

J.X. Wilson School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2023-24 School Contact Information

School Name	J.X. Wilson 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	https://www.wrightesd.org/Domain/10
County-District-School (CDS) Code	49710356096721

2023-24 District Contact Information

District Name	Wright Elementary School District
Phone Number	(707) 542-0550
Superintendent	Lisa Saxon
Email Address	lsaxon@wrightesd.org
District Website	www.wrightesd.org

2023-24 School Description and Mission Statement

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 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, and Special Education classrooms from Sonoma County Office of Education (SCOE) and Rincon Valley Partnership (RVP). 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, a 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.

2023-24 School Description and Mission Statement

Our vision is to create an environment that encourages every child to work to his or her potential, one that 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	43
Grade 2	38
Grade 3	56
Grade 4	54
Grade 5	44
Grade 6	49
Total Enrollment	367

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	50.1%
American Indian or Alaska Native	2.4%
Asian	7.5%
Black or African American	3%
Hispanic or Latino	56.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	8.6%
White	21.6%
English Learners	34.2%
Foster Youth	0.8%
Homeless	0.8%
Migrant	1.6%
Socioeconomically Disadvantaged	78.7%
Students with Disabilities	14%

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.

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)	15.20	93.85	56.90	97.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	6.15	1.50	2.57	18854.30	6.86
Total Teaching Positions	16.20	100.00	58.40	100.00	274759.10	100.00

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

2021-22 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)	19.30	95.08	61.10	94.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.80	2.88	11953.10	4.28
Unknown	1.00	4.92	2.00	3.08	15831.90	5.67
Total Teaching Positions	20.30	100.00	64.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	November 2023
---	---------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	K-6: Benchmark Advance, 2017	Yes	0
Mathematics	My Math, 2018, CA Math, 2018	Yes	0
Science	McGraw Hill Inspire Science, 2023	Yes	0
History-Social Science	K-6: Houghton-Mifflin, 2007	Yes	0
Foreign Language	N/A		
Health	Not adopted		100
Visual and Performing Arts	Not adopted		100

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 plus 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 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Two water lines need repair, replacement and refit.
Interior: Interior Surfaces		X		Multipurpose room floor and floor care needs to be addressed. Equipment and training on equipment use is needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None needed
Electrical	X			None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Restroom floors are in need of resurfacing.
Safety: Fire Safety, Hazardous Materials		X		Retrain staff and improve access to fire stations.
Structural: Structural Damage, Roofs	X			None needed
External:	X			None needed

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	40	49	45	47	46
Mathematics (grades 3-8 and 11)	31	28	30	28	33	34

2022-23 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.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	203	100.00	0.00	40.39
Female	106	106	100.00	0.00	43.40
Male	97	97	100.00	0.00	37.11
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	57.89
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	114	100.00	0.00	32.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	81.82
White	48	48	100.00	0.00	41.67
English Learners	62	62	100.00	0.00	19.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	163	163	100.00	0.00	36.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	33	100.00	0.00	3.03

2022-23 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.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	203	100.00	0.00	27.59
Female	106	106	100.00	0.00	20.75
Male	97	97	100.00	0.00	35.05
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	63.16
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	114	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	48	48	100.00	0.00	29.17
English Learners	62	62	100.00	0.00	8.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	163	163	100.00	0.00	22.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	33	100.00	0.00	3.03

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.58	27.27	23.44	32.69	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	44	100.00	0.00	27.27
Female	21	21	100.00	0.00	23.81
Male	23	23	100.00	0.00	30.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	0.00	23.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	96%	96%

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.

2023-24 Opportunities for Parental Involvement
<p>There are many ways that J.X. Wilson School encourages and provides opportunities for parent involvement. There is an active Booster Club 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.</p> <p>Parents are encouraged to join the School Site Council. Parents on the council become informed, share information, discuss needs and successes, and provide input on school program improvements. All parents are invited to attend the meetings.</p> <p>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.</p> <p>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.</p> <p>All parents are invited and encouraged to attend Back to School Night, the twice-yearly Parent Conferences, and Open House.</p> <p>Please contact the school principal, Corina Rice, at (707) 525-8350 for more information on ways to volunteer at school.</p>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	384	379	129	34.0
Female	190	188	62	33.0
Male	194	191	67	35.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	9	9	5	55.6
Asian	29	28	6	21.4
Black or African American	11	11	1	9.1
Filipino	0	0	0	0.0
Hispanic or Latino	220	218	71	32.6
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	32	32	11	34.4
White	81	80	35	43.8
English Learners	138	136	43	31.6
Foster Youth	3	3	0	0.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	306	304	107	35.2
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	63	63	25	39.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.30	2.60	0.00	1.79	1.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.6	0
Female	1.58	0
Male	3.61	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.45	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.7	0
English Learners	2.17	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.94	0

2023-24 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, 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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	19	2		
2	23	2		1
3	19	3		
4	25		2	
5	25		2	
6	24		2	
Other	23	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	2	2	0
1	23	0	2	0
2	28	1	0	1
3	18	3	0	0
4	28	0	2	0
5	24	0	2	0
6	25	0	2	0
Other	0	0	0	0

2022-23 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	371

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8,485	1,897	6,588	68,561
District	N/A	N/A	9,921	
Percent Difference - School Site and District	N/A	N/A	-40.4	-24.1
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	-14.4	-10.0

Fiscal Year 2022-23 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 Teacher, Physical Education Teacher, and Bilingual Community Liaisons.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	29.72%	29.34%
Percent of Budget for Administrative Salaries	3.84%	5.99%

Professional Development

Below is a description of the content of the professional development offered by the Wright School District in the last three years:
 2021-2022 ELD, Priority Standards, Scaffolding Strategies, Learning Acceleration, Review of Math Benchmarks, New District Report Cards
 2022-2023 Designated and Integrated ELD, Diversity and Equity, SEL and Behavior Support, Pyramid Training (TK & K)

Professional Development

2023-2024 Designated and Integrated ELD, Diversity and Equity, SEL and Behavior Support, Pyramid Training (TK - 2)

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3