

Robert L. Stevens School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

| | |
|--|--------------------------|
| School Name | Robert L. Stevens School |
| Street | 2345 Giffen Avenue |
| City, State, Zip | Santa Rosa, CA 95407 |
| Phone Number | (707) 575-8883 ex.352 |
| Principal | Lori Pola Hoard |
| Email Address | lpolahoard@wrightesd.org |
| School Website | |
| County-District-School (CDS) Code | 49710356111868 |

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------|
| District Name | Wright Elementary District |
| Phone Number | (707) 542-0550 |
| Superintendent | Adam Schaible |
| Email Address | aschaible@wrightesd.org |
| District Website Address | www.wrightesd.org |

2021-22 School Overview

School Description

Opened in 1994, Robert L. Stevens School was designed in a process of collaboration with the community it serves. 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 school.

Stevens has been honored as both a California Distinguished School and a Title One Achievement School for our continued student achievement and the excellent climate for learning that our school community provides.

Our school serves approximately 500 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. Our credentialed staff includes a total of twenty-one classroom teachers, two Resource Specialist Teachers, an English Language Development Teacher, a Title One Reading Teacher, a Counselor and a Principal. The following personnel provide support: an Office Manager, an Office Assistant, a Library Manager, two Custodians, Three Special Education Instructional Assistants, an English Language Development Instructional Assistant, a Title I Reading Instructional Assistant, a bilingual Community Liaison, a nursing assistant, a part-time school nurse, and thirteen classroom Instructional Assistants. Robert L. Stevens School hosts an 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 Safe Routes to School program. RLS also has an active Parent Teacher Club (PTC), 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 this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 72 |
| Grade 1 | 62 |
| Grade 2 | 61 |
| Grade 3 | 73 |
| Grade 4 | 73 |
| Grade 5 | 84 |
| Grade 6 | 73 |
| Total Enrollment | 498 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50 |
| Male | 50 |
| Asian | 7 |
| Black or African American | 2.4 |
| Filipino | 1.4 |
| Hispanic or Latino | 74.1 |
| Native Hawaiian or Pacific Islander | 1.2 |
| Two or More Races | 5.8 |
| White | 8 |
| English Learners | 45 |
| Foster Youth | 1.2 |
| Homeless | 1.6 |
| Socioeconomically Disadvantaged | 74.3 |
| Students with Disabilities | 10.4 |

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|-----------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 23.7 | 97.9 | 56.9 | 97.4 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 0.0 | 0.0 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0 | 0.0 | 0.0 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 0.0 | 0.0 | 12115.8 | 4.4 |
| Unknown | 0.5 | 2.1 | 1.5 | 2.6 | 18854.3 | 6.9 |
| Total Teaching Positions | 24.2 | 100.0 | 58.4 | 100.0 | 274759.1 | 100.0 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|------------|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|--|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.0 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Benchmark Advance Reading program and the MyMath/California Math program are the adopted programs and are used regularly in classrooms. 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.

Year and month in which the data were collected October 2016

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|--|---|-----------------------------|--|
| Reading/Language Arts | K-6: Benchmark Advance, 2016 | Yes | 0 |
| Mathematics | K-5 My Math, 6 California Math, 2019 | Yes | 0 |
| Science | K-5: Macmillan/McGraw-Hill, 2007 Grade 6: McDougal/Littell, 2007 | Yes | 0 |
| History-Social Science | K-6: Houghton-Mifflin, 2007 | Yes | 0 |
| Foreign Language | Not adopted | | |
| Health | Not adopted | | |
| Visual and Performing Arts | Not adopted | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

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 2013 a solar array was built over the front parking lot to provide power for the school. Portable air purifiers have been installed in all classrooms.

Year and month of the most recent FIT report

February 2022

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

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 304 | NT | NT | NT | NT |
| Female | 143 | NT | NT | NT | NT |
| Male | 161 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 18 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 232 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 20 | NT | NT | NT | NT |
| White | 20 | NT | NT | NT | NT |
| English Learners | 115 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 226 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 36 | NT | NT | NT | NT |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 304 | NT | NT | NT | NT |
| Female | 143 | NT | NT | NT | NT |
| Male | 161 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 18 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 232 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 20 | NT | NT | NT | NT |
| White | 20 | NT | NT | NT | NT |
| English Learners | 115 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 226 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 36 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| 3rd-6th Student Groups | 3rd-6th Total Enrollment | 3rd-6th Number Tested | 3rd-6th Percent Tested | 3rd-6th Percent Not Tested | 3rd-6th Percent At or Above Grade Level |
|----------------------------------|--------------------------|-----------------------|------------------------|----------------------------|---|
| All Students | 302 | 284 | 94% | 6% | 36% |
| Female | 142 | 131 | 92% | 8% | 36% |
| Male | 160 | 152 | 95% | 5% | 36% |
| American Indian or Alaska Native | 20 | 20 | 100% | 0 | 30% |
| Asian | 35 | 32 | 91% | 9 | 41% |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Black or African American | 13 | 12 | 92% | 8% | 42% |
| Filipino | -- | | | | |
| Hispanic or Latino | 232 | 220 | 95% | 5% | 32% |
| Native Hawaiian or Pacific Islander | -- | | | | |
| Two or More Races | -- | | | | |
| White | 226 | 206 | 91% | 9% | 32% |
| English Learners | 118 | 101 | 86% | 14% | 14% |
| Foster Youth | -- | | | | |
| Homeless | -- | | 89% | 11% | 33% |
| Military | -- | | | | |
| Socioeconomically Disadvantaged | 215 | 200 | 93% | 7% | 33% |
| Students Receiving Migrant Education Services | -- | | | | |
| Students with Disabilities | 33 | 31 | 94% | 6% | 6% |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| 3rd-6th Student Groups | 3rd-6th Total Enrollment | 3rd-6th Number Tested | 3rd-6th Percent Tested | 3rd-6th Percent Not Tested | 3rd-6th Percent At or Above Grade Level |
|--|---------------------------------|------------------------------|-------------------------------|-----------------------------------|--|
| All Students | 302 | 282 | 93% | 7% | 51% |
| Female | 142 | 133 | 94% | 6% | 37% |
| Male | 160 | 156 | 98% | 2% | 54% |
| American Indian or Alaska Native | 20 | 17 | 85% | 15% | 41% |
| Asian | 35 | 35 | 100% | 0 | 49% |
| Black or African American | 13 | 11 | 85% | 15% | 36% |
| Filipino | -- | | | | |
| Hispanic or Latino | 232 | 218 | 94% | 6% | 48% |
| Native Hawaiian or Pacific Islander | -- | | | | |
| Two or More Races | -- | | | | |
| White | 226 | 208 | 92% | 8% | 53% |
| English Learners | 118 | 104 | 88% | 12% | 28% |
| Foster Youth | -- | | | | |
| Homeless | -- | | | | |
| Military | -- | | | | |
| Socioeconomically Disadvantaged | 215 | 206 | 96% | 4% | 46% |
| Students Receiving Migrant Education Services | -- | | | | |

| | | | | | |
|-----------------------------------|----|----|-----|----|-----|
| Students with Disabilities | 33 | 32 | 91% | 9% | 16% |
|-----------------------------------|----|----|-----|----|-----|

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 83 | NT | NT | NT | NT |
| Female | 33 | NT | NT | NT | NT |
| Male | 50 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 64 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 24 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 62 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | NT | NT | NT | NT |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| 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 |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 monthly 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, as allowed during the Covid19 pandemic.

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 math manipulatives. (These events have been temporarily paused due to the Covid 19 pandemic.)

2021-22 Opportunities for Parental Involvement

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. (Some events have been temporarily paused due to the Covid 19 pandemic.)

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

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 511 | 507 | 71 | 14.0 |
| Female | 257 | 254 | 38 | 15.0 |
| Male | 254 | 253 | 33 | 13.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 35 | 35 | 1 | 2.9 |
| Black or African American | 12 | 12 | 2 | 16.7 |
| Filipino | 7 | 7 | 0 | 0.0 |
| Hispanic or Latino | 376 | 376 | 52 | 13.8 |
| Native Hawaiian or Pacific Islander | 7 | 6 | 3 | 50.0 |
| Two or More Races | 30 | 29 | 3 | 10.3 |
| White | 43 | 41 | 10 | 24.4 |
| English Learners | 229 | 229 | 34 | 14.8 |
| Foster Youth | 8 | 8 | 1 | 12.5 |
| Homeless | 8 | 8 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 382 | 381 | 57 | 15.0 |
| Students Receiving Migrant Education Services | 7 | 7 | 1 | 14.3 |
| Students with Disabilities | 62 | 61 | 9 | 14.8 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.10 | 0.00 | 1.94 | 0.00 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 1.45 | 0.92 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

The Wright School District maintains a comprehensive school safety plan that is updated annually. 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 23 | 1 | 3 | |
| 1 | 21 | 1 | 3 | |
| 2 | 25 | | 3 | |
| 3 | 22 | | 4 | |
| 4 | 28 | | 2 | |
| 5 | 28 | | 3 | |
| 6 | 24 | | 3 | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 21 | 1 | 3 | |
| 1 | 22 | | 3 | |
| 2 | 19 | 4 | | |
| 3 | 25 | | 3 | |
| 4 | 39 | | 2 | 1 |
| 5 | 24 | | 3 | |
| 6 | 23 | | 3 | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 18 | 4 | | |
| 1 | 21 | 1 | 2 | |
| 2 | 20 | 1 | 2 | |
| 3 | 24 | | 3 | |
| 4 | 32 | | 2 | 1 |
| 5 | 28 | | 3 | |
| 6 | 24 | | 3 | |

2020-21 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 | 498 |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 3.3 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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 | 7,934 | 2,428 | 5,506 | 53,435 |
| District | N/A | N/A | 5,506 | \$73,440 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -31.5 |
| State | | | \$8,444 | \$82,431 |
| Percent Difference - School Site and State | N/A | N/A | -42.1 | -42.7 |

2020-21 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: E.L.D. Resource Teacher and E.L.D. Instructional Assistant at each school site, a School Psychologist/behaviorist, a Reading Intervention Teacher and Instructional Assistant at each site, Library Managers, Special Education Teachers, Special Education Instructional Assistants and a Bilingual Community Liaison.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$47,961 | \$51,450 |
| Mid-Range Teacher Salary | \$70,222 | \$80,263 |
| Highest Teacher Salary | \$88,786 | \$101,012 |
| Average Principal Salary (Elementary) | \$110,601 | \$128,082 |
| Average Principal Salary (Middle) | \$0 | \$132,453 |
| Average Principal Salary (High) | \$0 | \$134,792 |
| Superintendent Salary | \$169,459 | \$197,968 |
| Percent of Budget for Teacher Salaries | 30% | 34% |
| Percent of Budget for Administrative Salaries | 4% | 6% |

Professional Development

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

2019-2020 Integrated and Designated ELD - Benchmark

2020-2021 Implementation of Distance Learning

2021-2022 Priority Standards, Scaffolding Strategies, Learning Acceleration, Review of Math Benchmarks

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Wright Elementary District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------|
| District Name | Wright Elementary District |
| Phone Number | (707) 542-0550 |
| Superintendent | Adam Schaible |
| Email Address | aschaible@wrightesd.org |
| District Website Address | www.wrightesd.org |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 537 | 1 | 0.19 | 99.81 | -- |
| Female | 259 | 0 | 0.00 | 100.00 | -- |
| Male | 278 | 1 | 0.36 | 99.64 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 35 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 14 | 0 | 0.00 | 100.00 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 363 | 0 | 0.00 | 100.00 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 33 | 1 | 3.03 | 96.97 | -- |
| White | 75 | 0 | 0.00 | 100.00 | -- |
| English Learners | 170 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 0 | 0.00 | 100.00 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 388 | 0 | 0.00 | 100.00 | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 71 | 1 | 1.41 | 98.59 | -- |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 537 | 1 | 0.19 | 99.81 | -- |
| Female | 259 | 0 | 0.00 | 100.00 | -- |
| Male | 278 | 1 | 0.36 | 99.64 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 35 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 14 | 0 | 0.00 | 100.00 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 363 | 0 | 0.00 | 100.00 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 33 | 1 | 3.03 | 96.97 | -- |
| White | 75 | 0 | 0.00 | | -- |
| English Learners | 170 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 0 | 0.00 | 100.00 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 388 | 0 | 0.00 | 100.00 | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 71 | 1 | 1.41 | 98.59 | -- |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.