

Robert L. Stevens School

2345 Giffen Avenue • Santa Rosa, CA 95407 • (707) 575-8883 ex.352 • Grades P-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Wright Elementary District

4385 Price Avenue
Santa Rosa, CA 95407
(707) 542-0550
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District Governing Board

Karen Irwin Magee

Stan Greenberg

Robin Jackson

Carolyn Dixon

Carmel Curiel Larios

District Administration

Adam Schaible

Superintendent

Gloria Estavillo

Curriculum Coordinator

Talia Casci Noethig

Special Education Coordinator

School Description

Robert L. Stevens School was honored as a California Distinguished School in 2008 for our continued student achievement and the excellent climate for learning that our school community provides. Opened in 1994, the school was designed in a process of collaboration with the community it serves. It attracted a dedicated group of teachers who wanted to be part of creating this special environment for learning to occur. Both the school's architecture and its educational focus are built from a strong center. Displays of student writing, artwork and learning projects welcome the visitor, dignify the learning that takes place and reflect the mission and vision of our unique and dedicated group of professionals. Our school serves approximately 550 Transitional Kindergarten through sixth grade students. We are proud of our well trained and highly experienced staff. They are exceptionally creative, embrace change, and welcome the challenge of creating a cohesive school community based on collaboration and respect. They desire to forge a learning environment where students' needs come first and students' unique cultural backgrounds are celebrated. Our credentialed staff includes a total of twenty-three classroom teachers, two Resource Specialist Teachers, an English Language Development Teacher, a Title One Reading specialist and a Principal. The following personnel provide support: an Office Manager, an Office Assistant, a Bilingual Community Liaison, a Library Manager, two Custodians, two Special Education Instructional Assistants, an English Language Development Instructional Assistant, a part-time school nurse, a credentialed counselor and thirteen classroom Instructional Assistants. Robert L. Stevens School hosts a before and after school daycare program, an English Language Development Program, a Title I Reading/Language Arts Program, an AmeriCorps tutoring and after-school program in conjunction with CalSERVES and a United Way Schools of Hope Reading Assistance Program in first and second grade. We also have an active PTC (Parent Teacher Club), a School Site Council and an English Language Advisory Council.

Mission and Vision Statement

The mission of R. L. Stevens School is to prepare children academically and socially to function responsibly in society and to envision and achieve their goals in life. Our vision is to create an environment which encourages every child to work to his or her potential, one which builds basic skills, kindles and nourishes curiosity, teaches problem-solving, encourages children to love learning, and inspires both teachers and children. R.L. Stevens School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process. The high academic standards we hold for our students are reflected in our focus on the California State and National Common Core Content Standards.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	84
Grade 2	76
Grade 3	87
Grade 4	68
Grade 5	71
Grade 6	71
Total Enrollment	547

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.7
Asian	6.6
Filipino	2.2
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	0.9
White	6
Two or More Races	6
Socioeconomically Disadvantaged	72
English Learners	50.3
Students with Disabilities	9.7
Foster Youth	0.7
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Robert L. Stevens	17-18	18-19	19-20
With Full Credential	26	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Wright Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	91
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Robert L. Stevens School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The Benchmark Advance Reading program and the Engage New York/Eureka Math program were adopted within the last two years and are the most current available. There are sufficient copies of all textbooks and instructional materials for all students. Both the reading and math programs are supplemented with a variety of materials according to teacher discretion based on identified need.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6: Benchmark Advance, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5 My Math, 6 California Math, 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: Macmillan/McGraw-Hill, 2007 Grade 6: McDougal/Littell, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-6: Houghton-Mifflin, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Two full-time custodians serve the school from early morning until evening. The custodians keep the buildings and grounds clean and free of litter and graffiti. Garbage is emptied daily and the floors are vacuumed regularly. Additionally, three district maintenance workers ensure the school facilities are in good repair and safe for students and staff. Procedures are in place to report and take care of any safety concerns as they arise. The district participates in the state School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. In the 2005-06 school year, a modular building was installed, with three classroom spaces and a storage closet. Also, an updated air-conditioning/heating unit was installed in 2005-2006. In 2013 a solar array was built over the front parking lot to provide power for the school.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: February 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	62	60	52	55	50	50
Math	46	46	35	37	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.3	29.0	20.3

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	300	297	99.00	59.60
Male	160	158	98.75	58.23
Female	140	139	99.29	61.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	58.82
Filipino	--	--	--	--
Hispanic or Latino	222	219	98.65	56.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	75.00
Two or More Races	23	23	100.00	73.91
Socioeconomically Disadvantaged	238	235	98.74	54.47
English Learners	183	180	98.36	57.78
Students with Disabilities	41	41	100.00	17.07
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	300	298	99.33	45.97
Male	160	158	98.75	50.63
Female	140	140	100.00	40.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	52.94
Filipino	--	--	--	--
Hispanic or Latino	222	221	99.55	42.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	15	93.75	73.33
Two or More Races	23	23	100.00	60.87
Socioeconomically Disadvantaged	238	236	99.16	40.68
English Learners	183	182	99.45	41.21
Students with Disabilities	41	41	100.00	9.76
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.

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)

There are many ways that R. L. Stevens School encourages and provides opportunities for parent involvement. There is an active Parent-Teacher Club (PTC) the purpose of which is to promote and enrich the welfare and educational experiences of the children at Stevens School, and to bring into closer relationship the home and the school. The PTC meets monthly.

An English Learner Advisory Council, comprised of parents of students working to attain proficiency in English, meets quarterly to discuss issues affecting English Language Learners' school success.

Parents are encouraged to run for election to the School Site Council, which meets quarterly. Parents on the council become informed, share information, discuss needs and successes, and plan school program improvements. The council develops a comprehensive plan designed to improve the effectiveness of the school, helps review and update the School Safety Plan and assists in making budgetary decisions of funds within its purview. All parents are invited to attend the quarterly meetings.

Teachers are pleased to have parent volunteers in the classroom. Other volunteer opportunities exist including helping in the library, chaperoning field trips and helping at all of our school and PTC sponsored events.

The District has several committees that encourage and include parent participation. The District English Learners Advisory Committee, comprised of parents representative from each school's English Learners Advisory Councils meets three times a year to become informed and share information about the English Language Development Program. The district is in the process of transitioning to a Parent LCAP Advisory Committee where parent representatives will advise the Superintendent in areas of curriculum and instruction, student support, school climate, safety and governance.

A Family Fun Reading and Math Night is organized each year by the AmericaCorps/CalSERVES Staff. At this always well attended event, families participate in a variety of reading and math related activities presented by teachers, throughout the evening. Parents and students play games, explore ways to learn together and sign up for library cards. Each student receives at least one new free book as well as some math manipulatives.

All parents are invited to participate in a Back to School Barbecue, Back to School Night, and twice yearly Parent Conferences. In addition, we hold yearly celebrations for the school community including Concerts, Career Day, Culture Day, a Walk-a-Thon, a Pasta Dinner, and an Open House.

Please contact the school principal, Lori Pola Hoard at (707) 575-8883 ex. 352 for more information about ways to volunteer at school.

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.

School Safety Plan

The Wright School District maintains a comprehensive school safety plan that is updated annually. The Safety Plan was last discussed with staff, updated, and approved by Site Council in February, 2020. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. All employees attend annual mandatory training on a variety of first aid and safety topics including: blood borne pathogens, anaphylactic shock, CPR, first aid, hazardous materials, safety in the workplace, and disaster preparedness. The Wright School District Safety Plan is available in the school office for review.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	1.2	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	1.6	1.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	547.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	4.9

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	5			22		5		23	1	3	
1	22		4		26		3		21	1	3	
2	23		3		22		4		25		3	
3	20	2	1		23		3		22		4	
4	24		3		34			2	28		2	
5	28		3		23		3		28		3	
6	24		3		26		3		24		3	
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.

Professional Development provided for Teachers

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

Below is a description of the content of the professional development offered by the Wright School District in the last three years:

2017-2018 Trauma Informed Teaching

2018-2019 Implementation of My Math and California Math Programs

2019-2020 English Language Development

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,554	\$49,378
Mid-Range Teacher Salary	\$68,162	\$77,190
Highest Teacher Salary	\$86,182	\$96,607
Average Principal Salary (ES)	\$105,178	\$122,074
Average Principal Salary (MS)	\$0	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$162,264	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	4%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7,934	2,428	5,506	53,435
District	N/A	N/A	5,506	\$68,234.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-8.7
School Site/ State	17.4	-20.6

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

The Wright Elementary School District is committed to providing an excellent, comprehensive education that meets the needs of our students. Because of that commitment, both District general funds and State and Federal categorical funds are used for the following supplemental services: District E.L.D. Resource Teacher, E.L.D. Instructional Assistants at the school sites, a School Psychologist/behaviorist, Reading Intervention personnel, Library Managers, Special Education Teachers, Special Education Assistants, Full Inclusion and Behavioral Assistants, School Nurse, classroom Instructional Assistants, Yard Duty Supervisors, Speech and Language Therapists, Music Teachers, Counselors, a Bilingual Community Liaison, and Physical Education Teachers.

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.

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