

Wright Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Wright Charter School
Street	4389 Price Avenue
City, State, Zip	Santa Rosa, CA 95407
Phone Number	(707) 542-0556
Principal	Mr. Stefan Schaeffer
Email Address	sschaeffer@wrightsd.org
School Website	https://www.wrightsd.org/wcs
County-District-School (CDS) Code	49710356052377

2022-23 District Contact Information

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

2022-23 School Overview

Wright Charter School (WCS) is the original of three K-6 elementary schools in the Wright Elementary School District. WCS was founded in 1865. Beginning 2009-2010, Wright Charter School expanded its services to include a Middle School that serves students in Grades 7 & 8. We are very proud to offer a small school environment for grades TK-8.

Wright Charter School serves approximately 410 students who represent a diverse population. Approximately seventy-three percent of Wright School's students participate in the Federal Government's Free and Reduced Lunch Program. Thirty-six 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 our students' diverse learning needs. Our program includes nineteen general education classes, a middle school learning lab, a Resource Specialist Program, music, art, peer counseling, and library classes. In addition, we offer students Speech and Language services, English Language Learner services, Title 1 Reading services, tutoring services and counseling. We have a new multipurpose room available 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. We fondly refer to our cafeteria as the "Cougar Café."

Through a partnership with CalServes, our school also offers students an after-school program in which about one-hundred-fifty students participate in enrichment activities and receive help with homework and reading practice. The Extended Child Care (ECC) Coalition provides before and after school care for students.

Mission and Vision Statement

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	31
Grade 2	42
Grade 3	47
Grade 4	44
Grade 5	42
Grade 6	45
Grade 7	50
Grade 8	50
Total Enrollment	409

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	1.5
Asian	4.9
Black or African American	2.7
Filipino	1.0
Hispanic or Latino	66.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.2
White	21.0
English Learners	36.7
Foster Youth	0.2
Homeless	0.5
Migrant	2.0
Socioeconomically Disadvantaged	76.5
Students with Disabilities	12.7

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	100.00	56.90	97.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	1.50	2.57	18854.30	6.86
Total Teaching Positions	18.00	100.00	58.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In order to ensure that core instructional materials support the Common Core State Standards, the district recently adopted the McGraw-Hill My Math program. 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.

Year and month in which the data were collected	03/03/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Benchmark Advance, 2015 Gr. 7-8: Holt McDougal, 2007	Yes	0
Mathematics	My Math K-Grade 5; CA Math Grade 6-8	Yes	0
Science	K-5: Macmillan/McGraw-Hill, 2007 Grade 6-8: McDougal/Littell, 2007 Grade 7-8: Pearson Elevate Science	Yes	0
History-Social Science	K-6: Houghton-Mifflin, 2007 Gr. 7-8: History Alive!, Teachers Curr. Inst., 2005	Yes	0
Foreign Language	N/A		
Health	Gr. 7-8: Glencoe/McGraw-Hill, 2005 Not Adopted Grades K-6	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned 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-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 play structure was added, cushioned with bark. A separate, smaller kindergarten yard also contains play structures cushioned with bark, 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.

Year and month of the most recent FIT report

February 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None needed
Interior: Interior Surfaces	X			None needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None needed

School Facility Conditions and Planned Improvements

Electrical	X		None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		None needed
Safety: Fire Safety, Hazardous Materials	X		None needed
Structural: Structural Damage, Roofs	X		None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		None needed

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	30	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	279	97.89	2.11	46.04
Female	130	127	97.69	2.31	49.21
Male	155	152	98.06	1.94	43.42
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	189	185	97.88	2.12	43.78
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	57	56	98.25	1.75	45.45
English Learners	95	92	96.84	3.16	30.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	216	211	97.69	2.31	40.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	43	95.56	4.44	9.30

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	280	98.25	1.75	22.14
Female	130	127	97.69	2.31	18.11
Male	155	153	98.71	1.29	25.49
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	189	187	98.94	1.06	16.04
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	57	55	96.49	3.51	30.91
English Learners	95	94	98.95	1.05	8.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	216	211	97.69	2.31	18.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	43	95.56	4.44	6.98

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.56	NT	23.44	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	90	96.77	3.23	25.56
Female	37	35	94.59	5.41	11.43
Male	56	55	98.21	1.79	34.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33	1.67	16.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	37.5
English Learners	22	22	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	71	95.95	4.05	21.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	93	79	93	88
Grade 7	83	85	88	85	88

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

There are many ways that Wright Charter School encourages and provides opportunities for parent involvement. Many of our parents donate significantly more hours than the minimum suggestion. Teachers are pleased to have parent volunteers in the classroom. 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. Other volunteer opportunities exist in the library, chaperoning field trips, sporting events, and other school events. 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 music concerts, Pancake Breakfast, Spaghetti Dinner, and Open House.

Parents also have more formally structured ways to participate in the school community. Parents can volunteer to be part of the Parent-Teacher Club (PTC) that promotes and enriches the welfare and educational experiences of the children at Wright Charter School and creates a closer relationship between home and school. Parents of students who are learning English as their second language are encouraged to join the school's English Language Advisory Council (ELAC). 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. All parents are encouraged to run for election to the School Site Council (SCC), which meets periodically through the school year. 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 meetings.

The District has several committees that encourage and include parent participation. The District English Language Advisory Committee (DELAC), 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.

Please contact the school principal at (707) 542-0556 for more information about ways to become involved at school.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	447	434	188	43.3
Female	208	203	89	43.8
Male	238	230	98	42.6
American Indian or Alaska Native	6	6	2	33.3
Asian	21	21	10	47.6
Black or African American	13	13	4	30.8
Filipino	4	4	1	25.0
Hispanic or Latino	293	286	129	45.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	13	11	7	63.6
White	96	92	34	37.0
English Learners	159	158	65	41.1
Foster Youth	5	4	3	75.0
Homeless	6	5	3	60.0
Socioeconomically Disadvantaged	344	337	161	47.8
Students Receiving Migrant Education Services	8	8	1	12.5
Students with Disabilities	70	64	35	54.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.12	0.00	1.79	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.12	0.00
Female	0.96	0.00
Male	1.26	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.04	0.00
English Learners	1.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	0.00

2022-23 School Safety Plan

Wright Charter School maintains a comprehensive school safety plan. The safety plan is updated annually and was last updated in March, 2022. 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 (or take online) 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.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	1	
1	24		2	
2	23		2	
3	22		2	
4	24		2	
5	28		2	
6	26		2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3		
1	22		2	
2	25		2	
3	24		2	
4	22		2	
5	24		2	
6	28		2	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	2		1
1	16	2		
2	21		2	
3	24		2	
4	22		2	
5	21	1	1	
6	23		2	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	272.67

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,275	2,647	5,628	47,894
District	N/A	N/A	5,628	
Percent Difference - School Site and District	N/A	N/A	0.0	-42.1
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	-15.8	-42.9

2021-22 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, Title 1 and Intervention Teacher, Library Manager, Student Support Instructional Assistants, Full Inclusion Aides, Special Education Teachers, School Nurse, Nurse's Assistant, Instructional Assistants, Speech and Language Therapist, Music Teachers, Counselors, Intervention services provided by teachers and a PE Specialist.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,844
Mid-Range Teacher Salary		\$73,398
Highest Teacher Salary		\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

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

2020-2021 Implementation of Distance Learning

2021-2022 ELD, Priority Standards, Scaffolding Strategies, Learning Acceleration, Review of Math Benchmarks, New District Report Cards

2022-2023 Designated and Integrated ELD, Diversity and Equity, SEL and Behavior Support, Pyramid Training (TK & K)

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3