J.X. Wilson Elementary School

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Wright Elementary School District
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Special Education Coordinator

Corina Rice
Principal

Lori Pola-Hoard
Principal

Michael Waters
Principal

Norma Oregon-Santarelli
Curriculum Director/Assistant Principal

School Description

J.X. Wilson School is one of three elementary schools in the Wright Elementary School District, located in Santa Rosa, California. It first opened its doors in the spring of 1976, and it currently serves approximately 520 students in grades TK through 6. The neighborhood surrounding the school is largely suburban, with a mix of single-family houses, condominiums, apartments and mobile home complexes.

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. Additionally, in 2010 J.X. Wilson School became a California Distinguished School. We are very proud of our experienced and dedicated staff, our hard-working students, our strong parent support base, and the academic achievement of our students. As a staff, we hold high standards for all students, both academically and behaviorally, and teachers work together 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 General Education Classroom Teachers, Special Education Teachers, a Reading Teacher, an English Language Development (ELD) Teacher, a Speech and Language Specialist, a School Counselor, an Educational Psychologist, Music Teachers, a Physical Education Teacher, and a Principal. Support personnel include an Office Manager, an Office Assistant, a Cafe Office Assistant, a Library Manager, a Bilingual Community Liaison, Custodians, an ELD Instructional Assistant, a Reading Intervention Program Assistant, Special Education Instructional Assistants, Classroom Instructional Assistants, a Cook, an Assistant Cook, and Crossing Guards. J.X. Wilson School hosts a before and after-school daycare program, a before and after-school Boys and Girls Club, Pasitos (Preschool Playgroup), Head Start, and a Sonoma County Office of Education Special Education Primary Class. J.X. Wilson School 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.

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 State Standards.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	81
Grade 1	71
Grade 2	67
Grade 3	66
Grade 4	90
Grade 5	77
Grade 6	59
Total Enrollment	511

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.7
American Indian or Alaska Native	1.8
Asian	7.8
Filipino	1.0
Hispanic or Latino	54.4
Native Hawaiian or Pacific Islander	0.8
White	28.0
Socioeconomically Disadvantaged	72.0
English Learners	38.2
Students with Disabilities	13.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
J.X. Wilson Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	28	28	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Wright Elementary School District	**16-17**	**17-18**	**18-19**
With Full Credential	◆	◆	
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
J.X. Wilson Elementary School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 2018-19)

The Benchmark Advance Reading program and the Engage New York/Eureka Math program were adopted within the last four years and they are aligned to the Common Core Standards. The Science and History/Social Studies texts are from the state's last adoption cycle, and are the most current available. As is required in the Williams Act, there are sufficient copies of textbooks/instructional materials for every student. All of the core texts are supplemented with a variety of materials, according to teacher discretion and identified students needs.

Textbooks and Instructional Materials Year and month in which data were collected: October, 2013	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	K-6: Benchmark Advance, 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	My Math, 2018, CA Math, 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	K-5: Macmillan/McGraw-Hill, 2007 Grade 6: McDougal/Littell, 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	K-6: Houghton-Mifflin, 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

J.X. Wilson School first opened in 1976, and it has been expanded with the addition of portable classrooms several times in the past 40 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, 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.

School kitchen workers have been awarded the "Recognition of Excellence in Food Safety" by the Environmental Health Division of the county Department of Health Services for their consistent use of safe food-handling practices and sanitation.

Over the years facility updates and improvements have been made. In 2007 a new fire alarm system was installed. In 2008 the original buildings were modernized and brought up to current standards. Solar arrays were installed in the summer of 2013, and in the summer of 2016, the school was repainted. In 2017 the tables and benches in the lunchroom were updated and repaired and play equipment was added to the playground. In 2018 fencing and gates to increase campus security and student safety were added. The building that houses the teacher lunchroom, teacher workroom, and student work areas was also replaced. New alarm panels were installed in 2019.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: February 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	52.0	51.0	49.0	52.0	48.0	50.0
Math	39.0	38.0	32.0	35.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	35.9	15.4

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	294	293	99.66	51.19
Male	150	150	100.00	46.00
Female	144	143	99.31	56.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	58.82
Filipino	--	--	--	--
Hispanic or Latino	166	165	99.40	43.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	81	100.00	65.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	220	219	99.55	45.21
English Learners	137	136	99.27	44.12
Students with Disabilities	47	47	100.00	21.28
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	294	293	99.66	37.88
Male	150	150	100	40
Female	144	143	99.31	35.66
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	47.06
Filipino	--	--	--	--
Hispanic or Latino	166	165	99.4	31.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	81	100	49.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	220	219	99.55	33.33
English Learners	137	136	99.27	33.09
Students with Disabilities	47	47	100	17.02
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2018-19)
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 join the School Site Council. Parents on the council become informed, share information, discuss needs and successes, and plan school program improvements. All parents are invited to attend the meetings.

Teachers are pleased to have parent volunteers in the classroom. Parents are also invited to become involved by volunteering in the library, chaperoning on field trips, helping with sports and performance events, and by participating in all of our school and Booster Club-sponsored events.

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.

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 a Spring Concert, Pancake Breakfast, and Open House.

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

State Priority: School Climate

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

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

School Safety Plan

J.X. Wilson School maintains a comprehensive school safety plan that is updated annually. The Safety Plan is updated, discussed yearly with staff, and approved by the Governing Board. 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 trainings on a variety of first aid and safety topics such as 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.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.4	2.0	2.4
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.9	2.5	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	2
Other	2
Average Number of Students per Staff Member	
Academic Counselor	

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

	Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	24	21	20		1	3	4	3	1			
1	21	23	24				3	3	3			
2	24	24	22				4	3	3			
3	22	23	22	1			3	5	3			
4	28	26	23				2	3	4			
5	29	27	26				3	2	3			
6	25	26	30				3	3	2			

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

Professional Development provided for Teachers

For the last three years, the Wright District has provided three staff development days for all certificated staff. Prior to that, one day of staff development was provided. Below is a description of the content of each of these days.

2010-11: Board Math and ELA/"Better Learning through Structured Teaching"
2011-12: "Gradual Release of Responsibility" Model of Best Instruction/ Understanding and using DIBELS Assessment Data
2012-13: Introduction to Common Core Standards in Math/Professional Learning Communities
2013-14: Common Core State Standards and ELA and Math
2014-15: Common Core Math (Engage New York), Common Core ELA focus on close reading, annotation, and writing
2015-16: Common Core Math (Engage New York), Common Core ELA/ELD focus on Benchmark Advance, the newly adopted ELA/ELD program
2016-17: Common Core ELA/ELD focus on Benchmark Advance
2017-18: Making Learning Meaningful with the 4Cs (Technology), Meeting the Emotional Needs of Students
2018-19: My Math and CA Math, Next Generation Science Standards

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,325	$48,064
Mid-Range Teacher Salary	$66,162	$75,417
Highest Teacher Salary	$81,654	$94,006
Average Principal Salary (ES)	$103,223	$119,037
Average Principal Salary (MS)	$0	$123,140
Average Principal Salary (HS)	$0	$135,974
Superintendent Salary	$155,040	$183,692
Percent of District Budget		
Teacher Salaries	31.0	36.0
Administrative Salaries	4.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	7,934	2,428	5,506	57,645
District	◆	◆	5,506	$65,090
State	◆	◆	$7,125	$76,046
Percent Difference: School Site/District			0%	2.2%
Percent Difference: School Site/ State			1%	12

* Cells with ◆ do not require data.

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

Types of Services Funded

The Wright Elementary School District is committed to providing an excellent, comprehensive education that meets the needs of our students. Because of that commitment, both District general funds and LCFF funds are used for the following supplemental services: ELD Resource Teacher, ELD Instructional Assistant, a School Psychologist, Counselor, Reading Intervention Teacher, Reading Intervention Instructional Assistant, Library Manager, Special Education Teachers, Special Education Assistants, Full Inclusion and Student Support Instructional Assistants, School Nurse, Instructional Assistants, Speech and Language Specialist, Music Teachers, Physical Education Teacher, Counseling Interns, and Bilingual Community Liaisons.

DataQuest

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

Internet Access

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