

Waldo Rohnert Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Waldo Rohnert Elementary School
Street	550 Bonnie Avenue
City, State, Zip	Rohnert Park, CA 94928
Phone Number	(707) 792-4830
Principal	Susan Lopez
E-mail Address	susan_lopez@crpusd.org
Web Site	
CDS Code	6051692

District Contact Information	
District Name	Cotati-Rohnert Park Unified School District
Phone Number	707-792-4708
Superintendent	Robert A. Haley
E-mail Address	Robert_Haley@crpusd.org
Web Site	www.crpusd.org

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

John Reed Primary and Waldo Rohnert Intermediate are sister schools whose mission and vision is to prepare students to be lifelong learners and responsible individuals who are respectful of individual differences. Students will be supported by staff, parents, and the community working together to create a safe and caring working environment.

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

Grade Level	Number of Students
Grade 3	79
Grade 4	105
Grade 5	92
Total Enrollment	276

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0
Asian	1.1
Filipino	0.7
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	0.4
White	11.2
Two or More Races	3.6
Socioeconomically Disadvantaged	84.1
English Learners	64.5
Students with Disabilities	9.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	13.5	13.5	12	313
Without Full Credential	.5	0	2	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: September 1, 2013

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Instructional Services Department.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc. Contact Instructional Services Department (707) 792-4708.	Yes	
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708.		
Science Laboratory Equipment (grades 9-12)	Contact Instructional Services Department (707) 792-4708.		

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1964, Waldo Rohnert is a “sister” school to John Reed in design. A multi-use building was constructed and opened in the spring of 1993. In addition, the governing board approved a \$2,000,000 renovation plan for Waldo Rohnert School. Phase 1 was completed during the summer of 1998, Phase 2 during summer of 1999 and the final phase during the summer of 2000. Site Custodians and District maintenance staff place a high priority on safety, appearance and condition of the school. Like all District schools, the fire marshal, health department, and insurance carrier have inspected WRI. The reports are generally positive, and when problems are noted, they are addressed immediately. Lead water testing and the three-year asbestos re-inspection were completed in 2011. Considerable strides in providing handicapped access to facilities in the District have been made and handicap accessibility needs and improvements are continually reviewed.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			At the time of inspection, a sewer line in D4 needed repair. The repair has been completed.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2017				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	36	36	43	45	48	48
Mathematics (grades 3-8 and 11)	30	27	29	31	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	274	265	96.72	35.85
Male	134	129	96.27	29.46
Female	140	136	97.14	41.91
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	227	221	97.36	33.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100	51.72
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	234	226	96.58	36.28
English Learners	204	197	96.57	34.01
Students with Disabilities	33	33	100	6.06
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	274	268	97.81	27.24
Male	134	131	97.76	28.24
Female	140	137	97.86	26.28
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	227	224	98.68	24.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100	51.72
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	234	228	97.44	26.75
English Learners	204	200	98.04	23.5
Students with Disabilities	33	33	100	3.03
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	48	47	53	55	56	54

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	28.2	11.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Waldo Rohnert Intermediate (WRI) School is known for its strong community support. As a school and families work together building and nurturing relationships, it is clear that the effort of the whole team is needed to help our children be successful. Parents are viewed as partners and are encouraged to take active roles in our school programs. On any given day you will find many parents volunteering to work with students, support teachers, and help out in the office. Parents also contribute through PTA, ELAC, and Site Council.

Although some PTA fund raising is done, WRI is known for its non-fundraising family and social gatherings, enrichment assemblies, and evening family events all of which bring us together as a community. These get-togethers include, Welcome Back Ice Cream Social, Halloween Carnival, Volunteer Tea, Reading Night, Craft Night, Tamale Feed, Back to School Night, Book Fairs.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.0	4.2	1.4	5.5	5.2	5.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Waldo Rohnert Intermediate School Safety Plan is reviewed, evaluated and amended each year. The plan covers such topics as: assessment of the current status of school crime, child abuse reporting procedures, disaster procedures, suspension policies, school-wide discipline plan, and other topics required by education code. The school staff, parent groups, and Site Council work together to implement and practice our disaster plan. The WRI PTA provides supplies for emergency kits.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2010-2011
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	25		3		21	1	4		20	3	1	
4	24		4		21	1	3		26		4	
5	29		4		29		3		31		3	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	as needed	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	1.5	N/A
Other	1.0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,127	\$1,126	\$6,001	\$53,939
District	N/A	N/A	\$5,766	\$59,289
Percent Difference: School Site and District	N/A	N/A	4.0	-9.4
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	5.5	-28.0

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

Types of Services Funded (Fiscal Year 2016-17)

An 1.5% Ed Specialists and a 2 instructional assistants provide services to those students who qualify for the Resource Specialist Program. A full time Title I intervention teacher provides support for students who are not yet proficient. A part-time instructional assistant works with identified students in intervention groups in reading and math. English Learners are supported through both push-in and pull-out instruction. A bi-lingual EL assistant supports teachers in working with students in the classroom. The school has a grade level rotation where students are grouped by language levels to provide targeted instruction. Teachers provide afterschool support classes for reading and math. The After School Education Safety program (ASES) supports students and families by providing homework support, enrichment activities, and free child care.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,968	\$46,511
Mid-Range Teacher Salary	\$59,796	\$73,293
Highest Teacher Salary	\$78,137	\$92,082
Average Principal Salary (Elementary)	\$103,121	\$113,263
Average Principal Salary (Middle)	\$104,433	\$120,172
Average Principal Salary (High)	\$113,244	\$131,203
Superintendent Salary	\$183,750	\$213,732
Percent of Budget for Teacher Salaries	30%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. The district is in the process of transitioning to the Common Core State Standards so these professional development days support this transition. One day each month targets English language arts and one day targets mathematics. At the secondary level, a similar structure is in place for professional development in English language arts and mathematics and department teams taking leadership for implementing training in other content areas. The district also hosts monthly "think tank" meetings for general and special education teachers for training and coordination of the district's response to instruction and intervention and learning center programs. Professional coaching in implementation of effective reading instruction is provided to every elementary and middle school English language arts teacher on at least a quarterly basis. Data coaching meetings are held for interested 1st through 12th grade teachers following each benchmark assessment. One of our district mottos is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.