

Wright School

2007-08 School Accountability Report Cards

2008-09 Single Plan for Student Achievement

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information

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School Description

Wright School is the original of three K-6 elementary schools in the Wright School District. The school serves approximately 370 students who represent a diverse population. Approximately seventy-four percent of Wright School's students participate in the Federal Government's Free and Reduced Lunch Program. Fifty-five percent of our students are considered English Language Learners. The majority of our second language learners speak Spanish as their primary language.

The surrounding neighborhood is a combination of suburban type neighborhoods and semi-rural parcels with single and multiple families living in them. Many new housing developments are in the planning stages and/or construction phases.

Wright school provides quality education to students in grades K-6, proudly offering a range of services from regular education to special education to meet student learning needs. Our classes include seventeen regular education classes, three Special Day classes and a Resource Specialized Program. In addition we offer students Speech and Language services, English Language Learner services, tutoring services and counseling. We have a large multipurpose room which is used for assemblies, school events, sports and as a cafeteria for breakfast and lunch.

Through a partnership with Cal Serves, our school also offers students an after school program in which students participate in enrichment activities and receive help with homework and reading practice. Three additional programs are also on campus. Community Action Partnership of Sonoma County provides a Head Start preschool program for three and four year olds. The Extended Child Care Coalition provides before and after school care for students.

Mission and Vision Statement

The **mission** of Wright 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, builds basic skills, kindles and nourishes curiosity, teaches problem-solving, encourages children to love learning, and inspires both teachers and children. Wright School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process. The high academic standards we hold for our students are reflected in our focus on the California Content Standards.

The Single Plan for Student Achievement

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

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

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

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

School Site Council

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

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

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- recommend approval of the revised plan to the District School Board

Site Council Membership 2008-2009

Staff:	Dawn Diaz	Teacher	Parents:	Irma Cuevas
	Terrena Rodebaugh	Principal		Laura Ortega
	Harmony Gooch	Teacher		Paula Ritter
	Judy Gellett	Classified		
	Nancy Zanolini	Teacher		

Opportunities for Parental Involvement

There are many ways that Wright School encourages and provides opportunities for parent involvement. There is an active Parent-Teacher Club (PTC) which meets monthly, the purpose of which is to promote and enrich the welfare and educational experiences of the children at Wright School, and to bring into closer relationship the home and the school.

Parents are encouraged to run for election to the School Site Council, which meets monthly. Parents on the council become informed, share information, discuss needs and successes, and plan school program improvements. The council develops a comprehensive plan designed to improve the effectiveness of the school, and assists in making budgetary decisions of funds within its purview. All parents are invited to attend the monthly meetings.

Teachers are pleased to have parent volunteers in the classroom. Other volunteer opportunities exist in the library, chaperoning field trips, and sporting events, and all of our school and PTC sponsored events. The school honors all volunteers with a volunteer tea.

The District has several committees that encourage and include parent participation. The English Language Advisory Committee and the District English Language Advisory Committee, comprised of parents of English Language Learners, meet four times a year to become informed and share information about the English Language Development Program. Adult English language classes are offered to our District parents providing them opportunity to learn and improve their English skills. The District is partnering with Santa Rosa Junior College to provide these classes.

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

Please contact the school principal, Terrena Rodebaugh at (707) 542-0556 for more information on ways to volunteer at school.

Student Enrollment by Grade Level in 2007-08

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	56
Grade 2	63
Grade 3	47
Grade 4	57
Grade 5	37
Grade 6	44
Ungraded	36
Total Enrollment	394

Student Enrollment by Group in 2007-2008

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6.2	Pacific Islander	.5
American Indian or Alaska Native	1.4	White (not Hispanic)	29
Asian	8.8	Socioeconomically Disadvantaged	66
Filipino	1.7	English Learners	54
Hispanic or Latino	52.5	Students with Disabilities	13.6

Average Class Size and Class Size Distribution

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

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.5	3			20.5	3			18.0	4.0		
1	20.0	2			20.8	3			19.0	3.0		
2	18.7	2			20.5	2			18.5	4.0		
3	17.0	1			22.3	3			19.0	2.0		
4	23.0		1		29.0		1		29.0		2.0	
5	20.0		1		27.0		1		23.0		1.0	
6	24.0		1		27.0		1		29.0		1.0	
K-3	17.0	3			19.0	2			18.0	1.0		
3-4	20.0	1										
4-6	28.0		2		28.0		2		29.0		1.0	
Other												

III. School Climate

School Safety Plan

Wright School maintains a comprehensive school safety plan that is updated annually. The Safety Plan was last discussed with staff, updated, and approved by Site Council in May, 2008. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. All employees attend annual mandatory trainings on a variety of first aid and safety topics including: blood borne pathogens, safety in the workplace, and disaster preparedness. The Wright School Safety Plan is available in the school office for review.

School Discipline Practices

Wright School community and staff hold high expectations for students' academic achievement and behavioral conduct. The school rules and procedures are outlined for students in the Student Handbook and in the Wright School Handbook for Parents. The teaching staff and school community work together to teach and to expect students to be safe, be responsible and be respectful of themselves and of others. We promote a positive school environment in which students can feel safe as they engage in academic and social activities. Staff members continually recognize students for their achievement, effort and cooperation. Strategies for promoting a safe and effective school environment include:

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- Good behavior and conduct are recognized and rewarded at monthly school-wide Student of the Month assemblies. Students selected are invited to attend a special dessert after lunch which is provided by the principal and the Parent- Teacher Club.
- “Cougar Paws” are awarded to students in recognition of safe, responsible and respectful behavior. The paws are then entered into a monthly drawing for a prize.
- Teachers and staff continually use praise and verbal recognition to support student effort.
- Teachers use Second Step, a violence prevention program, to instruct students in strategies for handling difficult social issues.
- School spirit days are promoted and conducted by our Student Council.
- Teachers use classroom meetings and classroom management strategies to build positive classroom communities.
- Three simple behavioral expectations/rules (Be safe. Be Respectful. Be Responsible.) are taught, re-taught and promoted throughout the year.

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	9.1	4.3	11.6	4.1	3.7	4.6
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facilities Conditions and Improvements

Wright School was built in 1950. Twelve portable classrooms were added incrementally in the seventies and eighties. Wright has twenty-seven classroom spaces, twenty of which are used for classes. There is a multipurpose room, a cafeteria, a library, and rooms for English Language Learner program, music program, counseling program, Title 1 services, school nurse and speech and language. There is a large field area used for soccer, kickball, softball, a running track and there is a average sized black-top area. There is a large jungle-gym, and swing area cushioned with pea gravel. A separate, small kindergarten yard also contains a jungle-gym and is cushioned with pea gravel. There is a separate portable building for a private daycare facility. Parking lot space for staff and parents is minimal, though we have plans to extend parking facilities in the future.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and to ensure that emergency repairs are given highest priority. Two custodians clean and maintain the school. Classrooms are vacuumed twice a week and all bathrooms are cleaned daily.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior painting, and floor systems.

School Facilities Conditions – Results of Inspection and Evaluation

The Wright School site, including the grounds, buildings, and restrooms, was inspected by the District Maintenance Coordinator on October 28, 2008 using the Facility Inspection Tool. All areas of the school were determined to be in good repair. Additional information about the condition of the school’s facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facilities good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	Yes			None needed
Mechanical Systems	Yes			None needed
Windows/Doors/Gates (interior and exterior)	Yes			None needed
Interior Surfaces (walls, floors, and ceilings)	Yes			None needed
Hazardous Materials (interior and exterior)	Yes			None needed
Structural Damage	Yes			None needed
Fire Safety	Yes			None needed
Electrical (interior and exterior)	Yes			None needed
Pest/Vermin Infestation	Yes			None needed
Drinking Fountains (inside and outside)	Yes			None needed
Restrooms	Yes			None needed
Sewer	Yes			None needed
Playground/School Grounds	Yes			None needed
Roofs	Yes			None needed
Overall Cleanliness	Yes			None needed

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	23	23	24	81
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

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

VI. Support Staff

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

Title	Number of FTE Assigned to School
Library Media Services – paraprofessional (5 hrs.)	1
Psychologist	.4
Special Education Director	.4
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist	1
English Language Development Aide	1
Classroom Instructional Aides (3 hrs.)	9
Special Education Aides (6 hrs.)	8
Music Teacher	.3
Gifted and Talented Teacher	.2
Title 1 Reading Teacher	1

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

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

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

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

Enrichment Services

Wright School offers a variety of enrichment experiences in addition to the regular educational program.

- Weekly **Classroom Music** is provided for students in grades four through six and involves singing, music reading, and music appreciation. Music performances are held twice a year.
- A weekly **Band Program** is available for grades 5 and 6, with yearly performances.
- A weekly **Gifted and Talented Education Program** is available for students who qualify with opportunities to engage in academically challenging enrichment curriculum.
- Once a year students compete in the annual **Spelling Bee**.
- **Seasonal sports** (volleyball and basketball) are available for students in grades 4-6.
- In spring students can participate in the **Annual Talent Show** featuring acts from all grade levels.

VIII. Instructional Planning and Scheduling

Professional Development

The Wright District provides three staff development days for all certificated staff. The table below describes the content of each of these days for the last three school years.

Year	Day 1	Day 2	Day 3
2006-07	Second Step Program	Santillana ELD Curriculum	Trimester Benchmark Development
2007-08	Writing By Design	Technology, Social Studies	Technology, Science Curriculum
2008-09	Mathematics Curriculum	ENVoY Classroom Management	Technology, Classroom Strategies, English Language Development

IX. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,214	\$2,060	\$5,154	\$54,817
District	\$7,214	\$2,060	\$5,154	\$55,268
Percent Difference School Site and District	0	0	0	0.8 %
State	---	---	\$5,300	\$61,488
Percent Difference School Site and State	---	---	2.75 %	10.9 %

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,813	\$39,773
Mid-Range Teacher Salary	\$54,027	\$61,167
Highest Teacher Salary	\$67,885	\$78,093
Average Principal Salary (Elementary)	\$82,553	\$97,851
Superintendent Salary	\$120,000	\$140,582
Percent of Budget for Teacher Salaries	41.2%	41.0%
Percent of Budget for Administrative Salaries	3.6%	5.9%

Restricted Categorical Funds (Fiscal Year 2008-09)

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

State Programs

Economic Impact Aid/ English Learner Program **Amount: \$ 67,723**

Purpose: Develop fluency in English and academic proficiency of English learners.

Uses: *ELL teacher, Instructional Supplies, Translation, Aide Salary and Benefits*

Economic Impact Aid/ State Compensatory Education **Amount: \$ 84,698**

Purpose: Help educationally disadvantaged students succeed in the regular program.

Uses: *Instructional Supplies, Aide Salary and Benefits*

School and Library Improvement Program Block Grant **Amount: \$ 49,497**

Purpose: Improve library and other school programs

Uses: *Aides Salary and Benefits, Schools Connect Fee*

TUPE: (Grades 4 – 8) **Amount: \$ 642**

Purpose: Eliminate tobacco use among students

Uses: *Psychologist*

Federal Programs

Title I Part A: Targeted Assistance Program **Amount: \$ 72,448**

Purpose: Helps educationally disadvantaged students in eligible schools achieve grade level proficiency

Uses: *Reading teacher*

Title II Part A: Teacher Quality (District Program) **Amount: \$ 16,787**

Purpose: Improve professional development of teachers and administrator

Uses: *Staff Development, including Substitutes*

Title III Part A: Language Instruction for Limited-English-Proficient Students **Amount: \$ 32,265**

Purpose: Supplement language instruction to help limited-English-proficient students attain English proficiency and meet academic performance standards

Uses: *District English Language Learner Teacher*

Title IV: Safe and Drug-Free Schools and Communities (SDFSC) **Amount: \$ 1,458**

Purpose: Create environments that are free from violence and drugs

Uses: *Instructional materials*

Title V: Innovative Programs **Amount: \$ 7 66**

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

Uses: *instructional assistant materials*

Total amount of state and federal categorical funds allocated to this school: **\$ 326, 284**

Types of Services Funded

Wright School District is committed to providing an excellent supportive education that meets the needs of our students. In effort to meet this commitment, funds are allocated to Wright School for the following services: English Language Development Teacher and English Language Development Instructional Assistants, School Psychologist, Title 1 and Intervention Teacher, Library Manager, Special Education Director, Special Education Behavioral Assistants, Special Education Teachers, School Nurse, Instructional Assistants and Yard duty Assistants, Speech and Language Therapist, Music Teacher, Counseling Interns and a Gifted and Talented Teacher.

X. Analysis of Current Educational Practice

The following statements characterize educational practice at this school:

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

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

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

Language Arts: The Houghton-Mifflin Language Arts program has been adopted K-6 across the district and the teachers have been trained how to use it. Teachers also use a variety of supplemental curricula to target skill development and practice. At Wright School these include *SRA Kits*, *Read Naturally*, *Phonics for Reading*, *Spelling and Morphographs*, and *Six Minute Solutions*. All teachers use *Writing By Design* for writing instruction. The program is articulated across the grade levels. Teachers consistently monitor student progress, assess learning needs, and analyze the effectiveness of curriculum and materials. Teachers adapt instruction and materials according to student results.

Math: Harcourt Brace Curriculum has been adopted for Kindergarten and the Pearson Scott-Foresman EnVision Program has been adopted for grades 1 – 6. Supplemental materials are used at each grade level to increase opportunities for students to practice skills and concepts. Teachers consistently monitor student progress, assess learning needs, and analyze the effectiveness of curriculum and materials. Teachers adapt instruction and materials according to student results.

Social Studies: Houghton-Mifflin has been adopted by the district for grades K-6. The program is supplemented and enriched through literature connections, newsletters, and field trips. Teachers at each grade level align supplemental and enrichment instructional activities to grade level standards.

Science: Macmillan/McGraw-Hill has been adopted for grades K – 5 and McDougal Littell has been adopted for grade 6.

2. Availability of standards-based instructional materials appropriate to all student groups:

Core Curriculum We have sufficient standards-based materials for the core curriculum in math, language arts, social studies and science (see above). The language arts program especially provides materials for flexible grouping of students based upon their level of achievement.

Resource Students All students in our Resource Program have access to the core curriculum in the regular classroom. They also receive specific instruction in language arts and math using standards based materials and specialized curriculum.

ELL Students All ELL students have access to the core curriculum in the regular classroom. Students also receive specific standards-based instruction in English Language Development using district curriculum.

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

Staff development is closely aligned to standards, assessed student performance and the professional needs of the staff. When new materials are purchased, or programs are adopted, staff training occurs to insure effective implementation. At the beginning of each school year, staff spends time analyzing student results from state mandated testing and local district measures. Results from this data are used for instructional planning.

Teachers attend conferences and trainings that support their individual professional development needs. Minimum days once a week provide time for teachers to collaboratively plan, to review student work and to articulate with other teachers. During the 2008-2009 all staff began using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment tools to monitor student progress in reading fluency development. Teachers are being trained and supported in the use of DIBELS benchmark assessments and progress monitoring to plan, monitor and adjust curriculum and instruction.

The district participates in the Beginning Teacher Support and Assessment Program (BTSA). This program supports new teachers develop as educators through the support of a mentor teacher and through sequential staff development aimed at developing teaching and learning through effective instruction and assessment. Additionally, teachers are provided numerous opportunities for offsite training and are encouraged to take advantage of relevant conferences and seminars that address the needs of the students and teacher professional growth.

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

All regular classroom teachers provide extensive interventions for under-performing students. Student assessments are analyzed and used to guide instructional planning. Those students not meeting standards are targeted for group or individual interventions within the regular program. This intervention is frequently done with the aid of the instructional assistant either working with a small group of students, or monitoring the class as the teacher works on specific skills with an identified group. Assignments are modified to meet the needs of the under-performing students in the regular program. Use of parent volunteers also enables the regular teacher in meeting the needs of all students.

Students learning English as a second language are grouped by language proficiency levels four days per week and receive targeted instruction to improve their academic language abilities.

The Wright School **Student Study Team** meets weekly to develop strategies for addressing the instructional or behavioral needs of individual students. Plans are implemented, monitored and adjusted for effectiveness. Further steps for evaluation and program interventions are taken as progress indicates.

Individual and small group student support is provided by Kindergarten teachers in various grades in the afternoons. These supports include writing, sight word development, letter and sound recognition. Kindergarten teachers also provide an hour of extended learning time for Kindergarten students after school. Kindergarten students requiring extra help remain for the **After School ABC Club** where they receive additional time acquiring pre-reading skills.

Teachers teaching the same grade levels work collaboratively to address student learning and instructional needs and group and regroup students so that instructional practices and time can be more effective for student learning. Lesson strategies are constantly honed for effectiveness.

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

A **Title I** Reading Teacher provides small group instruction in reading for identified students in first, second, third and fourth grades. Students receive instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. Our participation in Title I allows us to participate in two Cal Serves

programs- a tutoring program which provides one-to-one reading tutoring to students in grades K-5 and an after-school program that provides homework assistance, recreational activities and small group tutoring in reading and math to approximately 100 under performing students.

State Economic Impact Aid (E.I.A.) funding is used to support our English Language Learners and our educationally disadvantaged learners. This funding is used to provide additional instructional aides that enable small group and individualized interventions to be maximized in the classrooms. For example, students are benefiting from extra time and support learning math facts, comprehension strategies, fluency practice, and decoding skills. Instructional programs and assistants are closely monitored and supervised by credentialed teachers to ensure program effectiveness.

School and Library Block Grant (SLIB) funds along with some **State Lottery** funds provided by the district are also used to pay for Instructional Assistants who work with small groups of students and/or individuals. These funds also provide high quality materials and technology to augment student learning through increased visual, auditory and written support. SLIB also provides funds for the library. High quality materials are purchased each year. Students are motivated by high quality materials.

Title II funds are used to provide credentialed classroom teachers with training and materials in collaborative practice, data analysis, and coaching and instruction in use of a well articulated writing program. Students benefit through more comprehensive and thorough curriculum development and instructional practices.

Special Education funds are used to provide a Resource Specialist Teacher and three Special Day Class teachers as well as instructional assistants for students qualifying for this level of service. Individual Education Plans (IEPs) are developed for students and materials are purchased as student need indicates.

PAR and EIA funds are used to support professional development of credentialed teachers.

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

We participate fully in the state mandated STAR Testing program. The staff meets at the beginning of each school year with the sole purpose of studying the results from these tests. The results are compared with results from classroom based assessments, and teacher observation of student performance in the classroom. Results are used in Student Study Team Meetings, the development of IEPs, conferences with parents, and in grouping students within the classroom. Local assessments include those provided within the district adopted language arts and math programs. These are used as indicators of student performance for the report card, as well as indicators for the teachers to use as they plan and adjust the curriculum. We also use Edusoft, a student data management system, to help analyze our assessments and adjust curriculum.

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

Wright School participates in a partnership with Cal Serves to provide after school educational experiences in reading math and homework support. This program also provides students with opportunities to participate in enrichment activities such as sports, health education and social studies. Cal Serves also provides tutoring to individual students four days per week.

Wright School District provides a summer school program for students at risk of failing to meet grade level standards.

The Parent Teacher Club (PTC) exists to bring into closer relationship the home and the school. It aims to promote the welfare of Wright School students by helping to enrich the children's education, raising money and providing funding for programs, supplies and equipment such as class field trips, special assemblies, and events to build school community.

The English Language Advisory Council (ELAC) exists to support students learning a second language. This group of parents and staff provide input to the School Site Council so that resources can be allocated to student achievement.

Families are encouraged to support student learning through homework, regular reading practice, monitoring of student progress. Teachers and staff recognize that family support is essential in the education process and support and seek parent support through conferences, newsletters, and email.

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

Members of the Wright School community actively seek to improve student achievement. Increasing student achievement requires that we do what we can to address potential barriers such as socioeconomic status, mobility, homelessness, irregular attendance, language barriers, social emotional issues, and health and nutritional needs. Teachers report that there are an increasing number of behavioral barriers to learning and achievement. Laws, public and local policies make it difficult to provide interventions in a timely manner.

9. Limitations of the current program to enable under-performing students to meet standards:

Student backgrounds and educational needs vary widely among our diverse population. In each classroom the academic and behavioral needs of students can overextend the resources available. There is a limited number of hours for individualized support, counseling and in some homes second language issues and/or other stresses make it difficult to extend learning into the home through homework. While we have extended our scope of services through additional interventions such as counseling, instructional aide support, and specific skill instruction groupings, the dynamics of individual student backgrounds and diversity of need require programs to be regularly adapted. Time, resources, and professional development are constantly being assessed and modified to meet ever changing circumstances affecting student performance and achievement expectations.

XI. Student Performance

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-6 are tested annually in various subject areas. In the 2007-08 school year, the STAR program included California Standards Tests (CST) in English-language arts and mathematics in grades 2-6, and science in grade 5. A norm-referenced test, the California Achievement Test version 6, (CAT-6) in reading, language, spelling, and mathematics was given to students in grade 3.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

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

CST - Three Year Comparison – All Students
Percent of Students Achieving at Proficient or Advanced Levels

Subject	Wright School			Wright District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English-Language Arts	40	39	43	46	47	50	42	43	46
Mathematics	60	52	49	60	63	64	40	40	43
Science	40	31	49	30	41	57	35	38	46

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All Students by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	41	35	33	54	39	56	*	*	*
3rd	27	28	32	60	50	59	*	*	*
4th	38	59	54	46	88	46	*	*	*
5th	48	32	44	62	38	38	40	31	49
6th	43	37	36	56	40	38	*	*	*

English Only by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	55	52	37	65	42	60	*	*	*
3rd	38	37	55	77	48	83	*	*	*
4th	42	69	67	50	100	53	*	*	*
5th	57	44	52	69	44	49	47	40	66
6th	50	43	47	61	46	45	*	*	*

English Learners by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	28	24	31	43	37	53	*	*	*
3rd	12	21	13	39	51	42	*	*	*
4th	32	47	41	40	74	38	*	*	*
5th	34	17	29	52	30	15	30	21	15
6th	30	26	20	47	26	25	*	*	*

Non-Economically Disadvantaged by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	71	63	60	77	56	73	*	*	*
3rd	35	59	54	70	71	84	*	*	*
4th	53	71	72	73	100	56	*	*	*
5th	65	55	42	77	65	48	50	45	58
6th	55	46	50	70	54	58	*	*	*

Economically Disadvantaged by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	29	24	22	45	33	50	*	*	*
3rd	20	16	23	52	43	49	*	*	*
4th	30	48	47	34	76	42	*	*	*
5th	31	14	45	48	18	29	31	22	40
6th	32	31	28	44	28	25	*	*	*

CST – Results by Student Group – 2008

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

An * indicates there are less than 10 students.

Group	English- Language Arts	Mathematics	Science 5 th Grade
African American	42	45	*
Asian	37	53	*
Hispanic or Latino	37	44	29
White (not Hispanic)	54	58	77
Male	34	47	60
Female	40	48	37
Economically Disadvantaged	34	42	40
English Learners	34	43	15

California English Language Development Test (CELDT) Report

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

Students are considered English Learners if they score lower than early advanced on the initial CELDT and non-fluent on a teacher rating scale of oral fluency. All English Learners receive academic language development in their classroom. Beginning level ELL students also receive additional English Language Development (ELD) from the ELD instructional assistant. English Learners are given the CELDT each year. Those who score Early Advanced or Advanced and are proficient or advanced in the English Language Arts portion of the California Standards Test are re-designated as Fluent English Learners (FEP). The number of English Learners has grown at Wright School from 154 in the 2002-03 school year to 238 in 2007-2008.

California English Language Development Test (CELDT) Results 2007-08

Grade	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Number Tested
	#	%	#	%	#	%	#	%	#	%	
K	19	50%	11	29%	7	18%	1	3%	0	0%	38
1	6	16%	9	24%	21	55%	2	5%	0	0%	38
2	2	6%	12	36%	18	55%	1	3%	0	0%	33
3	8	29%	4	14%	11	39%	5	18%	0	0%	28
4	2	6%	7	21%	12	35%	9	26%	4	12%	34
5	3	19%	1	6%	6	38%	6	38%	0	0%	16
6	0	0%	2	13%	6	38%	7	44%	1	6%	16
Total	40	20%	46	23%	81	40%	31	15%	5	3%	203

Three-Year Comparison – Matched Cohorts

(This table shows the growth of the same group of students over these three years)

2005-06	2006-07	2007-08
486.8	473.3	515.2

Re-designation of English Learners to Fluent Proficient

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

2005-06	2006-07	2007-08
9	8	21

California Physical Fitness Test Results

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

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

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

	Healthy Fitness Zone						
# of 5 th Grade Students	Percentage of Students meeting 6 of 6 Standards	Percentage of Students meeting 5 of 6 Standards	Percentage of Students meeting 4 of 6 Standards	Percentage of Students meeting 3 of 6 Standards	Percentage of Students meeting 2 of 6 Standards	Percentage of Students meeting 1 of 6 Standards	Percentage of Students meeting 0 of 6 Standards
46	23.9%	34.8%	15.2%	13.0%	4.3%	6.5%	2.2%

XII. Accountability

Academic Performance Index (API)

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

API Ranks -- Three-Year Comparison

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

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API Rank	2005	2006	2007
Statewide	5	5	5
Similar Schools	5	5	6

API Changes by Student Group -- Three Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	14	-20	34	785
Hispanic	16	-1	52	764
White (not Hispanic Origin)	12	-38	47	819
Socioeconomically Disadvantaged	26	-25	53	751
English Learners	-14	4	24	755

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria (School Year 2007-08)

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

AYP Criteria	School	District
Overall	No	Yes
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	No	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

Federal Intervention Program (School Year 2008-09)

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

Indicator	School	District
Program Improvement Status	In Pi	Not in PI
First Year of Program Improvement	2008-09	-
Year in Program Improvement	Year 1	-
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

Other Ways We Measure Student Success

Our staff analyzes and uses the results from the state-testing program, both for program adjustments, and for individual student interventions. Each grade level also has benchmark assessments which are given three times during the year to measure students' progress toward meeting the grade level standards. At the end of each trimester teachers use students' scores on benchmark assessments to determine to what degree they have met the grade level standards. Curriculum is adjusted in accordance with progress.

Conclusions from Student Performance Data

In general, STAR scores show improvement. The scores for *all students* went up five percent, in English Language Arts. They remained unchanged in mathematics and the scores went up eighteen percent in science. Two significant subgroups also show improvement. The English Language Learner (ELL) subgroup gained eight percent in English Language Arts. The math score was unchanged from the year before and the science score went down six percent. The Socio Economically Disadvantaged (SED) subgroup also improved the English Language Arts scores. The group gained nine percent in the proficient and advanced levels. The group gained four percent in math and eighteen percent in science.

The results of the state's Academic Performance Index (API) show that students in each of the bands moved up. Most of the improvement was in students moving out of the far below basic and the below basic bands into the basic band. The overall growth was 34 points, moving from a base score of 751 to a base score of 785. API scores for the ELL subgroup show an increase of 24 points moving from 731 to 755 and the Socio Economically Disadvantaged subgroup increased 53 points, moving from 698 to 751. All groups of students met their growth targets.

The results of the Adequate Yearly Progress (AYP) assessment show that students met the federal goals for mathematics but not for English Language Arts. The federal goal for English Language Arts was 35.2 percent of students performing in proficient and advanced. Our ELL subgroup scored 33.9 percent, which is 1.3 percent below the goal. During the 2007 school year our Special Education subgroup did not meet the English Language Arts goals. When scores fail to meet the AYP criteria in one academic area two years in a row the school becomes a Program Improvement School. Wright School has been assigned this status as of 2008.

Our goals for the 2008-2009 school year are to improve student achievement in all academic areas and in all subgroups. The improvement goals that follow include our goals to strengthen the core curriculum, improve student learning through systematic assessment and targeted instruction, strategic interventions, teacher collaboration and staff development.

XIII. Planned Improvements in Student Performance

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

<p>School Goal #1 <i>All students will make academic improvement in English Language Arts and Mathematics</i></p> <ul style="list-style-type: none"> ▪ <i>All students in grades 2-6, including students in significant subgroups, will meet their API growth targets and AYP goals for school years 2008-2009 and 2009-2010.</i> ▪ <i>The percentage of students scoring proficient and advanced in English Language Arts and Mathematics on the California Standardized Tests will increase by five percent in each curriculum area during the school year 2008-2009.</i> ▪ <i>Kindergarten and first grade students will meet benchmark expectations by the third trimester of the school year 2008-2009.</i> 			
<p>Student groups and grade levels to participate in this goal:</p> <p>Goals A and B: All students in grades 2-6</p> <p>Goal C: All students in grades K-1</p> <p>Goals A, B, and C include all students in the following subgroups:</p> <ul style="list-style-type: none"> • English Language Learners • Special education • Socio-economically Disadvantaged 	<p>Anticipated annual performance growth for each group:</p> <p>A. An increase in the percentage of student scoring at Proficient or Advanced in English Language Arts and math. Positive gains for students in all subgroups.</p> <p>B. Overall student percentage at proficient or advanced will increase from 42.5% to 47.2 % or higher in ELA and from 49.4% to 54.4 % or higher in Math. *State targets for 2009 STAR are 46.2% in ELA and 48% in mathematics.</p> <p>C. Kindergarten and first grade students will meet grade level standards in ELA and Math at end of the third trimester.</p>		
<p>Means of evaluating progress toward these goals:</p> <ul style="list-style-type: none"> ◆ 2008-2009 and 2009-2010 CST results, API, AYP and STAR reports for grades 2-6 ◆ 2008-2009 third trimester benchmark assessment scores for Kindergarten and first grades ◆ School wide progress monitoring using DIBELS fluency assessments and trimester benchmarks for ELA and Math 			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
Implement new standards based, technology supported Pearson Envision Math program grades 1-6 and Harcourt Brace for Kindergarten.	Aug. 2008-June 2009	\$22,000	Textbook
Continue Implementation of Pearson Envision Math and Harcourt Brace Math Programs.	Aug. 2009-June 2010		Textbook
Develop skills and abilities with new math programs for teaching staff through voluntary staff attendance at an SB 472 Math Conference.	July 2008	\$8250	SB 472
Continue to implement district adopted standards based Houghton Mifflin English Language Arts Program.	Aug. 2008-June 2009	\$6000	Textbook

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<p>Purchase and implement curriculum strategically matched to the learning needs and levels of the students identified as “at risk” including those in special education programs, English language learners, and at risk learners below grade level. Provide ongoing instructional support to teachers for program implementation. (Language!, Touch Math, Time for Kids other supplemental materials or programs.)</p>	<p>Aug. 2008- June 2009</p>	<p>\$1000 \$500 \$7000</p>	<p>SLIB Textbook Restricted Lottery PAR EIA</p>
<p>Continue to implement Writing By Design writing curriculum to improve student writing skills and abilities.</p>	<p>Aug. 2008-June 2009 Aug. 2009-June 2010</p>		
<p>Continue implementation of the following interventions to improve targeted areas for student achievement. Evaluate/Assess student progress at appropriate intervals for the purposes of adjusting instruction to match learning needs:</p>			
<p>* Title 1 Reading Program grades 1-6</p>	<p>Sept. 2008-May 2009 Sept. 2009-May2010</p>	<p>\$65,200</p>	<p>Title 1</p>
<p>* Resource Specialist Program</p>	<p>Aug. 2008-June 2009 Aug. 2009-June 2010</p>	<p>\$50,000</p>	<p>Special Ed</p>
<p>* Instructional Aide assistance to support student acquisition of skills and concepts at all grades in ELA and Math</p>	<p>Aug. 2008-June 2009 Aug. 2009-June 2010</p>	<p>\$114,000</p>	<p>SLIB, EIA, General & Special Ed</p>
<p>* Academic Language Development and English Language Learner program (develop student vocabulary and academic use of English K-6)</p>	<p>Sept. 2008-May 2009 Sept. 2009-May2010</p>	<p>\$55,000</p>	<p>EIA</p>
<p>* Specific intervention to students in 5th and 6th grades for fluency and comprehension (Read Naturally, Making Reading Connections)</p>	<p>Oct. 2008- May 2009</p>	<p>\$2500</p>	<p>EIA</p>
<p>* Specific intervention for students in 4-6 grades to acquire basic facts in addition, subtraction, multiplication and division.</p>	<p>Oct. 2008- May 2009</p>	<p>\$800</p>	<p>EIA</p>
<p>*Specific intervention in Kindergarten, ABC Club to address student acquisition of letters and sounds.</p>	<p>Nov. 2008-May 2009</p>	<p>\$0</p>	
<p>*Cal Serves tutoring program and after school Reading and homework support.</p>	<p>Aug. 2008-May 2009</p>		
<p>Strategic grouping of students across classes by performance levels in ELA in first and third grades. Ongoing assessment of progress and adjustment of instruction to meet student learning needs as indicated by assessment data and teacher evaluation. One day per semester for first grade staff to assess student progress.</p>	<p>September 2008- May 2009</p>	<p>\$1000</p>	<p>SLIB</p>
<p>Strategic grouping of students across classes by performance levels in math in fourth, fifth and sixth grades. Ongoing assessment of progress and adjustment of instruction to meet student learning needs as indicated by assessment data and teacher evaluation.</p>	<p>Sept. 2008-May 2009</p>		

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<p>Provide up to date library resources for student use in report writing and knowledge attainment.</p> <p>Additional time for teachers to collaborate about and make strategic plans for student progress based on students assessment data and teacher judgment. (PLC meetings and RTI, SST, Leadership meetings)</p> <p>Ongoing staff development in strategic use of student assessments, instructional interventions, use of the new mathematics program, English Language Learner strategies, and <i>planning using essential curriculum standards</i>. Additional staff development in the use of technology to support curriculum and instruction. (RTI, DIBELS, PLCs, Math and ELL SB 472)</p> <p>Keep parents and families informed about student progress and goals for new year. Include a report in Wright Stuff Newsletter during the winter and spring trimesters with information about achievement goals and ideas for student support. Also, continue to send home the Firm, Fair and Consistent newsletter offering monthly ideas and information about positive discipline, and study habits.</p> <p>Continue small class sizes grades K-6 to strengthen opportunities for instruction of students in small groups and across grade levels</p>	Aug. 2008- June 2009	\$1850	SLIB
	Aug. 2009- June 2010	\$1850	SLIB
	Sept. 2008- June 2009	\$5000	EIA
	July 2008- June 2009 July 2009- June 2010	\$2000	District & Site PAR EIA 10% Title 1 SB472
	Aug. 2008-June 2009 Aug. 2009- June 2010	\$7200 \$3750	
	Aug. 2008-June 2009 Aug. 2009- June 2010	\$300	Unrestricted Lottery
	Aug. 2008- June 2009	\$80,000	District Funds

School Goal #2

The number of students scoring proficient and advanced in Science on the California Standardized Tests will increase by 5% during the 2008-2009 school year.

<p>Student groups and grade levels to participate in this goal: All students in the fifth grade including students in significant subgroups (ELL, Special Education, and Economically Disadvantaged)</p>	<p>Anticipated annual performance growth for each group: Fifth grade students performing at proficient and advanced levels will increase from 49 percent to 54 percent.</p>
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Means of evaluating progress toward this goal:
2008-2009 CST results

Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
Continued to implement district adopted science curriculum.	Aug. 2008-June 2009	\$1500	Textbook
All teachers to have completed publisher's introduction to the newly adopted science curriculum.	October 2008		
Teachers to attend relevant trainings and/or visit successful programs and observe science instruction.	Aug. 2008-June 2009	\$600	PAR
Teachers at the fourth and fifth grade levels to collaborate to assure a scope and sequence of concepts and skills that align to grade level expectations are articulated and taught.	Aug. 2008- June 2009		
Purchase additional supplemental materials to support instruction and learning.	Aug. 2008- June 2009	\$400	Restricted & Unrestricted Lottery

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(lab supplies, software, and supplemental curriculum) Keep parents informed about expectations for learning and ideas for enriching student understanding of concepts and ways to understand the world through scientific inquiry. (Classroom newsletters, conferences, Science Fair)	Aug.2008-June 2009	\$50	Unrestricted Lottery
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School Goal #3			
<p><i>A. Sixty percent of students at each grade level will achieve a passing score on district writing benchmark assessments by the end of the third trimester.</i></p> <p><i>B. The number of students achieving proficient and advanced scores on the California Standardized writing test will increase.</i></p>			
Student groups and grade levels to participate in this goal: All students in grades Kindergarten through sixth	Anticipated annual performance growth for each group:		
	<ul style="list-style-type: none"> ◆ An increase in the number of students who achieve a grade level passing score on their final writing benchmark assessments. ◆ An increase in the number of fourth grade students achieving passing scores (proficient and advanced) on the California Standardized Writing tests. 		
Means of evaluating progress toward this goal:			
<p>A. Results of District Benchmark assessments</p> <p>B. Results of CST Writing Test for fourth grade.</p>			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
Continue to implement Writing By Design in all grades K-6.	Aug. 2008- June 2009		
Purchase additional picture books for teacher use with Writing By Design. Increase the number of copies of frequently used titles so that teachers have adequate materials when needed.	Jan. 2009-June 2009	\$ 500	Restricted Lottery
Continue to support teacher implementation of Writing By Design through staff development including establishment of anchor papers for grading benchmark assessments at each trimester. Support teacher collaboration about strengths and weaknesses of grading rubric and the development of common grading procedures.	Jan. 2009- June 2009		
Continue to evaluate alignment between Writing By Design and the state CST assessments.	Jan. 2009- April 2009		

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School Goal #4			
Build upon school-wide strategies already in place to improve student behavior and discipline, ensure a safe school environment and promote a positive school climate.			
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:		
All students grade K-6	<ul style="list-style-type: none"> ◆ Reduction in student referrals to the office for discipline about bullying, fighting and unsafe behavior. ◆ Improved percentage of agreement that school is a safe place to be as reported on the teacher and parent climate surveys 		
Means of evaluating progress toward this goal:			
<ul style="list-style-type: none"> • Number of referrals will be analyzed and reported per trimester. • Results of parent and teacher surveys School Climate and BEST (collect in January and in May) 			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
Continue to implement and improve upon BEST (Building Effective Schools Together) strategies that are already in place. Work on one aspect of the Implementation Assessment filled out by teachers.	Dec.2008-May 2009		
Staff development and sharing of strategies that lend to strong and productive classroom management to enable focus on learning and supportive classroom communities			
Staff development in implementing a Behavior Support team (that would operate in a similar way to a Student Study Team to support student improvement).	Jan. 2009- May 2009	\$800	SLIB/PAR
Survey student body to identify areas in which students feel safe and unsafe. Implement procedures to improve areas in which students report feeling unsafe.	Dec. 2008- May 2009		
Improve student understanding about how we can improve our community and interactions between students through assemblies and other forms of instruction. (Citizen of the Month, Bullying, Second Step, Character Education)	Aug. 2008- June 2009	\$800	SLIB
Expand the positive school climate through promotion of more frequent communications with parents and by encouraging parent involvement with school and parent development in supporting student achievement.	Aug. 2008- June 2009		
Survey staff and parents about school climate in December and May. Use results to implement positive changes to increase safety and positive climate.	Dec. 2008- May 2009		
Provide parents with information about community resources and websites for supporting student development. Offer parents ideas to support students with school work, homework, and extracurricular activities.	Aug. 2008-June 2009	\$50- 300	Donations Unrestricted Lottery

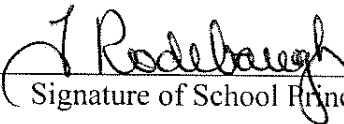
RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the School Site Council on: 12/3/2008

Attested:

Terrena Rodebaugh
School Principal



Signature of School Principal

12-3-08

Date

IRMA CUEVAS

SSC Chairperson



Signature of SSC Chairperson

12/03/08

Date