

Waverly Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Waverly Elementary School
Street	3507 Wilmarth Rd.
City, State, Zip	Stockton, CA 95215-1114
Phone Number	209-931-0735
Principal	Jessica Riley
Email Address	jriley@lindenUSD.com
Website	waverly.lindenUSD.com
County-District-School (CDS) Code	39 68577 6042006

Entity	Contact Information
District Name	Linden Unified School District
Phone Number	209-887-3894
Superintendent	Rick Hall
Email Address	lindensuperintendent@lindenUSD.com
Website	www.lindenUSD.com

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

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 Transitional Kindergarten through Eighth grade elementary school with an enrollment of roughly 360 students. Ethnically, Waverly is 1.1% African American, .6% American Indian/Alaskan Native, 4.3% Asian, .9% Filipino, 65.6% Hispanic, 0% Hawaiian/Pacific Islander, and 25.8% White, as per 2018-2019 DataQuest reporting. Special Categories of students include the following, Resource Specialist Program, Special Day Class, Read 180 Program. Instructional Minutes for students are as follows: Transitional Kindergarten - Kindergarten 315 instructional minutes, First through Third grades 315 instructional minutes, and Fourth through Eighth grades 330 instructional minutes. The teaching staff consists of 17 credentialed teachers, one librarian, one resource instructional aide, one special day class aide, two - 3 hour class aides, and one full time title one 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 2018-19)

Grade Level	Number of Students
Kindergarten	42
Grade 1	26
Grade 2	27
Grade 3	27
Grade 4	32
Grade 5	52
Grade 6	57
Grade 7	43
Grade 8	43
Total Enrollment	349

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.6
Asian	4.3
Filipino	0.9
Hispanic or Latino	65.6
White	25.8
Two or More Races	1.7
Socioeconomically Disadvantaged	59.9
English Learners	20.3
Students with Disabilities	12.3
Foster Youth	0.9
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11	12	14	102
Without Full Credential	4	4	3	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	K -5 Everyday Math- McGraw Hill - Published 2016 (Adopted 2014 - 2015) 6 - 8 California Math - McGraw Hill - Published 2016 (Adopted 2014 - 2015)	Yes	0
Science	K-5: MacMillan/McGraw, (Adopted 4/18/2007) 6- 8 - Pearson-Prentice Hall, (Adopted 4/18/2007)	Yes	0
History-Social Science	K-5- Houghton Mifflin; History/ Social Science, 2006 (Adopted 3/21/2006) 6 -8 - Holt, California Social Studies, 2006 (Adopted 3/21/2006)	Yes	0
Health	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

Year and month of the most recent FIT report: 07/31/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MPR: Roof / Gutters need to be replaced Boiler / chiller needs to be replaced
Interior: Interior Surfaces	Good	Upper Boys rest rooms: Tile floor needs to be replaced Upper girls Rest rooms: Tile floor needs to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bathrooms are dated but functional
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	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
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm 23 Library: Play field has some low spots reported by site maintenance custodian.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	47	42	40	50	50
Mathematics (grades 3-8 and 11)	36	35	32	32	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	255	99.61	0.39	46.67
Male	138	137	99.28	0.72	45.99
Female	118	118	100.00	0.00	47.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	83.33
Filipino	--	--	--	--	--
Hispanic or Latino	162	161	99.38	0.62	40.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	68	68	100.00	0.00	54.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	155	154	99.35	0.65	40.91
English Learners	67	67	100.00	0.00	34.33
Students with Disabilities	37	37	100.00	0.00	8.11
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	255	99.61	0.39	35.29
Male	138	137	99.28	0.72	39.42
Female	118	118	100.00	0.00	30.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	162	161	99.38	0.62	30.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	68	68	100.00	0.00	38.24
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	155	154	99.35	0.65	26.62
English Learners	67	67	100.00	0.00	23.88
Students with Disabilities	37	37	100.00	0.00	8.11
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.0	19.2	15.4
7	12.2	12.2	31.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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, Waverly Ram Run, 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, Facebook and the Remind app. Parents interested in volunteering or attending events may contact Mrs. Riley at jriley@lindenUSD.com 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.2	4.3	8.4	4.5	5.7	6.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.3	0.5	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. Waverly staff attend training and drills on the school safety. Each classroom has a safety backpack and safety bucket with emergency supplies and updated student emergency cards. Teachers carry the 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		1		26		1		21	1	1	
1	26		1		26		1		26		1	
2	25		1		27		1		27		1	
3	20	2			24		1		27		1	
4	27	1	5		23		10		32		5	
5	24	1	9		26	2	5		27	2		5
6	31	1		5	18	8	8		24	7	3	6
Other**												

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7347.26	1908.44	5438.82	66155.96
District	N/A	N/A	5772.43	\$69,553.00
Percent Difference - School Site and District	N/A	N/A	-6.0	-5.0
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-31.9	-9.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Waverly Elementary School operated the following programs for the 2018 - 2019 school year: Resource, Special Day Class DC, Read 180, PALS (K - 2), 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,537	\$46,208
Mid-Range Teacher Salary	\$68,674	\$72,218
Highest Teacher Salary	\$87,058	\$92,742
Average Principal Salary (Elementary)	\$101,876	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$112,076	\$127,356
Superintendent Salary	\$141,566	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

For the 2019 - 2020 school year, Linden Unified will focus on social emotional learning. LUSD staff will be provided district training on Trauma Informed practices, Nurtured Heart training. Teachers will also be afforded time to to teach safety practices through the H.E.R.O curriculum and #Icanhelp curriculum. The district will continue to focus on building capacity in the area of learning objectives and student engagement.

For the 2018 - 2019 school year, Linden Unified will focus on student safety. All LUSD staff were provided school safety, CPR/First Aid, human trafficking training in August. The district is also focusing on building their capacity in the area of learning objectives, teacher clarity, depth of knowledge and rigor. District will focus on Kagan structures, instructional norms and NGSS this school year. We will continue to focus on PBIS, as a district as well. Waverly will also focus on sending teachers to math trainings, caaspp implementation trainings, Google summits and AVID trainings.

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.

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.