

J. X. Wilson School

2008-09 School Accountability Report Card and 2009-10 Single Plan for Student Achievement

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information

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School Description

J.X. Wilson School is one of three K-6 elementary schools in the Wright Elementary School District, located in Santa Rosa, California. It first opened its doors in the spring of 1976, and currently it serves approximately 543 students in 24 classrooms. The neighborhood surrounding the school is largely suburban, with a mix of single-family houses, condominiums, apartments and mobile home complexes. The demographics have changed steadily over the past ten years in this southwest quadrant of Santa Rosa, and during the 2008-2009 school year approximately forty-six percent (46%) of our students were Latino/Hispanic, forty-three percent (43%) were English Language Learners and sixty-one percent (61%) participated in the Federal Free and Reduced Lunch Program.

In 2008, J.X. Wilson School received the honor of being named an N.C.L.B. National Blue Ribbon School, for its dramatic improvement in students' STAR test scores, and for its overall high level of academic achievement. We are very proud of our experienced and dedicated staff, our hard-working students, our strong parent support base, and this recent distinction of being recognized as a "National School of Excellence". As a

staff we hold high standards for all students, both academically and behaviorally, and teachers work together very collaboratively and creatively to provide a rich, challenging educational program that addresses our diverse range of student strengths and needs. School-wide, we focus on creating a positive, mutually-respectful teaching and learning environment by consistently striving to cultivate a “caring and considerate community” that engages and supports all of its members.

Our credentialed staff includes twenty -four classroom teachers, a Resource Specialist Teacher, and a Principal. Support personnel include: an Office Manager, a School Secretary, a Library Manager, two Custodians, two part-time E.L.D. Instructional Assistants, a Special Education Instructional Assistant, thirteen Classroom Instructional Assistants, and a Cook and Assistant Cook. J.X. Wilson School hosts a before and after-school daycare program, and provides English Language Development and Reading Intervention Programs for students in need of this academic support. We value parents as partners in the educational process, and have an active (Parent-Teacher) *Booster Club*, School Site Council, and an English Language Advisory Committee. We are fortunate to be able to provide class size reduction to students in Kindergarten through third grade.

Mission and Vision Statement

The **mission** of J. X. Wilson 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. J. X. Wilson 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 Content Standards.

The Single Plan for Student Achievement

This Plan represents a logical, sequential, and systematic approach to strengthening the school programs and instruction. All of the school’s curricular content, which is organized in specific subject areas, is addressed in the plan to ensure that the improvement effort is comprehensive and encompasses a balanced curriculum. It is intended to be a working document that will regularly be updated as revisions are required.

The J. X. Wilson School Single Plan for Student Achievement is a legal document required by the State of California for those schools who receive state and federal funding for categorical programs which include:

Title I – Part A – Basic Grant	Title II Part D - Technology
Title V – Innovative Programs (Library)	Tobacco Use Prevention Education (TUPE)
Special Education	Title III – English Language Learners (ELL)
Title II Part A – Teacher Quality	Title IV – Safe & Drug Free Schools
Economic Impact Aid (EIA)	School and Library Improvement Block Grant

The responsibility for this plan belongs to the School Site Council, which directs its development and implementation. During the development of the plan, various resources will be utilized in order to ensure compliance to legal requirements. These could include state curriculum frameworks, state standards and objectives, reform documents, handbooks, or Model Curriculum Guides. It should be understood by all staff and should be available to all parents.

School Site Council

The School Site Council is elected and operates according to state law. It is comprised of five J. X. Wilson staff members including the principal, three teachers, and one other staff member. The remaining five Council members are parents of students attending J. X. Wilson or community members. The members receive appropriate training and participate in planning, implementing, and evaluating programs. The School Site Council is legislatively required to:

- develop a comprehensive plan designed to improve the effectiveness of the school program
- annually review the plan, establish a new budget, and make modifications to the plan to reflect changing needs and priorities of the District and the school
- recommend approval of the revised plan to the District School Board

Site Council Membership 2009-10

Staff:	Jane Futrell, Principal	Parents:	Jennifer Harrison
	Bonnie McKenna, Teacher, Chair		Jarred Jones
	Kathy Gergus, Teacher		Al Semmler
	Bonnie Kam, Teacher		Holly Thomas
	John Lyhne, Classified staff rep.		Tanya Vidamo

Opportunities for Parental Involvement

There are many ways that J.X. Wilson School encourages and provides opportunities for parent involvement. There is an active Booster Club which meets monthly, the purpose of which is to promote and enrich the welfare and educational experiences of the children at J.X. Wilson School, and to reinforce the home and school connection.

Parents are encouraged to run for election to the School Site Council, which meets monthly. 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, and assists in making budgetary decisions of funds within its purview. All parents are invited to attend the monthly meetings.

Teachers are pleased to have parent volunteers in the classroom. Other volunteer opportunities exist in the library, chaperoning on field trips, helping with sports events, and participating in all of our school and Booster Club-sponsored events. The school honors all volunteers at a Volunteer Tea in the spring.

The District has several committees that encourage and include parent participation. The English Language Advisory Committee and the District English Language Advisory Committee, comprised of parents of English Language Learners, meet four times a year to become informed and share information about the English Language Development Program. Adult English language classes, held at one of the district’s three school sites, are offered throughout the year to our District parents, providing them the opportunity to learn and improve their English skills. The District Planning and Communication Team (P.A.C.T.) includes parent members from each school site, and provides for parent input to the Superintendent and Governing Board regarding programs and priorities for the District.

All parents are invited and encouraged to attend Back to School Night and the twice- yearly Parent Conferences. In addition, we hold yearly celebrations for the school community including Winter and Spring Concerts, Pancake Breakfast, Pasta Dinner, and Open House.

Please contact the school principal, Jane Futrell at (707) 525-8350 for more information on ways to volunteer at school.

Student Enrollment by Grade Level in 2008-09

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	84
Grade 1	86
Grade 2	78
Grade 3	72
Grade 4	79
Grade 5	61
Grade 6	61
Total Enrollment	521

Student Enrollment by Group in 2008-09

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.07 %	Pacific Islander	.38 %
American Indian or Alaska Native	.96 %	White (not Hispanic)	37.81 %
Asian	8.06 %	Socioeconomically Disadvantaged	61 %
Filipino	.77 %	English Learners	42.8 %
Hispanic or Latino	46 %	Students with Disabilities	9 %

Average Class Size and Class Size Distribution

Data reported are the average class size (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.4	4			19.0		4		21.0		4	
1	20.3	2	2		19.5	4			20.0	4		
2	18.5	4			20.0	4			19.3	3		
3	19.7	3			18.8	4			19.7	3		
4	29.5		2		27.5		2		26.3		3	
5	29.0		1		28.0		2		22.0		2	
6	30.5		2		25.5		2		27.5		2	
K-3	20.0	1			20.0				19.5	2		
3-4												
4-6	29.0		2		27.0		1		23.0		1	

III. School Safety and Climate for Learning

School Safety Plan

J.X. Wilson School maintains a comprehensive school safety plan that is updated annually. The Safety Plan was last updated, discussed with staff, and approved by the Governing Board in March, 2009. 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 trainings on a variety of first aid and safety topics including: blood borne pathogens, anaphylactic shock, CPR, first aid, hazardous communication, safety in the workplace, and disaster preparedness. The J.X. Wilson School Safety Plan is available in the school office for review.

School Discipline Practices

The staff and community of J.X. Wilson School value a school where every student is free to learn and play in an environment that is both physically and emotionally safe, supportive, comfortable, and free from outside interference and harm. We emphasize the development of courtesy, self-responsibility, and self-esteem. The school community works to reinforce and model positive and courteous behavior. The school rules and discipline procedures are outlined for students and their parents in the J.X. Wilson Student and Parent Handbooks.

The following strategies are used to both encourage and recognize cooperative and positive behavior both in the classroom and on the playground:

- A school-wide C.A.R.E. motto, accompanied by a signed pledge from students and their parents to uphold four (4) positive habits for school success: **C**ooperation, **A**wesome attitude, **R**esponsibility, and **E**mpathy & Kindness.
- Frequent positive recognition and reinforcement (praise)
- Recognition slips given by all staff members to students who demonstrate the positive school behaviors embodied in the C.A.R.E. motto and pledge.
- “Thank you” slips given out daily in the cafeteria, with weekly “Wizard of the Week” reward drawings for positive lunchroom behavior.
- Regularly- scheduled “Wizard Award” merit assemblies, recognizing students who best- exemplify one of the specific Positive Habits for School Success from the C.A.R.E. Program and for perfect or excellent attendance.
- Weekly “Go Home” Folders
- Positive behavior and self-esteem are also supported by various classroom strategies such as Tribes, Class Meetings, and other programs.
- A Student Council in which students take on leadership roles in promoting positive, pro-social behavior through activities and by example.

Suspensions and Expulsions

This table displays the rate of suspension and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	1.3	0.8	1.2	3.7	4.6	5.8
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facilities Conditions and Improvements

J.X. Wilson School first opened in 1976, and it has been expanded with the addition of portable classrooms several times in the past 30 years. 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. Additionally, two district maintenance workers ensure that the school facilities are in good repair and are safe for students and staff. Procedures are in place to report and take care of any safety concerns as they arise.

During the 2008-2009 school year the school kitchen workers were given a “Recognition of Excellence in Food Safety” award by the Environmental Health Division of the county Department of Health Services for their consistent use of safe food-handling practices and sanitation.

The district participates in the state’s 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 and exterior painting, and flooring. In 2005-2006, the staff lunchroom was partially renovated, replacing the kitchen flooring and cabinetry, and several of the buildings were re-roofed. A new fire alarm system was also installed. In the summer of 2007 the staff work room areas were renovated and new walls were installed to create spaces in which small groups of students in the Reading Intervention, G.A.T.E., Music, and E.L.D. Programs could work.

J.X. Wilson qualified for modernization funding from the state in the summer of 2008, and all of the original buildings were modernized and brought up to current standards.

School Facilities Conditions – Results of Inspection and Evaluation

The J.X. Wilson School site, including the grounds, buildings, and restrooms, was inspected by the District Maintenance Coordinator on October 28, 2009 using the Facility Inspection Tool. All areas of the school were determined to be in good repair. Additional information about the condition of the school’s facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status				
This table displays the results of the most recently completed school site inspection to determine the school facilities good repair status.				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	Yes			None needed
Mechanical Systems	Yes			None needed
Windows/Doors/Gates (interior and exterior)	Yes			None needed
Interior Surfaces (walls, floors, and ceilings)	Yes			None needed
Hazardous Materials (interior and exterior)	Yes			None needed
Structural Damage	Yes			None needed
Fire Safety	Yes			None needed
Electrical (interior and exterior)	Yes			None needed
Pest/Vermin Infestation	Yes			None needed
Drinking Fountains (inside and outside)	Yes			None needed
Restrooms	Yes			None needed
Sewer	Yes			None needed
Playground/School Grounds	Yes			None needed
Roofs	Yes			None needed
Overall Cleanliness	Yes			None needed

Overall Summary of School Facility Good Repair Status				
This table displays the overall summary of the results of the most recently completed school site inspection.				
Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	25	26	26	82
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0
All Schools in District	100.0	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0

VI. Support Staff

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. 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.

Title	Number of FTE Assigned to School
Library Media Services – paraprofessional (5 hrs.)	1
Psychologist	.4
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist	1
Instructional Assistants (3.75 hrs.)	6
English Language Development Aide	1.5
Gifted and Talented Teacher	.07
Music Teacher	.4

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

A district advisory committee consisting of teachers representing each school site, along with administrators, reviews and evaluates State approved instructional materials as they become available. The focus is to align instructional materials with the California Content Standards in order to increase student achievement.

In September, 2009 the Governing Board certified that there are sufficient State-adopted textbooks & instructional materials for each student in Reading/Language Arts, Mathematics, Science, and History-Social Science. Social Studies materials were adopted in 2006-2007, Science materials in 2007-2008, and Mathematics was adopted in 2008-09.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-6: Houghton-Mifflin, 2003	0
Mathematics	K: Harcourt Brace, 2008 Gr. 1–6: Pearson Scott-Foresman 2008	0
Science	K-5: Macmillan/McGraw-Hill, 2007 Grade 6: McDougal/Littell, 2007	0
History-Social Science	K-6: Houghton-Mifflin, 2007	0
Health	Not adopted	100
Visual & Performing Arts	Not adopted	100

Enrichment Services

Wright School District provides well-rounded enrichment opportunities in addition to its high quality educational program.

- Weekly **Classroom Music** is provided for students in the fourth through sixth grades and offers students singing, music reading, ear training, instruction on the recorder and chimes, as well as public performance opportunities.
- A weekly **Band Program** is available for grades 5 and 6, with yearly performances.
- A **Gifted and Talented Education Program** is available for students who qualify with opportunities to engage in academically challenging enrichment curriculum.
- **Seasonal intramural sports** are available for students in grades 4-6, including girls’ volleyball, boys’ basketball, and girls’ basketball.
- The local **Boys and Girls Club**, with federal grant funding from 21st Century Schools, offers a comprehensive program of enrichment activities, supervised homework time, organized physical activities, and a healthy snack for nearly 100 students in grades 1 – 6 after school until 6:00 P.M. every school day for a very nominal (\$10.00/year) registration fee.
- “Chess for Kids” classes are offered after school to all interested students.
- “Move Over Mozart” piano lessons are offered after school for students of all ages.
- Once a year all upper grade students are invited to participate in the school **Spelling Bee**.

VIII. Instructional Planning and Scheduling

Professional Development

The Wright District has provided three staff development days for all certificated staff in prior years. This year it is offering one day. The table below describes the content of each of these days for the last three school years.

Year	Day 1	Day 2	Day 3
2007-08	Writing By Design	Technology, Social Studies	Technology, Science Curriculum
2008-09	Mathematics Curriculum	ENVoY Classroom Management	Technology, Classroom Strategies, English Language Development
2009-10	Essential Standards Prevention of Sexual Harassment Behavior Management	N/A	N/A

IX. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,118	\$2,516	\$5,602	\$59,779
District	\$8,118	\$2,516	\$5,602	\$59,048
Percent Difference School Site and District	0	0	0	1.2%
State	N/A	N/A	\$5,512	\$63,421
Percent Difference School Site and State	N/A	N/A	1.6%	6.1%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,391	\$41,031
Mid-Range Teacher Salary	\$57,012	\$63,366
Highest Teacher Salary	\$72,539	\$80,596
Average Principal Salary (Elementary)	\$88,978	\$100,937
Superintendent Salary	\$126,672	\$147,438
Percent of Budget for Teacher Salaries	40.80%	40.60%
Percent of Budget for Administrative Salaries	3.50%	6.10%

Restricted Categorical Funds (Fiscal Year 2009-10)

We receive State and federal categorical funding that is legally restricted to the intended programs and purposes. The primary purpose of these funds is to provide supplemental support programs to assist all students to meet State and local performance standards and growth targets. The School Site Council oversees many of the categorical funds and recommends their use to the School Board. The District belongs to the County Cooperative (Co-op), a group of small and medium-sized Sonoma County school districts. The Co-op Director assists these districts in maintaining legal compliance for all programs. The Co-op fees are a small percentage of program revenue. The table below describes and offers a display of the various funding sources and the expenditures for academic support programs.

State Programs

Economic Impact Aid/ English Learner Program **Amount: \$ 19,960**

Purpose: Develop fluency in English and academic proficiency of English learners.
Uses: ELL aide, Reading Intervention aides for E.L.L. students, Instructional Aides.

Economic Impact Aid/ State Compensatory Education **Amount: \$ 73,587**

Purpose: Help educationally disadvantaged students succeed in the regular program.
Uses: Reading Intervention Aides, Instructional Aides, instructional materials for reading intervention program.

School and Library Improvement Program Block Grant **Amount: \$ 58,486**

Purpose: Improve library and other school programs
Uses: Library manager, Instructional Aides, instructional materials.

TUPE: (Grades 4 – 8) **Amount: \$ 630**

Purpose: Eliminate tobacco use among students
Uses: Psychologist

Federal Programs

Title II Part A: Teacher Quality (District Program) **Amount: \$ 12,690**

Purpose: Improve professional development of teachers and administrators
Uses: Staff Development, including Substitutes

Title III Part A: Language Instruction for Limited-English-Proficient Students **Amount: \$ 39,081**

Purpose: Supplement language instruction to help limited-English-proficient students attain English proficiency and meet academic performance standards
Uses: District English Language Learner Teacher

Title IV: Safe and Drug-Free Schools and Communities (SDFSC) **Amount: \$ 833**

Purpose: Create environments that are free from violence and drugs
Uses: Instructional materials

Title V: Innovative Programs **Amount: \$ 0**

Purpose: Support educational improvement, library, media, and at-risk students.
Uses: Instructional materials

Total amount of state and federal categorical funds allocated to this school: \$ 207,066

Types of Services Funded

Wright Elementary School District is committed to providing an excellent, supportive education that meets the needs of our students. Because of that commitment, funds are allocated for the following services: English Language Development Teacher, School Psychologist, Title I and Intervention Teachers, Library Assistant, Special Education Teachers, School Nurse, Instructional and Yard Duty Assistants, Speech and Language Therapist, Music Teacher, and Gifted and Talented Teacher.

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, 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 Teacher, a Physical Education Resource Teacher and a Gifted and Talented Education Teacher/Coordinator.

X. Analysis of Current Educational Practice

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

The District has adopted grade level content standards that meet or exceed the State standards for each core subject area. The District follows the State schedule for adoption and purchase of new standards-based, State-adopted curriculum materials for each subject. The District designates days each year for staff development focusing on curriculum alignment with standards, the effective implementation of the new curriculum materials, as well as training to improve the instructional strategies and practices of the classroom teachers.

Parents receive copies of the grade level standards at Back-to-School Night in September, at which time curriculum materials and the instructional program are discussed. Parents are informed of their child(ren)'s academic progress and performance on grade-level assessments at the parent-teacher conferences in October and March. All parents are notified in writing if their children are failing, or are at risk of failing, to meet grade level standards.

Language Arts: The Houghton-Mifflin Language Arts program has been adopted K-6, district-wide, and the teachers have been trained in its use. Teachers also use a variety of other supplemental curricula and programs to provide targeted skill development and practice, based on student needs. These include: *Pals Program materials*, *Scholastic Readers*, *National Geographic Explorer*, *Scholastic StoryWorks*, *S.R.A. Reading Labs*, *Read Naturally*, *Vocabulary for Achievement*, *S.R.A. Spelling*, *Spelling Through Morphographs*, *Quick Reads*, and the *Six Minute Solution*. Beginning in the 2008-09 school year all teachers began implementing *Writing By Design* for writing instruction, which was articulated across the grade levels. The teaching staff consistently monitors student progress, assesses student needs, and analyzes any learning gaps, looking for ways in which additional supplemental curriculum can provide for differentiated instruction to help students meet standards.

Math: Harcourt Brace Curriculum has been adopted for Kindergarten and the Pearson Scott-Foresman EnVision Program has been adopted for grades 1 – 6. Other supplemental materials are used at each grade level to reinforce the skills taught in the adopted series. Students begin taking timed “math facts” tests in the first grade, and each grade level thereafter uses the *Mad Minute* or *Beat the Clock* materials to reinforce automaticity and memorization of basic computational skills. The staff continues to analyze the math curriculum, trying to determine if there are any gaps between the instructional program and the students' progress toward meeting the math standards.

Social Studies: The Houghton-Mifflin social studies curriculum has been adopted K-6 by the District. In addition, most teachers use supplementary materials and publications as *Scholastic News*, *National Geographic Word*, and *Time for Kids* to extend instruction and cover current events. Teachers plan extra activities and simulations such as “Colonial Days” and “Pioneer Days” and to help students understand what it was like to live in a different time period and make history come alive. Specific grade level field trips are planned to local and regional places of interest to further supplement social studies units. Second graders studying the community take a city bus downtown and then go on a treasure hunt to locate city and county public buildings such as the library. The fourth grades travel to Sonoma to visit a California mission, and the sixth grades visit both the Rosicrucian Museum in San Jose and Chinatown in San Francisco, as part of their study of the ancient Egyptian and Chinese cultures.

Science: Macmillan/McGraw-Hill has been adopted for grades K – 5 and McDougal Littell has been adopted for grade 6 with full implementation by 2008-09. 5th grade students participate in the CST Science test annually, and the 4th & 5th grade teachers plan hands-on activities using FOSS Science Kits to supplement their units of study. Various field trips are also used to extend learning at different grade levels. The Kindergarten students take a trip to the beach at the end of the year when they're studying the ocean and its creatures. The third graders take a field trip to a local Audubon Preserve to participate in a docent-led nature walk as well as study birds and different environmental habitats. The fourth grades take a field trip to study the Russian River watershed area during their study of water, weather and climates.

- 2. Availability of standards-based instructional materials appropriate to all student groups:**
Core Curriculum We have sufficient standards-based materials for the core curriculum in math, language arts, social studies and science (see above). The language arts program especially provides materials for flexible grouping of students based upon their level of achievement.

Resource Students All students in our Resource Program have access to the core curriculum in the regular classroom. They also receive specific instruction in language arts and math using specialized curriculum, such as Kaplan's SpellRead and Anita Archer's "Phonics for Reading."

ELL Students All ELL students have access to the core curriculum in the regular classroom. They also receive specific instruction in English Language Development using standards-based curriculum, including *Language for Learning*, *Language for Thinking*, *Into English* and *Intensive English*. Kindergarten students also use *Singlish*.

- 3. Alignment of staff development to standards, assessed student performance and professional needs:**

Staff development is closely aligned to standards, assessed student performance and the professional needs of the staff. In an implementation year, the primary focus is on staff receiving the training they need to most successfully implement the material. Staff spends a full day analyzing the student results from state mandated testing, and what the impact of those results might have on instructional planning. Teachers attend trainings individually throughout the year that also support their professional development. This year 1 Staff Development Day paid for by state Buy-Back funding focused on the development of common grade level standards, Sexual Harassment, and Behavior Management strategies.

- 4. Services provided by the regular program to enable under-performing students to meet standards:**

All regular classroom teachers, with the help of instructional assistants, implement interventions at the classroom level, utilizing various strategies such as skill-based groupings and specialized curriculum materials (e.g. *Quick Reads*, , *Six Minute Solution*,) for identified low-performing students. Assessment data is extensively used to guide instructional planning. In addition, all students in grades 2 – 6 are homogeneously grouped across classrooms (within the grade) for reading instruction several days per week. At the Kindergarten level, students who need to develop their English language skills participate in an extra half- hour of small-group E.L.D. instruction, taught by the classroom teacher, four days per week after school. Also, Kindergarten students who are identified as low-performing on mid- year assessments participate in a support program beyond the regular (extended) day, four days a week for six weeks. This supplementary, skill-based instruction is also provided in small groups by the classroom teacher.

- 5. Services provided by categorical funds to enable under-performing students to meet standards:**

Instructional assistants are critical to meeting the needs of our under-performing students. S.L.I.B. and E.I.A. funds have been combined to pay for the instructional assistants who provide the Reading Intervention Program to students who are struggling in reading. Identified students in grades 1 – 3 receive 30 minutes of supplementary, small group instruction during the school day after lunch, 4 days per week for a minimum of 12 weeks. Identified 4th – 6th grade students receive 1 hr. of supplementary instruction after school, 3 days per week. EIA and SLIB funds are used to provide a supplementary Math Intervention Program as well, in which classroom teachers in grades 2 – 6 work either before or after school with students who are struggling with grade level math content.

Our (E.I.A.-funded) E.L.D. Aides provide direct pull-out E.L.D. instruction to small groups of Beginning and Early Intermediate language learners at all grade levels. They also provide daily classroom assistance during core Language Arts instructional time in order to lower the pupil:teacher ratio in the lowest of the leveled reading groups and to work specifically with E.L.L. students to support their needs.

E.I.A. funds are budgeted to provide daily aide time in each classroom during the morning core curriculum instructional block, in order to provide targeted assistance to low-performing students.

6. Use of state and local assessments to modify instruction and improve student achievement:

We participate fully in the state mandated STAR Testing program. The staff meets for a day prior to the start of the instructional year, with the sole purpose of studying the results from these tests. The results are used, along with results from the district-wide, K-6 literacy skills (DIBELS) assessments, to begin planning for appropriate grouping strategies, curriculum and instruction.

Throughout the year, results on standards-based, grade level benchmark assessments and teacher-made tests are used in Child Study Team Meetings, the development of IEPs, conferences with parents, and in grouping students within the classroom. Local assessments include those provided within the district adopted language arts and math programs. These are used as indicators of student performance for the report card, as well as indicators for the teachers to use as they plan and adjust the curriculum. We also use Edusoft, a student data management system, to help analyze our assessments.

7. Family, school, district and community resources available to assist under-performing students:

There are limited community resources available to families of under-performing students. The school contracts with an outside agency to provide high quality, on-site, daycare both before and after school. However, this program is full, has a long waiting list, and is costly for most families.

The District provides a summer school program for students who are at risk of not meeting grade level standards, and the school provides a Reading Intervention Program for K-6 students who are identified as under-performing or low-performing. Also, our teachers often provide before and after-school assistance to students as needed. Additionally, student volunteers from the local high school and adults from the "Literacy Connection" Program sponsored by Sonoma County's Volunteer Center provide 1:1 tutoring on a weekly basis to students who are struggling in reading.

For parents of our English Language Learners, the District offers adult English language classes at one of the school sites throughout the year. The local bilingual newspaper, *La Voz*, is sent home monthly. Parents also receive notices regarding local parenting programs, health care information, youth and family recreational opportunities on a regular basis. The twice - monthly school newsletter, and a long with monthly publication that provides positive behavior and discipline strategies for parents (*Firm, Fair and Consistent*) go home with each student and are translated into Spanish.

8. School, district and community barriers to improvements in student achievement:

Factors that can potentially inhibit academic improvement for students include increased economic distress in the community, mobility, poor attendance, language barriers, and social-emotional issues. All of these factors have continued to increase significantly over the past 10 years, and can negatively impact student achievement.

The percentage of socio-economically disadvantaged students has climbed 10% over the past year alone, and the current economic downturn has resulted in added pressure on families, and children in particular show evidence of this change in stress level through their behavior, attendance and attention level at school. The Hispanic/Latino population has grown 6% during over the past year, and currently 42% of the students are classified as English Language Learners. The parents of these E.L. students often don't speak English fluently, which means that they are not able to easily assist their children with homework. With affordable housing becoming more and more difficult to find, families are moving frequently in and out of the attendance area, and are also (increasingly) being forced to move in with relatives or friends. Such space constraints in living quarters can mean that students have more difficulty finding time and space to study at home. Furthermore, frequent moves and attendance lapses create learning gaps, and many newly-enrolled students from other areas arrive under-prepared upon entrance to J.X. Wilson School.

Finally, due to its location in a neighborhood that is far from the city core, the school is somewhat isolated from community programs and services that could help support student success and family literacy, such as the county library and Santa Rosa Junior College.

- 9. Limitations of the current program to enable under-performing students to meet standards:**
There has been a major limitation in the funding necessary to provide additional instructional assistant time in the regular classroom. We see an increasing need to provide more individual and small group, targeted instruction based on student skill levels. This requires another adult in the room to assist the struggling students or take the rest of the class while the teacher works with them. This year we will continue to focus available, discretionary categorical funding to address this need.

XI. Student Performance

Standardized Testing and Reporting Program (STAR)

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Standardized Testing and Reporting Results for All Students - Three Year Comparison Percent of Students Achieving at Proficient or Advanced Levels

Subject	JX Wilson School			Wright District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English-Language Arts	57	57	67	46	50	60	43	46	50
Mathematics	75	74	83	62	64	76	40	43	46
Science	57	72	81	41	57	61	38	46	50

All Students By Grade Level

	English/Language Arts			Mathematics			Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
2nd	55	44	65	81	67	79	*	*	*
3rd	42	42	46	64	66	69	*	*	*
4th	64	76	81	80	81	93	*	*	*
5th	56	68	76	74	86	84	57	72	81
6th	69	60	70	76	70	83	*	*	*

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English Only By Grade Level

	English/Language Arts				Mathematics				Science		
	2007	2008	2009		2007	2008	2009		2007	2008	2009
2nd	63	53	73		87	76	79		*	*	*
3rd	54	49	57		60	63	79		*	*	*
4th	70	70	86		80	81	93		*	*	*
5th	61	73	77		76	92	90		68	75	89
6th	77	76	80		81	79	93		*	*	*

English Learners By Grade Level

	English/Language Arts				Mathematics				Science		
	2007	2008	2009		2007	2008	2009		2007	2008	2009
2nd	46	31	52		74	55	81		*	*	*
3rd	17	35	31		74	71	55		*	*	*
4th	55	85	75		77	82	92		*	*	*
5th	32	60	71		68	74	69		42	68	57
6th	31	28	43		57	50	53		*	*	*

Non-Economically Disadvantaged By Grade Level

	English/Language Arts				Mathematics				Science		
	2007	2008	2009		2007	2008	2009		2007	2008	2009
2nd	71	53	87		86	82	91		*	*	*
3rd	43	54	48		59	63	63		*	*	*
4th	68	76	93		80	86	100		*	*	*
5th	73	70	75		73	89	86		68	76	84
6th	80	78	70		92	78	100		*	*	*

Economically Disadvantaged By Grade Level

	English/Language Arts				Mathematics				Science		
	2007	2008	2009		2007	2008	2009		2007	2008	2009
2nd	39	38	55		76	58	74		*	*	*
3rd	41	31	46		72	69	66		*	*	*
4th	58	74	74		78	76	88		*	*	*
5th	45	65	77		74	82	81		52	66	79
6th	57	45	70		61	62	70		*	*	*

Standardized Testing and Reporting Results by Student Group – 2009

Percentage of Students in Each Group Achieving at Proficient or Advanced Levels

An * indicates there are less than 10 students.

Group	English-L Language Arts	Mathematics	Science 5 th Grade
African American	*	*	*
Asian	79	75	*
Hispanic or Latino	62	79	74
White (not Hispanic)	71	86	85
Male	68	82	84
Female	66	80	79
Economically Disadvantaged	61	77	79
English Learners	62	79	62
Students with Disabilities	41	56	*

California English Language Development Test (CELDT) Report

The CELDT Test is a mandated assessment which is initially given to all students who have indicated on their Home Language Survey (HLS) that a language other than English is spoken at home. Students receive an overall score, which ranges from 180 – 700, and may receive a score in listening, speaking, reading, and writing, depending on their grade level. Students in kindergarten and 1st grade take only the listening and speaking portions of the test, while all other grade levels also take the reading and writing portions. Students are also placed in one of five designations based on this score: beginning, early intermediate, intermediate, early advanced, and advanced.

Students are considered English Learners if they score lower than early advanced on the initial CELDT and non-fluent on a teacher rating scale of oral fluency. All English Learners receive academic language development in their classroom. Beginning level ELL students also receive additional English Language Development (ELD) from the ELD instructional assistant. English Learners are given the CELDT each year. Those who score Early Advanced or Advanced and are proficient or advanced in the English Language Arts portion of the California Standards Test are re-designated as Fluent English Learners (FEP).

California English Language Development Test (CELDT) Results 2008-09

Grade	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Number Tested
	#	%	#	%	#	%	#	%	#	%	
K	21	51%	12	29%	7	17%	0	0	1	2%	41
1	0	0	3	7%	26	60%	13	30%	1	2%	43
2	0	0	7	25%	16	57%	5	18%	0	0	28
3	1	4%	0	0	14	61%	7	30%	1	4%	23
4	0	0	0	0	9	30%	17	57%	4	13%	30
5	0	0	1	6%	2	13%	9	56%	4	25%	16
6	0	0	0	0	3	21%	8	57%	3	21%	14
Total	22	11%	23	12%	77	39%	59	30%	14	7%	195

Three-Year Comparison – Matched Cohorts

(This table shows the scale score of the same group of students over a three year period)

2006-07	2007-08	2008-09
428.8	478.7	516.3

Re-designation of English Learners to Fluent Proficient

(This table shows the number of students who have been re-designated as fluent in English over a 3-year period)

2006-07	2007-08	2008-09
7	20	29

California Physical Fitness Test Results

In the spring of each year, each school is required by the state to administer a physical fitness test to all students in the 5th grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

The physical fitness test measures each student’s ability to perform fitness tasks in six major areas: aerobic capacity; body composition; abdominal strength; trunk extension; upper body strength; and flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in **all six fitness areas** are considered to be physically fit in the ‘healthy fitness zone’ (HFZ).

The table below displays the percentage of 5th grade students who met the standards in all six areas, five areas, four areas, etc. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

<i>Healthy Fitness Zone</i>							
# of 5 th Grade Students	Percentage of Students meeting 6 of 6 Standards	Percentage of Students meeting 5 of 6 Standards	Percentage of Students meeting 4 of 6 Standards	Percentage of Students meeting 3 of 6 Standards	Percentage of Students meeting 2 of 6 Standards	Percentage of Students meeting 1 of 6 Standards	Percentage of Students meeting 0 of 6 Standards
62	22.6%	37.1%	25.8%	11.3%	1.6%	1.6%	0.0%

XII. Accountability

Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	8	9	8
Similar Schools	10	10	10

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	4	-2	33	883
Hispanic	5	1	56	865
White (not Hispanic Origin)	8	-4	20	895
Socio-economically Disadvantaged	7	-4	37	858
English Learners	-2	2	40	867

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in Pi	Not in PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

Other Ways We Measure Student Success

Our staff analyzes and uses the results from the state-testing program, both for program adjustments, and for individual student interventions. Each grade level also has multiple measures which are given several times during the year to measure students' progress toward meeting the grade level standards. At the end of the year each teacher completes a chart which displays the students' scores on the multiple measures and to what degree they have met the grade level standards.

We have a high number of inter-district students who attend J.X. Wilson School for both academic reasons and for the "caring and considerate community" we continually strive to create. By providing a program which is both academically rigorous and supportive for all students, we will continue to attract and keep students and help them succeed in school.

Conclusions from Student Performance Data

Based on C.S.T. Data:

- Although all of our A.P.I growth targets and AYP annual measurable objectives were met, and students in all subgroups showed growth in both English –Language Arts and Math, the percentage of 3rd grade students who scored Proficient or above is still disproportionately lower than the other grades in both areas.
- Math is an area of relative strength at all grade levels, although many individual students still struggle with math concepts, processes and computational skills.
- Fifth grade Science scores have steadily and dramatically increased over the past three years, from 35% proficient in 2006 to 81% proficient in 2009.
- Over the past two years, the percentage of second through sixth graders who have achieved proficiency in Language Arts and has increased.
- The percentage of English Learners and Economically Disadvantaged students scoring Proficient or above in Language Arts and Math has increased over the past two years.
- Second and third grade exhibit depressed scores in Language Arts and Math, compared to other grade levels.
- Eighty-four percent of the fourth graders scored "Proficient" or above on the state's 4th Grade Writing Test in 2009, 62 percentage points higher than in 2007, and 34 percent of these students achieved a score of "Advanced."

Conclusions from Other Data:

- On the year-end District Benchmark Writing Assessment 57% of the students (K-6) received a passing score, and there is a continued need to focus on rigorous writing instruction.
- School-wide, the average overall CELDT level increased, and a significantly greater percentage of students moved up one or more CELDT levels last year than the previous year: 47% moved up one or more levels from 2007-2008, while 62% moved up one or more levels from 2008-2009.
- When a matched cohort analysis is done on the CELDT scores, students who were at J.X. for at least 1 year showed an increase of 49 points, while those enrolled at J.X. Wilson for two years showed an increase of 93 points.
- For the second year in a row the re-designation rate of English Language Learners to Fully English Proficient (R-FEP) status increased from the previous year.

Other Conclusions:

- Despite sharp demographic changes, our students continue to perform well academically as measured by C.S.T. proficiency rate, and our A.P.I. scores remain above the state targets for all subgroups.
- The differentiated instruction provided by rotation into leveled reading groups in grades 2 – 6 continues to have positive effects on student learning.
- The Reading Intervention Program, provided by trained Instructional Assistants, continues to be very effective in helping low-performing students improve.

- The newly-implemented 30 minutes of daily “push-in” time added with the E.L.D. instructional assistants working with E.L. students in the lowest reading groups appears to have been successful in providing additional targeted and effective support to our E.L.D. students
- Many upper grade students still struggle with basic math computation skills, math concepts, and problem-solving strategies.
- There is a continued need to purchase supplemental, prescriptive instructional materials for use in the classroom, in order to differentiate the H.M. Language Arts curriculum for students struggling in specific areas such as reading fluency, vocabulary, spelling, writing, and reading comprehension.
- There is a continuing need to provide a supplementary math support program for students struggling in specific areas such as basic computation, mathematical concepts, and problem solving.

XIII. National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. ***Wright District students did not participate in this assessment.*** Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

**National Assessment of Educational Progress Reading
and Mathematics Results by Grade Level – All Students**

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	72	30	5
Mathematics 2009, Grade 8	270	282	59	23	5

**National Assessment of Educational Progress Reading and Mathematics Results for Students with
Disabilities and/or English Language Learners by Grade Level – All Students**

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74.25	93.29	65.60	80.00
Reading 2007, Grade 8	77.66	92.10	65.60	77.30
Mathematics 2009, Grade 4	79.00	96.00	84.00	94.00
Mathematics 2009, Grade 8	85.00	96.00	78.00	92.00

XIV. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The Council also obtained and considered the input of the school community. Based upon this analysis, the Council has established the following performance improvement goals, actions and expenditures.

School Goal #1: The whole school and all numerically significant subgroups will continue to meet their A.P.I. growth targets and their A.Y.P. goals.			
Student groups and grade levels to participate in this goal: <i>All Students in grades 2 – 6</i> <i>Significant subgroups in grades 2 - 6</i>		Anticipated annual performance growth for each group: <i>Increase in the percentage of students scoring at Proficient or Advanced on C.S.T.s in both Language Arts and Math.</i>	
Means of evaluating progress toward this goal: <i>2009-2010 C.S.T. results, A.P.I Report, A.Y.P. Report</i>			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
Identify common District “ Essential Standards” in Language Arts and Math at each grade level, in order to inform scope, pacing, and focus of instruction, and align Benchmark assessments with these Essential Standards.	Beginning Fall, 2009	\$8,870	State Buy-Back Staff Development Funding
Purchase prescriptive, supplementary Language Arts curriculum Materials (e.g. <u>Spelling Through Morphographs</u> , <u>SRA Spelling Mastery</u> , <u>Primary Spelling by Pattern</u> , “Nonfiction Test Practice”,) for use in the regular classroom.	Fall, 2009	\$6,150	State IMF and Restricted Lottery
Assign push-in support from E.L.D. aide for ½ hour per day to the lowest leveled reading groups in grades 2 – 6 to work with E.L. students.	October, 2009 – May, 2010.	\$7,500	District EIA, LEP and Immigrant Ed.
Train interested teachers in administration of DIBELS assessments in order to facilitate regular progress monitoring of reading fluency as needed.	October, 2009	-0-	
Continue use of “Quick Reads” fluency curriculum for use with the E.L. students during Reading Rotation in grades 3 – 6.	August, 2009	\$5,027	Restricted Lottery
Purchase additional “Quick Reads” fluency curriculum for use in 2 nd grade.	November, 2009	\$790	Restricted Lottery

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Purchase additional standards-based supplementary instructional materials (<u>Standards Plus for Language Arts</u>) for grade 4 and grade 2.	November, 2009	\$1,400	State IMF
Continue supplementary Math Intervention Program taught by classroom teachers after school in grades 2 and 3.	Beginning in December, 2009	\$4,000	SLIB
Provide extra small-group math support in grades 4 and 6 with use of regular classroom aides in small-group, pull-out sessions.	Beginning December, 2009	-0-	
Begin leveled math instruction (“Math Rotation”) in 5 th grade so that students receive targeted and differentiated math instruction, based on assessment data.	Beginning December, 2009	-0-	

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School Goal #2: All students not achieving at grade level in Reading or Math will be provided extra support using the RtI's tiered intervention model (e.g. Leveled Reading groups, Reading Intervention Program, Math Intervention Program, R.S.P. Program), and 98% of these identified students will demonstrate increased achievement.			
Student groups and grade levels to participate in this goal: <i>All students in grades K – 6.</i>		Anticipated annual performance growth for each group: <i>Increase in the percentage of students scoring at Proficient or Advanced on C.S.T.s in both Language Arts and Math.</i>	
Means of evaluating progress toward this goal: <i>STAR Test results, including CMA DIBELS Benchmark Screening and Progress Monitoring Results District Trimester Benchmark Assessment Results Re-designation rates CELDT Results Individual I.E.P. Goals</i>			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
School will continue to participate in Sonoma County Office of Education's Pilot RtI Initiative.	October, 2009 – May, 2010	\$460.00	District E.I.A.
Hire part-time Reading Intervention Program Assistant 10 hrs. per week to coordinate Reading Intervention Program, provide training to classroom aides for DIBELS administration and Reading Intervention Program, coordinate and schedule all DIBELS assessments, enter DIBELS data and prepare progress monitoring reports for teachers, and work with District Title I Reading Teachers and Principal with implementation issues and program improvement decisions.	August, 2009	\$8,000	District E.I.A.
Trained Instructional Assistants will administer grade level DIBELS Benchmark Assessments to all students, K-6 at beginning of the year, conduct progress monitoring assessments monthly, and continue administering Benchmark assessments in Winter and Spring to all students who are not performing at Benchmark levels.	September, 2009 Through May, 2010	\$3,500	District E.I.A.
Individual student performance data, (including initial DIBELS Benchmark scores, CELDT scores, and 2009 C.S.T. scores) will be collected and analyzed by teachers to identify student needs, and to determine specific, prescriptive classroom and supplementary interventions (Tier I and Tier II) for those students who are struggling in Reading.	August, 2009	-0-	
Implement homogeneous grouping for reading across grade levels 2 – 6.	October 2009 – May, 2010	-0-	EIA and SLIB
Prescriptive Tier II "Reading Intervention Program" will be implemented by trained Instructional Assistants for all students who are below benchmark	October, 2009 – May, 2010	\$17,000	

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DIBELS scores.			
Kindergarten teachers will provide supplemental after-school support program to their K students who are struggling with grade level work.	Beginning Oct., 2009 and ongoing	\$0	
First grade students not reaching Benchmark scores on DIBELS assessments will receive Tier II supplemental, small group, differentiated reading instruction for ½ hour each afternoon, 4 days per week, provided by the Kindergarten teacher and R.S.P. Instructional Assistant.	November 2009 – May, 2010	-0-	
Differentiated curricula (e.g. <u>Power Readers</u> , <u>Turbocharged Readers</u> and <u>Read Naturally</u>) will be purchased for use in the Reading Intervention Programs.	Fall, 2009	\$2,000	Restricted Lottery
The <u>SpellRead</u> curriculum will be purchased for use with R.S.P. students who are reading 2 or more years below grade level, and the Resource Teaching staff will be trained in its use.	September, 2009	\$15,000	Federal Special Ed. Stimulus funding
Instructional Assistants will be hired to work with identified under-performing students in the regular classroom during language arts and math.	August, 2009	\$72,000	E.I.A. and SLIB
Principal and grade level PLC teams will meet after trimester Benchmark Assessments are administered to evaluate all achievement data, monitor progress of students, determine any necessary changes to classroom instruction, as well as make recommendations for placement changes/transitions between Tier I, Tier II and Tier III Programs in Reading.	November, 2009 and March, 2010	\$1,500	Title II
Initiate Math Intervention Program (see Goal #1) after first trimester PLC meetings have been conducted.	See Goal #1	See Goal #1	See Goal #1
A “Transition First Grade” will be piloted, in which students not ready for first grade based on end-of-year Kindergarten assessments, will be placed together in a class with maximum adult:student ratio (full morning aide plus additional support from 2 K teachers in the afternoon) and differentiated curriculum.	August, 2009 – May, 2010	\$2,000	I.M.F./State Texts and Restricted Lottery
Provide Summer School for students at risk of retention and recommended for retention.	Summer, 2010	\$15,000	State Summer School Funding

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<p>School Goal #3: English Language Learners will continue to make positive gains in their English fluency and proficiency, as measured by change in matched cohort scores on the CELDT test and increased re-designation rate.</p>			
<p>Student groups and grade levels to participate in this goal: <i>English Language Learners</i></p>		<p>Anticipated annual performance growth for each group: <i>Positive gains in proficiency level (increase in overall C.E.L.D.T. scores) from 2009 to 2010; increase in percentage of students who meet criteria for re-designation as Fully English Proficient, determined by a combination of their C.E.L.D.T., C.S.T. scores, and SOLOM scores.</i></p>	
<p>Means of evaluating progress toward this goal: <i>C.E.L.D.T. scores</i> <i>Re-designation rate (C.E.L.D.T. scores, C.S.T. scores, SOLOM scores)</i></p>			
<p>Actions to be Taken to Reach This Goal</p>	<p>Start Date Completion Date</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Use E.L.D. Instructional Assistants for small-group pull-out ELD instruction for Beginning and Early Intermediate ELL students.</p> <p>Provide additional ½ hour per day of push-in assistance from E.L.D. Instructional Assistant for E.L. students in the lowest of the leveled reading groups in grades 2 – 6.</p> <p>Purchase supplementary E.L.D. materials for use with all E.L.L students after determination of most effective published curriculum.</p> <p>Offer first priority enrollment in the “Boys and Girls Club” (after-school program) to E.L.L. students in grades 2 – 6, and their 1st grade siblings, to ensure that there is homework help for them.</p> <p>Work with ELAC Committee to define and pursue ways to increase parent participation and expand opportunities for them to learn various ways they can support their children’s academic success.</p>	<p>October, 2009 – June, 2010</p> <p>October, 2009 – June, 2010</p> <p>Spring, 2010</p> <p>September, 2009</p> <p>Beginning September, 2009 and ongoing.</p>	<p>\$19,960</p> <p>\$11,000</p> <p>TBD</p> <p>-0-</p> <p>-0-</p>	<p>District EIA, LEP and Immigrant Ed.</p> <p>District EIA, LEP and Immigrant Ed.</p> <p>District E.I.A. and State I.M.F. funds</p>

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<p>School Goal #4: Students in grades 1 – 6 will significantly increase time spent engaging in physical activity at school , and 5th graders will demonstrate increased physical fitness on the California Physical Fitness Test.</p>			
<p>Student groups and grade levels to participate in this goal: <i>All students in grades 1 – 6.</i></p>		<p>Anticipated annual performance growth for each group: <i>At least 60% of the students in grades 1 – 6 will voluntarily participate in the “Feelin’ Good Mileage Club”, and all students will significantly increase the number of minutes spent in organized P.E. activities. At least 50% of the 5th grade students will meet 5 of the 6 standards on the California Physical Fitness Test, and at least 35% will meet 6 of the 6 standards, which is a 13 percentage point increase over last year’s scores in each area.</i></p>	
<p>Means of evaluating progress toward this goal: <i>Results on annual 5th Grade California Physical Fitness Test; Numerical Count of students participating in “Feelin’ Good Mileage Club”; Results of teacher survey regarding time spent teaching P.E.</i></p>			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
An instructional assistant will be hired to help coordinate and expand implementation of the Feelin’ Good Mileage Club, and also be assigned to monitor students running the track at lunch recess times.	October, 2009 – June, 2010	\$225.00	HEAL Grant
		\$675.00	SLIB
District P.E. Teacher will train classroom teachers in appropriate, fun, and easy to implement P.E. activities.	Ongoing beginning October, 2009	\$3,000	HEAL Grant
Additional Feelin’ Good Mileage Club incentive tokens will be purchased to expand participation in this running program both during classroom P.E. time and at recess breaks.	Fall 2009 – Spring, 2010	\$750	School Block Grant
Additional P.E. equipment and materials (e.g. jump ropes, dance music, etc.) will be purchased for classroom use.	Winter, 2010	\$500	Art, Music and P.E. Block Grant

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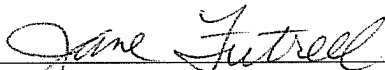
<p>School Goal #5 Student writing will be evaluated each trimester using common grade-level rubrics and anchor papers. By the end of the third trimester at least 62% of the students school-wide will receive a passing score on the Benchmark Writing assessment, and in grades 1 - 6 there will be at least a 20% increase in the number of students who pass the 3rd trimester Benchmark Writing assessment when compared to the 1st trimester assessment.</p>			
<p>Student groups and grade levels to participate in this goal: Students in grades K-6</p>		<p>Anticipated annual performance growth for each group: <i>5% school-wide growth in percentage of students passing end-of-year Writing Benchmark Assessment; in grades 1 – 6, a 20 point increase in the percentage of students passing the third trimester Writing Benchmark Assessment compared to the first trimester assessment.</i></p>	
<p>Means of evaluating progress toward this goal: <i>Results on each trimester District Benchmark Writing Assessment at all grade levels.</i></p>			
<p>Actions to be Taken to Reach This Goal</p>	<p>Start Date Completion Date</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Common district anchor papers that were developed for each grade level will be used to score trimester Benchmark assessments in writing to improve consistency and objective scoring.</p>	<p>November, 2009- March, 2010</p>	<p>\$ 0</p>	
<p>Release time for teachers will be provided after 2nd trimester and 3rd trimester Writing Benchmark Assessments for grade level teams to evaluate and score student writing as a team.</p>	<p>March, 2010- May, 2010</p>	<p>\$600</p>	<p>Title II</p>
<p>Purchase National Geographic Explorer or Scholastic StoryWorks (as recommended by trainer for Writing by Design) for all upper grade classrooms.</p>	<p>September, 2009</p>	<p>\$1,500</p>	<p>Booster Club funds</p>

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the School Site Council on November, 24, 2009.

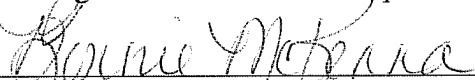
Jane Futrell
School Principal



Signature of School Principal

11/24/09
Date

Bonnie McKenna
SSC Chairperson



Signature of SSC Chairperson

11-24-09
Date