Wright Charter School

4389 Price Avenue • Santa Rosa, CA 95407 • (707) 542-0556 • Grades K-8
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Wright Elementary School District

4385 Price Avenue
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District Governing Board

Karen Irwin Magee

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Robin Jackson

Carolyn Dixon

James Bergmann

District Administration

Adam Schaible
Superintendent

Talia Casci-Noethig
Special Education Coordinator

Jane Futrell
Director of Curriculum and Instruction

School Description

Wright Charter School is the original of three K-6 elementary schools in the Wright School District. Beginning in the school year 2009-2010 Wright Charter School expanded its services to students in grades seven and eight. We are very proud to offer a small school environment to students grades K-8.

Wright Charter School serves approximately 500 students who represent a diverse population. Approximately seventy-two percent of Wright School's students participate in the Federal Government's Free and Reduced Lunch Program. Fifty-two percent of our students are English Language Learners. The majority of our second language learners speak Spanish as their primary language.

Wright Charter School proudly offers a range of services to meet the diverse learning needs of our students. Our classes include nineteen regular education classes, one Special Day class, a Resource Specialized Program, music and a Gifted and Talented Education program. In addition, we offer students Speech and Language services, English Language Learner services, Title 1 Reading services, tutoring services and counseling. We have a large multipurpose room, which is used for assemblies, school events, sports, music, 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 CalServes, our school also offers students an after school program in which over one hundred fifty students participate in enrichment activities and receive help with homework and reading practice. The Extended Child Care Coalition provides before and after school care for students.

Mission and Vision Statement
The Wright Charter School is founded on the principles of Eco-Literacy: the understanding that every living system is related to and affected by every other living system.
Ecoliteracy promotes the development of social, emotional and ecological intelligence through an ever evolving understanding of the relationship between and among all living systems.

Our mission is to foster in our students the desire and capacity to live and contribute responsibly in society and to envision and achieve their goals, both in their own lives and as stewards of the planet. Our students will be educated to meet or exceed grade level expectations and mastery of core academic standards. Our students will develop an understanding of their responsibilities as global citizens and be educated to be contributing members of a larger society. We strive to identify, nurture and support the unique capabilities of every student.

Our vision is to create an environment that encourages every child to work to his or her potential,that builds basic skills,that kindles and nourishes curiosity, that teaches problem solving, that encourages children to love learning, and that 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.

About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	57
Grade 2	52
Grade 3	48
Grade 4	75
Grade 5	47
Grade 6	56
Grade 7	59
Grade 8	56
Total Enrollment	517

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.8
Asian	5.8
Filipino	1.9
Hispanic or Latino	63.8
Native Hawaiian or Pacific Islander	0
White	22.8
Two or More Races	0
Socioeconomically Disadvantaged	74.1
English Learners	40.8
Students with Disabilities	9.9
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Wright Charter School	14-15	15-16	16-17
With Full Credential	27	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wright Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Wright Charter School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

In order to ensure that core instructional materials support the Common Core State Standards, the district recently adopted the use of the open source mathematics program, Engage New York. Beginning with the 2016-17 School Year, the District also adopted a new ELA/ELD Program from the list of State approved programs, Benchmark Advance. Grade level committees have been formed and meet monthly, facilitated by the Director of Curriculum and Instruction, to support teachers in the implementation of the programs, to identify areas of strength and challenge and to ensure that State and Local assessments are aligned with curriculum and instruction.

Textbooks and Instructional Materials Year and month in which data were collected: 8/17/16	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	K-6: Benchmark Advance, 2015 Gr. 6-8: Holt McDougal, 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	K-8 Engage New York **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	K-5: Macmillan/McGraw-Hill, 2007 Grade 6-8: McDougal/Littell, 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	K-6: Houghton-Mifflin, 2007 Gr. 7-8: History Alive!, Teachers Curr. Inst., 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Gr. 7-8: Glencoe/McGraw-Hill, 2005 Not Adopted Grades K-6 **Percent of students lacking their own assigned textbook:** 0/100
Visual and Performing Arts	Not adopted **Percent of students lacking their own assigned textbook:** 100

School Facility Conditions and Planned Improvements (Most Recent Year)

Wright School was built in 1950. Twelve portable classrooms were added incrementally in the seventies and eighties. Wright has twenty-seven classroom spaces, twenty-one of which are used for classes. In 2016 we inaugurated our new multipurpose room, and cafeteria. Our facility also includes a library, and rooms for other educational activities such as the English Language Development program, instrumental music program, counseling program, Title 1 services, Speech and Language services, School Psychologist, School Nurse, and Before/After School programs. A large field area used for soccer, kickball, softball, a running track and there is an average sized blacktop area. In 2015 a large jungle gym, and play structure were added, cushioned with sawdust. A separate, smaller kindergarten yard also contains a jungle gym cushioned with sawdust, a sandbox and a blacktop suitable for tricycles.

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 Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 28, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None needed
Interior: Interior Surfaces	X			None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None needed
Electrical: Electrical	X			None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None needed
Safety: Fire Safety, Hazardous Materials	X			None needed
Structural: Structural Damage, Roofs	X			None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None needed
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	48	47	49	64	63	64	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	28.3	8.7	19.6
7	28.8	11.9	8.5

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

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	32	37	41	47	44	48
Math	21	18	27	32	34	36

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	102	102	100.0	49.0
Male	52	52	100.0	53.9
Female	50	50	100.0	44.0
Hispanic or Latino	62	62	100.0	35.5
White	22	22	100.0	81.8
Socioeconomically Disadvantaged	77	77	100.0	40.3
English Learners	18	18	100.0	27.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	51	49	96.1	30.6
	4	75	73	97.3	23.3
	5	47	46	97.9	34.8
	6	56	56	100.0	37.5
	7	59	58	98.3	44.8
	8	55	55	100.0	52.7
Male	3	25	24	96.0	25.0
	4	47	46	97.9	17.4
	5	24	23	95.8	26.1
	6	26	26	100.0	34.6
	7	31	31	100.0	45.2
	8	28	28	100.0	53.6
Female	3	26	25	96.2	36.0
	4	28	27	96.4	33.3
	5	23	23	100.0	43.5
	6	30	30	100.0	40.0
	7	28	27	96.4	44.4
	8	27	27	100.0	51.9
Hispanic or Latino	3	31	30	96.8	23.3
	4	54	53	98.2	13.2
	5	26	25	96.2	20.0
	6	42	42	100.0	33.3
	7	35	35	100.0	34.3
	8	36	36	100.0	50.0

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
White	3	12	12	100.0	50.0
	4	13	12	92.3	41.7
	5	14	14	100.0	64.3
	7	14	13	92.9	53.9
Socioeconomically Disadvantaged	3	37	35	94.6	22.9
	4	57	56	98.3	21.4
	5	34	33	97.1	30.3
	6	42	42	100.0	33.3
	7	46	45	97.8	37.8
	8	43	43	100.0	46.5
English Learners	3	21	19	90.5	5.3
	4	33	33	100.0	9.1
	5	14	13	92.9	7.7
	6	17	17	100.0	
	7	15	15	100.0	6.7
Students with Disabilities	4	13	13	100.0	7.7

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	51	51	100.0	27.4
	4	75	73	97.3	17.8
	5	48	48	100.0	8.3
	6	56	56	100.0	1.8
	7	59	58	98.3	29.3
	8	59	58	98.3	29.3
Male	3	25	25	100.0	32.0
	4	47	46	97.9	15.2
	5	24	24	100.0	4.2
	6	26	26	100.0	
	7	31	31	100.0	38.7
	8	31	31	100.0	38.7

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	26	26	100.0	23.1
	4	28	27	96.4	22.2
	5	24	24	100.0	12.5
	6	30	30	100.0	3.3
	7	28	27	96.4	18.5
	8	28	27	96.4	18.5
Hispanic or Latino	3	31	31	100.0	25.8
	4	54	53	98.2	9.4
	5	27	27	100.0	3.7
	6	42	42	100.0	2.4
	7	35	35	100.0	22.9
	8	35	35	100.0	22.9
White	3	12	12	100.0	25.0
	4	13	12	92.3	33.3
	5	14	14	100.0	14.3
	7	14	13	92.9	30.8
	8	14	13	92.9	30.8
Socioeconomically Disadvantaged	3	37	37	100.0	21.6
	4	57	56	98.3	14.3
	5	35	35	100.0	8.6
	6	42	42	100.0	
	7	46	45	97.8	24.4
	8	46	45	97.8	24.4
English Learners	3	21	21	100.0	9.5
	4	33	33	100.0	9.1
	5	15	15	100.0	
	6	17	17	100.0	
	7	15	15	100.0	13.3
	8	15	15	100.0	13.3
Students with Disabilities	4	13	13	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2016-17)
There are many ways that Wright Charter School encourages and provides opportunities for parent involvement. As part of the charter school's 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) 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.

Parents of students who are learning English as their second language are encouraged to join the schools English Language Advisory Council. This is a parent facilitated organization that meets several times each year to ascertain the needs and interests of the English Learner students and their families and to address them through advocacy, presentations, projects, events and links to services and programs in the greater community.

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 District English Language Advisory Committee, comprised of parent representatives from each school's English Language Advisory Council, meets four times a year to become informed and share information about the English Language Development Program. Information about community services, including adult English language classes, are offered to our District parents.

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

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

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Wright Charter School maintains a comprehensive school safety plan. The safety plan is updated annually and was last updated in March 2016. 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 on the District website and in the school office for review.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.8	4.7	3.7
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.2	2.0	1.9
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2012-2013
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist	2
Other	3.26
Average Number of Students per Staff Member	
Academic Counselor	118

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

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*							
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	14	21	21	4	1	1		2	2			
1	16	26	26	3				2	2			
2	26	24	24				3	2	2			
3	22	26	26				2	3	3			
4	30	27	27				2	1	1			
5	26	27	27				2	3	3			
6	27	24	24				2	2	2			

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	18	21	21	2	1	1	4	4	4			
Mathematics	14	21	21	6	1	1	1	4	4			
Science	27	27	27				4	4	4			
Social Science	27	27	27				4	4	4			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The Wright District has provided between two and three Professional Development days for all certificated staff in prior years. Below is a description of the content of each of these days for the past three school years.

2014-15: Math Talks, Positive Action Social Skills Program, Differentiated Instruction/Engagement Strategies, Common Core Writing Strategies
2015-16 - Planning math instruction from Solutions Tree - 2 days; Step-up-to-Writing Program - 1 day
2016-17 - Training in the use of the ELA/ELD Program Benchmark Advance - 3 days; Use of universal academic skills screener and progress monitor, STAR 360 Reading and Math; Mandated Reporter Training

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,091	$44,507
Mid-Range Teacher Salary	$62,670	$68,910
Highest Teacher Salary	$77,485	$88,330
Average Principal Salary (ES)	$97,000	$111,481
Average Principal Salary (MS)		$115,435
Average Principal Salary (HS)		$113,414
Superintendent Salary	$144,396	$169,821
Percent of District Budget		
Teacher Salaries	33%	39%
Administrative Salaries	4%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,275	2,647	5,628	47,894
District	♦	♦	5,628	$61,714
State	♦	♦	$5,677	$71,610
Percent Difference: School Site/District			0.0	-20.9
Percent Difference: School Site/ State			5.2	-30.7

* Cells with ♦ do not require data.

Types of Services Funded

Wright School District is committed to providing an excellent supportive education that meets the needs of our students. In order to meet this commitment, funds are allocated to Wright Charter School for the following services: English Language Development Teacher and English Language Development Instructional Assistant, School Psychologist and Behaviorist, Title 1 and Intervention Teacher, Library Manager, Special Education Director, Student Support Instructional Assistants, Full Inclusion Aides, Special Education Teachers, School Nurse, Instructional Assistants and Yard duty Assistants, Speech and Language Therapist, Music Teacher, Counselors, Intervention services provided by teachers and a PE Specialist.

DataQuest

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

Internet Access

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