

# Wright Charter School

4389 Price Avenue • Santa Rosa, CA 95407 • (707) 542-0556 • Grades K-8

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### Wright Charter School

4385 Price Avenue  
Santa Rosa, CA 95407  
(707) 542-0550  
www.wrightesd.org

### District Governing Board

Karen Irwin Magee  
Stan Greenberg  
Robin Jackson  
Carolyn Dixon  
James Bergmann

### District Administration

Adam Stein  
**Superintendent**  
Elwira Leonard  
**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 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 at (707) 542-0556 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	62
Grade 1	51
Grade 2	47
Grade 3	78
Grade 4	43
Grade 5	64
Grade 6	48
Grade 7	57
Grade 8	49
<b>Total Enrollment</b>	<b>499</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.6
Asian	4.6
Filipino	2
Hispanic or Latino	64.5
White	23
Socioeconomically Disadvantaged	70.5
English Learners	43.3
Students with Disabilities	11.8
Foster Youth	0.4

## 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	13-14	14-15	15-16
With Full Credential	26	27	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Wright Charter School	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Wright Charter School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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

2014-15 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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: 8/21/14	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6: Wonders, Macmillan/McGraw-Hill 2013 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 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 1 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 blacktop 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.

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 31, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None needed
<b>Interior:</b> Interior Surfaces	X			None needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			None needed

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 31, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	32	41	44
Math	21	27	33

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	59	48	47	63	64	63	59	60	56

\* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.30	18.30	16.70
7	13.80	27.60	15.50

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	47
Male	60
Female	36
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	39
White	78
Socioeconomically Disadvantaged	--
English Learners	16
Students with Disabilities	42
Foster Youth	--

\* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	79	72	91.1	44	24	25	7
	4	47	44	93.6	50	20	23	5
	5	62	60	96.8	55	28	13	3
	6	51	47	92.2	21	53	19	6
	7	58	58	100.0	17	36	34	10
	8	48	47	97.9	9	45	43	4
<b>Male</b>	3		43	54.4	47	23	26	5
	4		21	44.7	62	5	19	10
	5		27	43.5	67	19	11	4
	6		31	60.8	19	58	16	6
	7		28	48.3	25	18	46	7
	8		26	54.2	8	58	31	4
<b>Female</b>	3		29	36.7	41	24	24	10
	4		23	48.9	39	35	26	0
	5		33	53.2	45	36	15	3
	6		16	31.4	25	44	25	6
	7		30	51.7	10	53	23	13
	8		21	43.8	10	29	57	5
<b>Black or African American</b>	3		2	2.5	--	--	--	--
	4		4	8.5	--	--	--	--
	5		1	1.6	--	--	--	--
	6		1	2.0	--	--	--	--
	7		5	8.6	--	--	--	--
	8		1	2.1	--	--	--	--
<b>American Indian or Alaska Native</b>	7		1	1.7	--	--	--	--
<b>Asian</b>	3		4	5.1	--	--	--	--
	4		1	2.1	--	--	--	--
	5		2	3.2	--	--	--	--
	6		4	7.8	--	--	--	--
	7		4	6.9	--	--	--	--
	8		1	2.1	--	--	--	--
<b>Filipino</b>	3		3	3.8	--	--	--	--
	5		1	1.6	--	--	--	--
	6		2	3.9	--	--	--	--
	7		1	1.7	--	--	--	--
	8		1	2.1	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Hispanic or Latino</b>	<b>3</b>		50	63.3	50	24	24	2
	<b>4</b>		26	55.3	65	19	8	4
	<b>5</b>		41	66.1	61	32	7	0
	<b>6</b>		28	54.9	21	57	18	4
	<b>7</b>		38	65.5	16	42	32	8
	<b>8</b>		31	64.6	3	48	48	0
<b>White</b>	<b>3</b>		13	16.5	46	23	15	15
	<b>4</b>		13	27.7	23	23	46	8
	<b>5</b>		15	24.2	33	20	33	13
	<b>6</b>		12	23.5	25	50	25	0
	<b>7</b>		9	15.5	--	--	--	--
	<b>8</b>		13	27.1	23	38	23	15
<b>Socioeconomically Disadvantaged</b>	<b>3</b>		55	69.6	47	24	24	5
	<b>4</b>		33	70.2	48	24	24	3
	<b>5</b>		44	71.0	61	27	11	0
	<b>6</b>		38	74.5	21	58	18	3
	<b>7</b>		47	81.0	17	43	32	6
	<b>8</b>		32	66.7	6	56	38	0
<b>English Learners</b>	<b>3</b>		37	46.8	46	27	27	0
	<b>4</b>		16	34.0	69	25	6	0
	<b>5</b>		30	48.4	73	27	0	0
	<b>6</b>		13	25.5	38	54	8	0
	<b>7</b>		19	32.8	32	53	11	0
	<b>8</b>		9	18.8	--	--	--	--
<b>Students with Disabilities</b>	<b>3</b>		11	13.9	73	18	9	0
	<b>4</b>		5	10.6	--	--	--	--
	<b>5</b>		12	19.4	92	8	0	0
	<b>6</b>		5	9.8	--	--	--	--
	<b>7</b>		5	8.6	--	--	--	--
	<b>8</b>		5	10.4	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>4</b>		1	2.1	--	--	--	--
	<b>5</b>		1	1.6	--	--	--	--
	<b>6</b>		0	0.0	--	--	--	--
	<b>7</b>		1	1.7	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	72	91.1	29	44	26	0
	4	47	46	97.9	41	33	20	4
	5	62	60	96.8	70	27	3	0
	6	51	48	94.1	42	27	19	10
	7	58	58	100.0	33	41	14	12
	8	48	47	97.9	51	34	6	9
Male	3		43	54.4	30	44	26	0
	4		22	46.8	45	23	18	9
	5		27	43.5	78	19	4	0
	6		31	60.8	42	26	13	16
	7		28	48.3	21	39	18	21
	8		26	54.2	62	23	4	12
Female	3		29	36.7	28	45	28	0
	4		24	51.1	38	42	21	0
	5		33	53.2	64	33	3	0
	6		17	33.3	41	29	29	0
	7		30	51.7	43	43	10	3
	8		21	43.8	38	48	10	5
Black or African American	3		2	2.5	--	--	--	--
	4		4	8.5	--	--	--	--
	5		1	1.6	--	--	--	--
	6		1	2.0	--	--	--	--
	7		5	8.6	--	--	--	--
	8		1	2.1	--	--	--	--
American Indian or Alaska Native	7		1	1.7	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		4	5.1	--	--	--	--
	4		1	2.1	--	--	--	--
	5		2	3.2	--	--	--	--
	6		4	7.8	--	--	--	--
	7		4	6.9	--	--	--	--
	8		1	2.1	--	--	--	--
Filipino	3		3	3.8	--	--	--	--
	5		1	1.6	--	--	--	--
	6		2	3.9	--	--	--	--
	7		1	1.7	--	--	--	--
	8		1	2.1	--	--	--	--
Hispanic or Latino	3		50	63.3	34	46	20	0
	4		28	59.6	54	29	11	4
	5		41	66.1	78	20	2	0
	6		30	58.8	50	23	20	7
	7		38	65.5	37	42	16	5
	8		31	64.6	48	42	6	3
White	3		13	16.5	31	38	31	0
	4		13	27.7	15	54	23	8
	5		15	24.2	47	47	7	0
	6		11	21.6	36	27	27	0
	7		9	15.5	--	--	--	--
	8		13	27.1	62	8	8	23
Socioeconomically Disadvantaged	3		55	69.6	29	49	22	0
	4		35	74.5	37	34	26	3
	5		44	71.0	77	20	2	0
	6		39	76.5	46	31	15	8
	7		47	81.0	38	40	13	9
	8		32	66.7	56	31	6	6
English Learners	3		37	46.8	27	46	27	0
	4		18	38.3	56	33	11	0
	5		30	48.4	87	10	3	0
	6		15	29.4	60	20	20	0
	7		19	32.8	53	42	5	0
	8		9	18.8	--	--	--	--



**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Students with Disabilities</b>	3		11	13.9	73	27	0	0
	4		5	10.6	--	--	--	--
	5		12	19.4	100	0	0	0
	6		5	9.8	--	--	--	--
	7		5	8.6	--	--	--	--
	8		5	10.4	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	4		2	4.3	--	--	--	--
	5		1	1.6	--	--	--	--
	6		1	2.0	--	--	--	--
	7		1	1.7	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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.

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.

#### 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 2012. 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.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.09	0.77	4.69
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.56	1.22	1.99
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	14	21		4	1	2		2			
1	24	16	26	1	3		2		2			
2	14	26	24	2			1	3	2			
3	20	22	26	1			2	2	3			
4	27	30	27				2	2	1			
5	19	26	27	1			2	2	3			
6	22	27	24	1			1	2	2			
Other	14			1								

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
	2012-13	2013-14	2014-15	1-22			23-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	18	18	21	4	2	1	2	4	4			
Math	16	14	21	4	6	1	1	1	4			
Science	22	27	27	2			3	4	4			
SS	25	27	27	1			3	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.

**Academic Counselors and Other Support Staff at this School**

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
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.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,202	\$42,723
Mid-Range Teacher Salary	\$59,863	\$65,936
Highest Teacher Salary	\$79,738	\$84,545
Average Principal Salary (ES)	\$92,808	\$106,864
Average Principal Salary (MS)		\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$138,390	\$159,133
Percent of District Budget		
Teacher Salaries	35%	40%
Administrative Salaries	3%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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 and Behaviorist, 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.

**Professional Development provided for Teachers**

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

- 2010-11 - Board Math/ELA/ Better Learning through Structured Teaching
- 2011-12 - "Gradual Release of Responsibility" Model of Best Instruction/ Understanding and using DIBELS Assessment Data
- 2012-13 - Introduction to Common Core Standards in Math/Professional Learning Communities
- 2013-14: Common Core State Standards in ELA and Math
- 2014-15: Math Talks, Positive Action Social Skills Program, Differentiated Instruction/Engagement Strategies, Common Core Writing Strategies

**FY 2013-14 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	\$60,537
State	◆	◆	\$5,348	\$69,086
Percent Difference: School Site/District			0.0	-20.9
Percent Difference: School Site/ State			5.2	-30.7

\* Cells with ◆ do not require data.

**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, the county, and the state. 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.