

J.X. Wilson Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	J.X. Wilson Elementary School
Street	246 Brittain Ln.
City, State, Zip	Santa Rosa, CA 95401-5810
Phone Number	(707) 525-8350
Principal	Corina Rice
Email Address	crice@wrightesd.org
School Website	
County-District-School (CDS) Code	49710356096721

2021-22 District Contact Information

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

2021-22 School Overview

School Description:

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 serves 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, and a Principal. Support personnel includes an Office Manager, an 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, COOL School, Special Education classrooms from Sonoma County Office of Education (SCOE) and Rincon Valley Partnership (RVP), and Head Start. 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 a (Parent-Teacher) Booster Club, School Site Council, and an English Language Advisory Committee.

2021-22 School Overview

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 that 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	53
Grade 2	63
Grade 3	48
Grade 4	63
Grade 5	63
Grade 6	54
Total Enrollment	381

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
American Indian or Alaska Native	1.3
Asian	8.9
Black or African American	2.1
Filipino	0.5
Hispanic or Latino	55.4
Native Hawaiian or Pacific Islander	1
Two or More Races	7.1
White	23.6
English Learners	34.4
Foster Youth	0.8
Homeless	2.1
Socioeconomically Disadvantaged	69.6
Students with Disabilities	11

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.2	93.8	56.9	97.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	0.0	0.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	1.0	6.2	1.5	2.6	18854.3	6.9
Total Teaching Positions	16.2	100.0	58.4	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

2020-21 Class Assignments

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

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

The Benchmark Advance Reading program and My Math and CA Math programs are used in grades K-6. 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 student need.

Year and month in which the data were collected

October, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Benchmark Advance, 2017	Yes	0
Mathematics	My Math, 2018, CA Math, 2018	Yes	0
Science	K-5: Macmillan/McGraw-Hill, 2007 Grade 6: McDougal/Littell, 2007	Yes	0
History-Social Science	K-6: Houghton-Mifflin, 2007	Yes	0
Foreign Language			
Health	Not adopted		100
Visual and Performing Arts	Not adopted		100
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned 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 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.

Year and month of the most recent FIT report

February 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		None needed
Interior: Interior Surfaces	X		None needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		None needed
Electrical	X		None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		None needed
Safety: Fire Safety, Hazardous Materials	X		None needed
Structural: Structural Damage, Roofs	X		None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		None needed

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	229	NT	NT	NT	NT
Female	115	NT	NT	NT	NT
Male	114	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	131	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	53	NT	NT	NT	NT
English Learners	55	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	160	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	229	NT	NT	NT	NT
Female	115	NT	NT	NT	NT
Male	114	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	131	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	53	NT	NT	NT	NT
English Learners	55	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	160	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT

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

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

3rd-6th grade Student Groups	3rd-6th grade Total Enrollment	3rd-6th grade Number Tested	3rd-6th grade Percent Tested	3rd-6th grade Percent Not Tested	3rd-6th grade Percent At or Above Grade Level
All Students	228	222	97	3	40
Female	114	111	97	3	41
Male	114	111	97	3	40
American Indian or Alaska Native	37	36	97	3	28

Asian	23	23	100	0	43
Black or African American	10	10	100	0	40
Filipino	--	--	--	--	--
Hispanic or Latino	131	127	97	3	32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	152	147	97	3	41
English Learners	55	55	100	0	18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	151	97	3	33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	27	96	4	15

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

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

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

3rd-6th grade Student Groups	3rd-6th grade Total Enrollment	3rd-6th grade Number Tested	3rd-6th grade Percent Tested	3rd-6th grade Percent Not Tested	3rd-6th grade Percent At or Above Grade Level
All Students	228	217	95%	5%	46%
Female	114	107	94%	6%	41%
Male	114	110	96%	4%	50%
American Indian or Alaska Native	37	37	100%	0	33%
Asian	23	23	100%	0	70%
Black or African American	10	10	100%	0	50%
Filipino	--	--	--	--	--
Hispanic or Latino	131	121	92%	8%	38%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	152	139	91%	9%	53%
English Learners	55	51	93%	7%	29%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	140	90%	10%	43%

Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	25	89%	11%	20%

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	NT	NT	NT	NT
Female	33	NT	NT	NT	NT
Male	30	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	33	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	19	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	40	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

There are many ways that 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, student enrichment opportunities, 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, the twice-yearly Parent Conferences, and Open House.

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	394	385	31	8.1
Female	205	201	16	8.0
Male	189	184	15	8.2
American Indian or Alaska Native	5	5	1	20.0
Asian	34	34	2	5.9
Black or African American	8	8	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	215	212	19	9.0
Native Hawaiian or Pacific Islander	5	4	0	0.0
Two or More Races	29	28	1	3.6
White	96	92	8	8.7
English Learners	133	131	9	6.9
Foster Youth	4	3	0	0.0
Homeless	8	8	4	50.0
Socioeconomically Disadvantaged	278	271	26	9.6
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	48	48	9	18.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.41	0.00	1.94	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.19	0.92	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	22		2	
2	22		3	
3	22		3	
4	23		3	
5	27		3	
6	31		2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		2	1
1	23		3	
2	24		2	
3	24		2	
4	43		1	1
5	40		1	1
6	26		3	
Other	26		2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	18	3		
2	21		3	
3	24		2	
4	32		2	
5	32		2	
6	27		2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	381

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	4.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,934	2,428	5,506	57,645
District	N/A	N/A	5,506	\$73,440
Percent Difference - School Site and District	N/A	N/A	0.0	-24.1
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-42.1	-35.4

2020-21 Types of Services Funded

The Wright Elementary School District is committed to providing an excellent, comprehensive education that meets the needs of our students. Because of that commitment, both District general funds and 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 Assistant, Full Inclusion and Student Support Instructional Assistants, School Nurse, Instructional Assistants, Speech and Language Specialist, Music Teachers, Physical Education Teacher, and Bilingual Community Liaisons.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,961	\$51,450
Mid-Range Teacher Salary	\$70,222	\$80,263
Highest Teacher Salary	\$88,786	\$101,012
Average Principal Salary (Elementary)	\$110,601	\$128,082
Average Principal Salary (Middle)	\$0	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$169,459	\$197,968
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Wright District provides staff development days for all certificated staff. 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

2019-20: ELD, Benchmark Advance

2020-21: Distance Learning

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

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

Wright Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

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

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

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

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

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

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