

Wright Charter School

2008-2009 School Accountability Report Cards

2009-2010 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 Charter School is the original of three K-6 elementary schools in the Wright School District. In the 2009-2010 school year the school converted to Wright Charter School serving student in grades K-7 and will serve students in grade K-8 beginning in school year 2010-2011.

Wright Charter School serves approximately 414 students who represent a diverse population. Approximately seventy-eight percent of Wright School's students participate in the Federal Government's Free and Reduced Lunch Program. Fifty-two 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 Charter School provides quality education to students in grades K-7, proudly offering a range of services from regular education to special education to meet student learning needs. Our classes include seventeen regular education classes, two 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. Our students are fortunate to have meals prepared for them on site in our school kitchen by experienced school food service employees.

Through a partnership with Cal Serves, our school also offers students an after school program in which over one hundred students participate in enrichment activities and receive help with homework and reading practice. Three additional programs are also on campus. Community Child Care Council of Sonoma County offers a preschool program for three and four year olds in both the morning and the afternoon. Redwood Consortium for Special Services offers a preschool for students ages three to five with specials needs. The Extended Child Care Coalition provides before and after school care for students.

Mission and Vision Statement

The **mission** of Wright Charter School is to prepare children academically and socially to function responsibly in society and to envision and achieve their goals in life. Wright Charter School has a dual mission. First, our students will be educated to meet or exceed grade level expectations and mastery in core curriculum and instruction. Second, our students will develop understanding and awareness of their responsibilities as global citizens and be educated to be contributing members of a larger society. It is our mission to identify, nurture and support the unique capabilities of every student.

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 to pursue academic challenges. Wright Charter School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for continuous education and 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 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 V – Innovative Programs (Library)
Special Education
Title II Part A – Teacher Quality
Economic Impact Aid (EIA)

Title II Part D - Technology
Tobacco Use Prevention Education (TUPE)
Title III – English Language Learners (ELL)
Title IV – Safe & Drug Free Schools
School and Library Improvement Block Grant

The responsibility for this plan belongs to the School Site Governance 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 Governance Council

The School Site Governance Council is elected and operates according to state law. It is comprised of five Wright Charter School staff members including the principal, three teachers, and one classified staff member. It also includes one member of the Wright School District. The remaining six 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 Governance Council is legislatively required to:

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

Site Council Membership 2009-2010

Staff:	Ellen Desmond, Teacher	Parents:	Gloria Jones
	Terrena Rodebaugh, Principal		Laura Ortega
	Audra Anderson, Teacher		Paula Ritter
	Christina Lundgren, Classified		_____
	Nancy Zanolini, Teacher		_____
	Gloria Chao, Business Manager		_____

Opportunities for Parental Involvement

There are many ways that Wright Charter School encourages and provides opportunities for parent involvement. As part of the charter school focus on community involvement, we encourage parents to donate ten hours of volunteer time per school year. Many of our parents donate significantly more hours than the minimum suggestion.

Parents can volunteer to be part of the 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 Charter School, and to bring into closer relationship the home and the school.

Parents are encouraged to run for election to the School Site Governance 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 that allocate resources toward meeting the goals for academic improvement. 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.

Environmental stewardship and global responsibility open up new opportunities for parent involvement which include gardening and environmental projects. We also encourage parents, guardians and community members to share their expertise in the classroom. This can include event planning, translating, classroom presentations and clerical tasks.

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.

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 2008-09

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	60
Grade 2	52
Grade 3	62
Grade 4	51
Grade 5	56
Grade 6	39
Total Enrollment	368

Student Enrollment by Group in 2008-2009

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	5.71 %	Pacific Islander	.82 %
American Indian or Alaska Native	1.36 %	White (not Hispanic)	26.36%
Asian	5.16 %	Socioeconomically Disadvantaged	66.00 %
Filipino	2.17 %	English Learners	49.00 %
Hispanic or Latino	57.61 %	Students with Disabilities	19.00 %

Average Class Size and Class Size Distribution

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.5	3			16.5	3			14.7	3		
1	20.8	3			20.0	3			19.0	3		
2	20.5	2			18.7	3			15.7	3		
3	22.3		3		17.0	2			19.7	3		
4	29.0		1		29.0		2		26.0		1	
5	27.0		1		23.0		1		23.0		1	
6	27.0		1		29.0		1		25.0		1	
K-3	19.0	2			17.0	2			10.0	1		
3-4					20.0	1			9.0	1		
4-6	28.0	2	1		28.0	1	1		25.0	1	2	

III. School Climate

School Safety Plan

Wright Charter 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 March, 2009. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. All employees attend annual mandatory trainings on a variety of first aid and safety topics including: blood borne pathogens, safety in the workplace, and disaster preparedness. The Wright Charter 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:

- 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.
- The Office Manager maintains a bulletin board in the office on which names of students are placed when students have demonstrated behavior that exemplifies character traits that positively impact others. Examples include trustworthiness, respect, safety, and honesty.
- Teachers use Second Step, a social skills program, to instruct students in strategies for handling difficult social issues.
- School spirit days are promoted and conducted by our Student Council (Cougar Council), which includes students from classes in first through seventh grades.
- 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	4.3	11.6	12.5	3.7	4.6	5.8
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 other programs such as the English Language Learner program, music program, counseling program, Title I services, school nurse, and speech and language program. There is a large field area used for soccer, kickball, softball, a running track and there is an 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. Wright Charter School's parking lot was recently expanded to allow for more parking and to enable safer flow of traffic.

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, 2009 using the Facility Inspection Tool. All areas of the school were determined to be in good repair. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	23	24	25	82
Without Full Credential	0	1	0	0
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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

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

VI. Support Staff

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

Title	Number of FTE Assigned to School
Library Media Services – paraprofessional (5 hrs.)	1
Psychologist	.2
Special Education Director	.15
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist	1
English Language Development Aide	1
English Development Teacher	.7
Classroom Instructional Aides (3 hrs.)	9
Special Education Aides (6 hrs.)	4.5
Music Teacher	.3
Gifted and Talented Teacher	.07
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, 2009 the Governing Board certified that there are sufficient State-adopted textbooks & instructional materials for each student in Reading/Language Arts, Mathematics, Science, and History-Social Science. Social Studies materials were adopted in 2006-2007, Science materials in 2007-2008, and Mathematics was adopted in 2008-09. In 2009 the Board of Directors adopted additional materials in math, science, social studies and health for seventh grade students.

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 Gr. 7: Pearson Prentice Hall: 2009	0
Science	K-5: Macmillan/McGraw-Hill, 2007 Grade 6, 7: McDougal/Littell, 2007	0
History-Social Science	K-6: Houghton-Mifflin, 2007 Gr. 7: History Alive!, Teachers Curr. Inst., 2005	0
Health	Gr. 7: Glencoe/McGraw-Hill, 2005 Not Adopted Grades K-6	0 100
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 and five and involves singing, music reading, and music appreciation. Music performances are held twice a year.
- A weekly **Band Program** is available for grades 5,6 and 7 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 4-7.
- In spring students can participate in the **Annual Talent Show** featuring acts from all grade levels.
- In the winter and in the spring students in grades 4-7 will have a series of art lessons with a local artist. These art lessons are made available through a matching grant with the Local Arts Council.

VIII. Instructional Planning and Scheduling

Professional Development

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

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

IX. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,118	\$2,516	\$5,602	\$55,740
District	\$8,118	\$2,516	\$5,602	\$59,048
Percent Difference School Site and District	0	0	0	5.9%
State	n/a	n/a	\$5,512	\$63,421
Percent Difference School Site and State	n/a	n/a	1.6%	13.8%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

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

Restricted Categorical Funds (Fiscal Year 2009-10)

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

State Programs

Economic Impact Aid/ English Learner Program **Amount: \$ 70,400**
 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: \$ 62,144**
 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: \$ 40,678**
 Purpose: Improve library and other school programs
 Uses: *Aides Salary and Benefits, Schools Connect Fee*

TUPE: (Grades 4 – 8) **Amount: \$ 630**
 Purpose: Eliminate tobacco use among students
 Uses: *Psychologist*

Federal Programs

Title I Part A: Targeted Assistance Program **Amount: \$ 68,606**
 Purpose: Helps educationally disadvantaged students in eligible schools achieve grade level proficiency
 Uses: *Reading teacher*

Title II Part A: Teacher Quality (District Program) Amount: \$ 12,690
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: \$ 38,081
Purpose: Supplement language instruction to help limited-English-proficient students attain English proficiency and meet academic performance standards
Uses: *District English Language Learner Teacher*

Title IV: Safe and Drug-Free Schools and Communities (SDFSC) Amount: \$ 833
Purpose: Create environments that are free from violence and drugs
Uses: *Instructional materials*

Title V: Innovative Programs Amount: \$ 0
Purpose: Support educational improvement, library, media, and at-risk students.
Uses: *instructional assistant materials*

Total amount of state and federal categorical funds allocated to this school: \$ 296,861

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 Charter 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 Charter School these include *SRA Kits, STARS-Strategies to Achieve Reading Success, Quick Reads, Read Naturally, Phonics for Reading, Spelling and Morphographs, and Six Minute Solutions*. Students in the seventh grade at Wright Charter School are using Great Books, novels, and research based supplemental materials. 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. *Pearson Prentice Hall* has been adopted for the students in seventh grade. 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. *History Alive!* A text series published by Teachers Curriculum Institute has been adopted for the seventh grade.

Science: *Macmillan/McGraw-Hill* has been adopted for grades K – 5 and *McDougal Littell* has been adopted for grade 6 and 7.

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 2009-2010 school year staff will be collaborating to determine essential standards in English Language Arts and align assessment practices to measuring student learning of essential standards.

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 receive targeted instruction to improve their academic language abilities in the regular classroom and through the English Language Learner Program.

The Wright Charter 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 instructing at the same grade levels work collaboratively to address student learning and monitor progress. Teachers group students so that instructional practices and time can be more effective for student learning.

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, fourth, and fifth grades. Students receive instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. The teacher uses various intervention materials such as Teacher-Directed Peer Assisted Learning Strategies (PALS), Quick Reads, Phonics for Reading, Read Naturally, and STARS (Strategies to Achieve Reading Success), in addition to the support materials from Houghton Mifflin, to help first through fifth grade under-performing students achieve at grade level. All intervention groups are determined by regularly administered assessments. These students are reassessed three times a year and their progress is shared with their classroom teachers as well as with their parents in the form of written reports with narrative and data included.

Our participation in Title 1 allows us to participate in two Cal Serves programs- a tutoring program which provides one-to-one reading tutoring 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.

Wright Charter School is in Program Improvement Year 2. Title 1 funds are appropriately allocated to provide Supplemental Educational Services to students who qualify as both low socioeconomic status and low academic achievement.

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, development and implementation of instructional programs that best meet the needs of students.

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, K-6 literacy skills Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 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 Charter 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 Charter 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 and emotional issues, and health and nutritional needs. Teachers report that there are an increasing number of behavioral barriers to learning and achievement.

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 Program (STAR)

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

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

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

Subject	Wright School			Wright District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English-Language Arts	37	41	45	46	50	58	43	46	50
Mathematics	49	48	55	62	64	73	40	43	46
Science	31	49	48	41	57	62	38	46	50

All Students by Grade Level

	English/Language Arts			Mathematics			Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
2nd	35	33	36	39	56	45	*	*	*
3rd	28	32	41	50	59	78	*	*	*
4th	59	54	64	88	46	56	*	*	*
5th	32	44	58	38	38	47	31	49	48
6th	37	36	45	40	38	60	*	*	*

English Only by Grade Level

	English/Language Arts			Mathematics			Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
2nd	52	37	55	42	60	60	*	*	*
3rd	37	55	50	48	83	93	*	*	*
4th	69	67	78	100	53	78	*	*	*
5th	44	52	75	44	49	55	40	66	64
6th	43	47	55	46	45	70	*	*	*

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English Learners by Grade Level

	English/Language Arts			Mathematics			Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
2nd	24	31	26	37	53	36	*	*	*
3rd	21	13	31	51	42	60	*	*	*
4th	47	41	48	74	38	31	*	*	*
5th	17	29	27	30	15	29	21	15	24
6th	26	20	14	26	25	29	*	*	*

Non-Economically Disadvantaged by Grade Level

	English/Language Arts			Mathematics			Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
2nd	63	60	42	56	73	59	*	*	*
3rd	59	54	51	71	84	88	*	*	*
4th	71	72	85	100	56	77	*	*	*
5th	55	42	84	65	48	67	45	58	75
6th	46	50	50	54	58	64	*	*	*

Economically Disadvantaged by Grade Level

	English/Language Arts			Mathematics			Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
2nd	24	22	35	33	50	41	*	*	*
3rd	16	23	35	43	49	73	*	*	*
4th	48	47	55	76	42	46	*	*	*
5th	14	45	46	18	29	38	21	40	41
6th	31	28	38	28	25	53	*	*	*

Standardized Testing and Reporting Results by Student Group – 2009

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

An * indicates there are less than 10 students.

Group	English-Language Arts	Mathematics	Science 5 th Grade
African American	27	36	*
Asian	54	77	*
Hispanic or Latino	39	49	38
White (not Hispanic)	58	64	64
Male	38	53	63
Female	52	54	37
Economically Disadvantaged	39	49	41
English Learners	38	47	24
Students with Disabilities	16	23	*

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).

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

Grade	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Number Tested
	#	%	#	%	#	%	#	%	#	%	
K	11	48%	8	35%	4	17%	0	0%	0	0%	23
1	2	6%	10	31%	9	28%	10	31%	1	3%	32
2	5	17%	11	37%	12	40%	2	7%	0	0%	30
3	2	7%	6	21%	16	57%	4	14%	0	0%	28
4	3	14%	3	14%	9	41%	5	23%	2	9%	22
5	0	0%	4	14%	7	24%	9	31%	9	31%	29
6	0	0%	1	10%	3	30%	4	40%	2	20%	10
Total	23	20%	43	23%	60	40%	34	15%	14	3%	174

Three-Year Comparison – Matched Cohorts

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

2006-07	2007-08	2008-09
406.5	459.9	497.6

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)

2006-07	2007-08	2008-09
8	21	15

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>.

# of 5 th Grade Students	Healthy Fitness Zone						
	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
57	3.5%	17.5%	22.8%	15.8%	22.8%	14.0%	3.5%

XII. Accountability

Academic Performance Index (API)

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

API Ranks -- Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	5	5	5
Similar Schools	5	6	9

API Changes by Student Group -- Three Year Comparison

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

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-20	34		
Hispanic	-1	52		
White (not Hispanic Origin)	-38	47		
Socioeconomically Disadvantaged	-25	53		
English Learners	4	24		

Adequate Yearly Progress

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

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

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

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

This table displays an indication of whether the school and the district made AYP overall and in API

AYP Criteria	School	District
Overall	No	Yes
API		Yes

This table displays an indication of whether Wright School met each of the AYP criteria.

Subgroup	English Language Arts Participation Rate Met	Mathematics Participation Rate Met	ELA Percent Proficient Met	Math Percent Proficient Met
All Students	Yes	Yes	Yes	Yes
Hispanic	Yes	Yes	No	Yes
White	Yes	Yes	Yes	Yes
Socioeconomic Disadvantaged	Yes	Yes	No	Yes
Eng. Learner	Yes	Yes	No	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 2	-
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

Wright Charter School students met overall growth expectations for scores on the state standardized STAR tests but did not meet growth expectations for three subgroups on the English Language Arts (ELA) test. The three subgroups that did not meet growth targets were the Hispanic subgroup, the English Language Learner subgroup and the Socio-Economically Disadvantaged subgroup. Our English Language Learners did not meet

growth expectations on the California Standardized Test for Science in fifth grade. All students and students in subgroups made the growth expectations in math, however achievement scores for the three subgroups that did not meet ELA growth expectations were just in range of the state target. With targets and growth expectations going up for the 2010 STAR tests the needs of students in these subgroups has to be addressed. Staff at Wright Charter School will intensify monitoring and adjusting of curriculum and instruction to meet the needs of these learners throughout the 2009-2010 school year in all three curriculum areas. Students in the white subgroup and in the non-economically disadvantaged subgroups made growth expectations in all three areas tested. Fourth grade writing scores improved so that the majority of students passed the California State Standardized Test.

XIII. National Assessment of Educational Progress

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

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

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

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

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

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

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

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

XIV. Planned Improvements in Student Performance

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

<p>School Goal #1 <u>All students in grades K-7 will make academic improvement in English Language Arts and Mathematics</u> <i>A: All students in grades 2-7, including student in significant subgroups, will meet their API growth targets and AYP goals in 2009-2010.</i> <i>B: Kindergarten and first grade students will meet benchmark expectations by the third trimester of the school year 2009-2010.</i></p>			
<p>Student groups and grade levels to participate in this goal:</p> <p>Sub Goal A: All students in grades 2-7</p> <p>Sub Goal B: All students in grades K-1</p> <p>Sub Goals A and B include students in the following subgroups:</p> <ul style="list-style-type: none"> • English Language Learners • Hispanic • Socio-economically Disadvantaged 	<p>Anticipated annual performance growth for each group: Sub Goal A: Meet the State targets for 2010 STAR - the percentage of all students and students in significant sub groups scoring proficient and advanced on the California Standardized Test will be at least 56.8 % in ELA and 58% in mathematics.</p> <p>Overall: All students will increase by 9.2 % or more in ELA and by 5% in math.</p> <p>Sub groups: Hispanic will increase by 15% in ELA and by 7.3% in math Socioeconomic Disadvantaged will increase by 15.7% in ELA and 7.4% in math English Language Learners will increase by 17% in ELA and 9.6% in math</p> <p>Sub Goal B: 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: Sub Goal A: 2008-2009 and 2009-2010 CST results, API, AYP and STAR reports for grades 2-7 Sub Goal B: 2009-2010 third trimester benchmark assessment scores for Kindergarten and first grades</p>			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
Continue Implementation of Pearson Envision Math and Harcourt Brace Math Programs.	July. 2009-June 2010	\$4000	Textbook
Purchase and implement State Approved Math curriculum for seventh grade.	September 2009	\$3000	Textbook
Continue to implement district adopted standards based Houghton Mifflin English Language Arts Program. Strengthen areas of curriculum materials using supplemental materials.	Aug. 2008-June 2009	\$8250	Textbook
	Aug. 2009-May 2010	\$2000	Textbook

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<p>Purchase and implement curriculum strategically matched to the learning needs and levels of the students in special education programs. Provide training in implementation of programs to staff. Training in Read/Spell and Language will be provided to special education staff.</p>	<p>Aug. 2009-May 2010</p>	<p>\$15,000</p>	<p>District Funds, Title 2, Textbook</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 1-5</p>	<p>Sept. 2008-May 2009 Sept. 2009-May2010</p>	<p>\$65,200</p>	<p>Title 1</p>
<p>* Resource Specialist Program, grades K-7</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>\$114,00 0</p>	<p>SLIB, EIA, District & Special Ed Charter School Start Up Grant</p>
<p>* Academic Language Development and English Language Learner program (develop student vocabulary and academic use of English K-7)</p>	<p>Sept. 2008-May 2009 Sept. 2009-May2010</p>	<p>\$55,000</p>	<p>EIA</p>
<p>* Specific intervention to students in Fourth through seventh grades for fluency and comprehension (Read Naturally, Making Reading Connections, Word Warm Ups, Quick Reads, READ/SPELL)</p>	<p>Oct. 2008- May 2009 Sept. 2009-May 2010</p>	<p>\$2500</p>	<p>EIA, Title 1, Special Education</p>
<p>* Specific intervention for students in 4-7 grades to improve basic and pre algebra math skills (Algebra Boost, Software, Math Intervention)</p>	<p>Oct. 2008- May 2009 Jan. 2009-May 2010</p>	<p>\$800 \$6000</p>	<p>EIA Charter School Start Up Grant</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. 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>Sept. 2008- May 2009 Nov.-May 2009-2010</p>	<p>\$1000 \$1000</p>	<p>SLIB SLIB</p>

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Provide up to date library resources for student use in report writing and knowledge attainment.	Aug. 2008- June 2009	\$1850	SLIB Charter
	Aug. 2009- June 2010	\$1500	Start Up Grant and Donations
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)	Sept. 2008- June 2009	\$5000	EIA
	Sept. 2009-May2010	\$7000	Title 2
Release time for staff to develop and implement plans for curriculum and instruction particular to upper grade instruction in math and ELA.	July 2009- July 2010	\$1800	Charter Start Up Grant
Provide Training in ELA materials for seventh grade teacher. Purchase Great Book materials for student use.	July 2009-Jan. 2010	\$2500	Charter School Start Up Grant Text Book
Ongoing staff development in strategic use of student assessments, instructional interventions, use of the new mathematics program, English Language Learner strategies, and planning using essential curriculum standards.	July 2008- June 2009	\$2000	District & Site PAR
	July 2009- June 2010		EIA 10% Title 1
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.	Aug. 2008-June 2009	\$300	Unrestricted Lottery
	Aug. 2009- June 2010	each year	

School Goal #2 <i>The number of students scoring proficient and advanced in science on the California Standardized Tests will increase by seven percent during the 2009-2010 school year.</i>			
Student groups and grade levels to participate in this goal: All students in the fifth grade including students in significant subgroups (ELL, Hispanic, and Economically Disadvantaged)		Anticipated annual performance growth for each group: Fifth grade students performing at proficient and advanced levels will increase from 48 percent to 55 percent.	
Means of evaluating progress toward this goal: 2009-2010 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. 2009- June 2010	\$1500	Textbook
Teachers will attend relevant trainings and/or visit successful programs and observe science instruction.	Aug. 2009- March 2010	\$500	Title 2
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. Additionally, teachers to collaborate to address needs of ELL students and implement BEST practices for instruction and learning during science courses.	Aug. 2009- June 2010	\$600	Title 2
Purchase additional supplemental materials to support instruction and learning. Examples of materials needed include lab supplies, software, and supplemental curriculum.	Aug. 2009- 2010	\$600	Restricted & Unrestricted Lottery, donations
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.2009- 2010	\$50	Unrestricted Lottery
Hire instructional assistant for two days a week to assist during science instruction and increase access to vocabulary development and science concepts for ELL students.	Jan. 2010 to May 2010	\$650	EIA

<p>School Goal #3</p> <p><i>A. Sixty-five 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. Sixty-five percent of students in the seventh grade will achieve proficient and advanced scores on the California Standardized Writing Test. (This test is being given to the seventh grade students, but has been canceled for the fourth grade students for the 2009-2010 school year.)</i></p>			
<p>Student groups and grade levels to participate in this goal:</p> <p>Goal A: All students in grades Kindergarten through seventh</p> <p>Goal B: Student in grade seven</p>		<p>Anticipated annual performance growth for each group:</p> <p>A: 65% of students at each grade level will pass the third trimester District Writing Benchmark.</p> <p>B: 65% of seventh grade students achieving passing scores (proficient and advanced) on the California Standardized Writing Test.</p>	
<p>Means of evaluating progress toward this goal:</p> <p>A. Results of District Benchmark Assessments for grade K-7 in May of 2010</p> <p>B. Results of California Standardized Writing Test 2010 for seventh grade</p>			
Actions to be Taken to Reach This Goal	Start Date	Estimated Cost	Funding Source
Continue to implement Writing By Design in all grades K-6. Purchase materials for grade seven.	Aug. 2009-2010	\$500	Title 2 Textbook
Provide training as necessary for new teachers.	Jan. 2010 to April 2010	\$800	Title 2
Build in time for teachers to collaborate about Writing by Design, student progress, and methods for improvement of instruction each trimester. Include methods for addressing academic needs of ELL students.	Aug. 2009-May 2010		
Provide release time for upper grade teacher to plan and develop curriculum plan and pacing guide for seventh grade writing program.	Jan. 2009-March 2010	\$200	Charter Start Up Grant

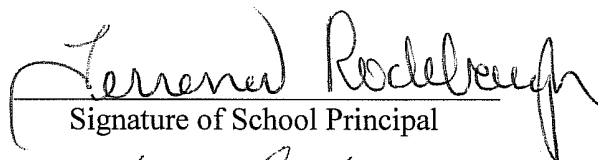
<p>School Goal #4 Build upon school-wide strategies already in place to improve student behavior and discipline, ensure a safe school environment and promote a positive school climate.</p>				
<p>Student groups and grade levels to participate in this goal:</p> <p style="text-align: center;">All students in kindergarten through seventh grades</p>		<p>Anticipated annual performance growth for each group:</p> <p>A: Reduction in student referrals to the office for discipline related to bullying, fighting and unsafe behavior. B: Improved percentage of agreement that school is a safe place to be as reported on the teacher and parent climate surveys.</p>		
<p>Method of evaluating progress toward these goals:</p> <p>A. Decrease in number of office referrals for bullying, fighting, and unsafe behavior as reported between September , 2009 and May 2010. B. Results of parent and teacher surveys indicating 90-100% agreement (Collected in May.)</p>				
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.		Aug. 2009-May 2010		
Continue use of Positive Behavior Support Team to support teachers with intensive student behaviors.		Aug. 2009-May 2010		
Survey student body to identify areas in which students feel safe and unsafe. Implement procedures to improve areas in which students report feeling unsafe.		Jan. 2009- May 2010		
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, PEACE SIGNS, Second Step, Character Education)		Nov. 2009-April 2010	\$500	PTC Donations
Provide positive parenting positive tips and information to parents through the Firm, Fair And Consistent newsletter each month.		Aug. 2009-2010	\$149	Unrestricted Lottery
Survey staff, students and families in spring 2010 to solicit input about the school climate and safety.		Aug. 2008- June 2009		

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: 12-8-09

Terrena Rodebaugh
School Principal


Signature of School Principal

12-08-09
Date

Laura Ortega
SSC Chairperson


Signature of SSC Chairperson

12-08-09
Date