodian.

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 12/21/2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	54	50	43	42	48	48
Mathematics (grades 3-8 and 11)	38	41	30	31	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	253	99.61	50.2
Male	134	133	99.25	44.36
Female	120	120	100	56.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	78.57
Filipino	--	--	--	--
Hispanic or Latino	156	156	100	41.67
White	65	64	98.46	60.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	141	141	100	39.01
English Learners	75	75	100	40
Students with Disabilities	37	37	100	13.51
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	254	100	41.34
Male	134	134	100	41.79
Female	120	120	100	40.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	78.57
Filipino	--	--	--	--
Hispanic or Latino	156	156	100	32.69
White	65	65	100	52.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	141	141	100	30.5
English Learners	75	75	100	30.67
Students with Disabilities	37	37	100	13.51
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	57	48	49	50	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4	23.1	20.5
7	16	22	28

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Waverly Elementary offers many opportunities for parent involvement throughout the year through activities such as, classroom volunteers, honor roll social, book fair, parent nights, IEP and SST meetings, school carnival, annual crab feed, October Fest, family food basket program, and drive through dinners. Waverly also encourages parents and families to become involved in committees such as, PTC, School Site Council, ELAC, and DELAC. Parents are also offered annual opportunities to attend events at Waverly Elementary such as, ice cream social, movie night, Back-to-School Night, Parent conferences, Parent Nights, Open House, School Board and LCAP meetings. The site administrator and classroom teachers have an open door policy and encourage parent support in all academic areas through parent portal, school messenger, Class Dojo, website and the Remind app. Parents interested in volunteering or attending events may contact Mrs. Riley at jriley@sjcoe.net or 209-931-0735.

### 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	2.8	6.5	7.2	6.7	6.0	4.5	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.4	0.3	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Waverly Elementary strives to offer a safe and clean school campus, student and staff safety is a top priority. The Safety plan is a living document. The plan includes specific information about evacuation routes, drills and staff responsibilities. All staff members review the school safety procedures throughout the year. Safety signals and drills are practiced with the students on a regular basis. Each classroom has a safety backpack with emergency supplies and updated student emergency cards. Teachers carry these backpacks on field trips and during drills. Waverly provides supervision of students before, during and after school. The site is well maintained. Safety concerns are reported to the office and taken care of by site custodians, district maintenance crew, and/or the site administrator.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		1		25		1		26		1	
1	28		1		23		1		26		1	
2	27		2		28		1		25		1	
3	29		1		26		2		20	2		
4	27	1	5		31		5		27	1	5	
5	22	5	5		24	2	5		24	1	9	
6	30	1		5	23	2	8		31	1		5

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6163.04	1483.86	4679.18	66155.96
District	N/A	N/A	3568.78	\$68,713
Percent Difference: School Site and District	N/A	N/A	26.9	-3.8
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-33.7	-5.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

Waverly Elementary School operated the following programs for the 2016 - 2017 school program: Resource , SDC, Read 180, After school success shop, parent nights and parent involvement activities that promote academic achievement, band, music art and technology classes.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,391	\$44,144
Mid-Range Teacher Salary	\$65,365	\$69,119
Highest Teacher Salary	\$82,863	\$86,005
Average Principal Salary (Elementary)	\$87,332	\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)	\$99,898	\$121,395
Superintendent Salary	\$141,566	\$178,104
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	7%	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 (Most Recent Three Years)**

For the 2016 - 2017 school year, Waverly's focus was on students progress on reading. Teachers were provided training opportunities that include: Read 180, AVID, Accelerated reader, English Language Development training, Technology training. District staff were provided 3 professional developmental days that focused on Math curriculum and standards, Illuminate (data management system) and Language Arts/Google.

During 2017-2018 school year, the district Professional Development for teachers has focused on Next Generation Science Standards. There are three full training days with county guided science experts. Teachers then work in grade level groupings to further prepare the science materials for classroom instruction. In addition, many of the early release Wednesdays during the school year have also been devoted to continued training with the NGSS. The district has also established a Science Cadre in which designated grade level teachers (voluntary) were trained to assist their grade level in deeper understanding of NGSS and their implementation. Also, during the summer preceding this school year, the district invited teachers to meet by grade level with a trainer from the publisher of our new math curriculum. The purpose of the week long session was to create a usable, consistent pacing guide for mathematics instruction by grade level.

The district has also hired two instructional coaches. One is focused on ELA and ELD instructional strategies while the other is focused on mathematics instruction and utilizing technology in the classroom. They are functioning to do district or site training, as well as working with individual teachers in the classroom.

Instructional aides are provided training both from outside sources (usually county office of education opportunities) as well as individual one-on-one training to be sure they possess skills and strategies for teaching literacy. Custodial and Maintenance staff have received a half day of training in strategies related to their positions. The secretarial staff receives annual training in areas affecting the current legal requirements they must know to perform their jobs accurately.

Waverly offers additional training opportunities for teachers and aides outside of the regular school day on occasion. Some of these trainings includes English Language Development, SBAC Assessment training, Technology, AVID, NGSS, etc. During site PD days, the staff is learning a variety of student engagement strategies, as well as, data collection and data analysis this school year.