

# Wright School

## 2006-07 School Accountability Report Cards

## 2007-08 Single Plan for Student Achievement

### I. About This School

#### Contact Information

**Wright School**  
4389 Price Avenue  
Santa Rosa, CA 95407  
Phone: (707) 542-0556  
Fax: (707) 542-0418  
[www.wrightesd.org](http://www.wrightesd.org)  
Terrena Rodebaugh, Principal  
[trodebaugh@wrightesd.org](mailto:trodebaugh@wrightesd.org)  
CDS Code: 49-71035-6052377

**Wright Elementary District**  
4385 Price Avenue  
Santa Rosa, CA 95407  
Phone: (707) 542-0550  
Fax: (707) 577-7962  
[www.wrightesd.org](http://www.wrightesd.org)  
Dr. Casey D'Angelo, Superintendent  
[cdangelo@wrightesd.org](mailto:cdangelo@wrightesd.org)  
CDS Code: 49-71035

#### School Description

Wright School is the original of three K-6 elementary schools in the Wright School District. The school serves approximately 410 students who represent a diverse population. Approximately sixty-eight percent of Wright School's students participate in the Federal Government's Free and Reduced Lunch Program. Fifty-four percent of our students are considered English Language Learners. The majority of our second language learners speak Spanish as their primary language.

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

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

Through a partnership with Cal Serves, our school also offers students an after school program in which students participate in enrichment activities and receive help with homework and reading practice. Three additional programs are also on campus. Indian Head start provides a preschool program for three and four year olds. The Extended Child Care Coalition provides before and after school care for students. The Redwood Coalitions of Special Services provides a program for Special Day Class for second and third grade students.

#### Mission and Vision Statement

The **mission** of Wright School is to prepare children academically and socially to function responsibly in society and to envision and achieve their goals in life. Our vision is to create an environment which encourages every child to work to his or her potential, builds basic skills, kindles and nourishes curiosity, teaches problem-solving, encourages children to love learning, and inspires both teachers and children. Wright School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process. The high academic standards we hold for our students are reflected in our focus on the California Content Standards.

### **The Single Plan for Student Achievement**

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

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

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

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

### **School Site Council**

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

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

#### **Site Council Membership 2007-2008**

Staff: Dawn Diaz, Teacher	Parents: Kathy Bishop
Terrena Rodebaugh, Principal	Irma Cuevas
Ellen Desmond, Teacher	Janice DeMeo
Judy Gellett, Classified	Linda Sparks
Nancy Zanolini, Teacher,	Candido Rosales

### **Opportunities for Parental Involvement**

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

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

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

Wright School Accountability Report Card 2006-2007  
Single Plan for Student Achievement 2007-2008

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. During the 2007-2008 school year the District is partnering with Santa Rosa Junior College to provide these classes.

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

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

**Student Enrollment by Grade Level in 2006-07**

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	70
Grade 2	51
Grade 3	66
Grade 4	45
Grade 5	44
Grade 6	49
Ungraded	35
<b>Total Enrollment</b>	421

**Student Enrollment by Group in 2006-2007**

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

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

**Average Class Size and Class Size Distribution**

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

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	24.0		2		16.5	3				3		
<b>1</b>	20.0	4			20.0	2				3		
<b>2</b>	21.0		2		18.7	2				2		
<b>3</b>	20.0	3			17.0	1				3		
<b>4</b>	27.5		2		23.0		1				1	
<b>5</b>	31.0		1		20.0		1				1	
<b>6</b>	31.0		1		24.0		1				1	
<b>K-3</b>	22.0	1	1		17.0	3				2		
<b>3-4</b>					20.0	1						
<b>4-6</b>	31.0		1		28.0		2				2	
<b>Other</b>												

**Class Size Reduction Participation**

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. 100% of the students in grades K – 3 participated in this program.

**II. School Climate**

**School Safety Plan**

Wright School maintains a comprehensive school safety plan that is updated annually. The Safety Plan was last discussed with staff, updated, and approved by Site Council in May, 2007. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. All employees attend annual mandatory trainings on a variety of first aid and safety topics including: blood borne pathogens, safety in the workplace, and disaster preparedness. The Wright School Safety Plan is available in the school office for review.

**School Discipline Practices**

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

- Good behavior and conduct are recognized and rewarded at monthly school-wide Student of the Month assemblies.
- "Cougar Paws" are awarded to students in recognition of safe, responsible and respectful behavior. The paws are then entered into a monthly drawing for a prize.
- Teachers and staff continually use praise and verbal recognition to support student effort.
- Teachers use Second Step, a violence prevention program, to instruct students in strategies for handling difficult social issues.
- School spirit days are promoted and conducted by our Student Council.
- Teachers use classroom meetings and programs such as Tribes to build classroom communities.

- Three simple behavioral expectations/rules (Be safe. Be Respectful. Be Responsible.) are taught, re-taught and promoted throughout the year.

**Suspensions and Expulsions**

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	7.6	9.1	4.3	3.4	4.1	3.7
Expulsions	0	0	0	0	0	0

**III. School Facilities**

**School Facilities Conditions and Improvements**

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

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

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

**School Facilities Conditions – Results of Inspection and Evaluation**

The Wright School site, including the grounds, buildings, and restrooms, was inspected by the District Maintenance Coordinator on July 23, 2007 using the Facility Inspection Tool. All areas of the school were determined to be in good repair. Additional information about the condition of the school’s facilities may be obtained by speaking with the school principal.

### School Facility Good Repair Status

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

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

### Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

## IV. Teachers

### Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	22	23	23	79
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence				---

**Teacher Misassignments and Vacant Teacher Positions**

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

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers**

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

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

**Teacher Evaluation Process**

Teachers are evaluated on a regular basis according to a process outlined in the negotiated contract. All evaluations were completed on time during the 2006-07 school year.

**Substitute Teacher Availability**

The district and school maintain a list of credentialed teachers and the areas they are qualified to teach. We continue to have a sufficient number of teachers to maintain the continuity of instruction.

**V. Support Staff**

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

Title	Number of FTE Assigned to School
Library Media Services – paraprofessional (5 hrs.)	1
Psychologist	.4
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist	1
English Language Development Aide	1
Classroom Instructional Aides (3.75 hrs.)	6
Special Education Aides (6 hrs.)	4
Music Teacher	.3
Gifted and Talented Teacher	.2
Title 1 Reading Teacher	1

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

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

In September, 2007 the Governing Board certified that there are sufficient State-adopted textbooks & instructional materials for each student in all of the core curriculum areas. New Social Studies materials were adopted in 2006-2007, and new Science materials was adopted in 2007-2008.

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-6: Houghton-Mifflin, 2003	0
Mathematics	K-1: Harcourt Brace, 2002 Grades 2 – 6: Houghton Mifflin, 2002	0
Science	K-5: Macmillan/McGraw-Hill, 2007 Grade 6: McDougal/Littell, 2007	0
History-Social Science	K-6: Houghton-Mifflin, 2007	0
Health	Not adopted	

### Enrichment Services

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

- Weekly **Classroom Music** is provided for students in the third grade and fourth grades and involves singing, music reading, and ear training as well as public performance opportunities.
- A weekly **Band Program** is available for grades 5 and 6, with yearly performances.
- A weekly **Chorus Program** is available for grades 5 and 6, with yearly performances.
- A weekly **Gifted and Talented Education Program** is available for students who qualify with opportunities to engage in academically challenging enrichment curriculum.
- Once a year students compete in the annual **Spelling Bee**.
- **Seasonal sports** are available for students in grades 4-6 in girls' volleyball, girls' basketball, and boys' basketball.
- Students in grade 1-3 are offered opportunity to participate in **indoor soccer**.
- In spring students can participate in the **Annual Talent Show** featuring acts from all grade levels.

### Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	41,175	36,000
1 - 3	50,430	50,400
4 - 6	54,300	54,000

**Total Number of Minimum Days**

There were 45 minimum days in the 2006-07 school year.

**VII. School Finances**

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)**

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7006	\$1924	\$5082	\$52,601
District	\$7006	\$1924	\$5082	\$54,571
Percent Difference School Site and District	0	0	0	3.6%
State	---	---	\$4,743	\$56,471
Percent Difference School Site and State	---	---	7.14%	6.8%

**Teacher and Administrative Salaries (Fiscal Year 2005-06)**

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,813	\$38,159
Mid-Range Teacher Salary	\$54,027	\$59,148
Highest Teacher Salary	\$65,968	\$73,514
Average Principal Salary (Elementary)	\$80,438	\$91,903
Superintendent Salary	\$118,178	\$132,994
Percent of Budget for Teacher Salaries	41.77%	41.61%
Percent of Budget for Administrative Salaries	4.76%	5.91%

**Restricted Categorical Funds (Fiscal Year 2007-08)**

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

**State Programs**

**Economic Impact Aid/ English Learner Program** **Amount: \$ 66,104**

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

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

**Economic Impact Aid/ State Compensatory Education** **Amount: \$ 73,807**

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

Uses: *Instructional Supplies, Aide Salary and Benefits*

**School and Library Improvement Program Block Grant** **Amount: \$ 54,372**

Purpose: Improve library and other school programs

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

**TUPE: (Grades 4 – 8)** **Amount: \$ 752**

Purpose: Eliminate tobacco use among students

Uses: *Psychologist*

**Federal Programs**

**Title I Part A: Targeted Assistance Program** **Amount: \$ 72,225**

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

Uses: *Reading teacher*

**Title II Part A: Teacher Quality (District Program)** **Amount: \$ 13,322**

Purpose: Improve professional development of teachers and administrator

Uses: *Staff Development, including Substitutes*

**Title III Part A: Language Instruction for Limited-English-Proficient Students** **Amount: \$ 10,132**

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

Uses: *District English Language Learner Teacher*

**Title IV: Safe and Drug-Free Schools and Communities (SDFSC)** **Amount: \$ 1,680**

Purpose: Create environments that are free from violence and drugs

Uses: *Instructional materials*

**Title V: Innovative Programs** **Amount: \$ 806**

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

Uses: *instructional assistant materials*

**Total amount of state and federal categorical funds allocated to this school: \$ 293,200**

**Types of Services Funded**

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

## VIII. Analysis of Current Educational Practice

The following statements characterize educational practice at this school:

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

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

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

**Language Arts:** The Houghton-Mifflin Language Arts program has been adopted K-6 across the district and the teachers have been trained how to use it. Teachers also use a variety of supplemental curricula to target skill development and practice. At Wright School these include *SRA Kits*, *Read Naturally*, *Phonics for Reading*, *Spelling and Morphographs*, and *Six Minute Solutions*. In the 2007-08 school year all teachers will begin using *Writing By Design* for writing instruction that is articulated across the grade levels. Teachers consistently monitor student progress, assess learning needs, and analyze the effectiveness of curriculum and materials. Teachers adapt instruction and materials according to student results.

**Math:** Harcourt Brace Curriculum has been adopted for grades K-1 and Houghton Mifflin has been adopted for grades 2-6. Supplemental materials are used at each grade level to increase opportunities for students to practice skills and concepts. Teachers consistently monitor student progress, assess learning needs, and analyze the effectiveness of curriculum and materials. Teachers adapt instruction and materials according to student results.

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

**Science:** Macmillan/McGraw-Hill has been adopted for grades K – 5 and McDougal Littell has been adopted for grade 6. Teachers have an option to begin implanting these programs in 2007-08 with full implementation in 2008-09.

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

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

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

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

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

Staff development is closely aligned to standards, assessed student performance and the professional needs of the staff. When new materials are purchased, or programs are adopted, staff training occurs to insure effective implementation. At the beginning of each school year, staff spends time analyzing student results from state mandated testing and local district measures. Results from this data are used for instructional planning. Teachers attend conferences and trainings that support their individual professional development needs. Minimum days once a week provide time for teachers to collaboratively plan, to review student work and to articulate with other teachers.

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

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

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

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

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

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

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

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

A **Title I** Reading Teacher provides small group instruction in reading for identified students in first, second, third and fourth grades. Students receive instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. Our participation in Title I allows us to participate in two Cal Serves programs- a tutoring program which provides one-to-one reading tutoring to students in grades K-5 and an after-school program that provides homework assistance, recreational activities and small group tutoring in reading and math to approximately 100 under performing students.

**State Economic Impact Aid (E.I.A.)** funding is used to support our English Language Learners and our educationally disadvantaged learners. This funding is used to provide additional instructional aides that enable

small group and individualized interventions to be maximized in the classrooms. For example, students are benefiting from extra time and support learning math facts, comprehension strategies, fluency practice, and decoding skills. Instructional programs and assistants are closely monitored and supervised by credentialed teachers to ensure program effectiveness.

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

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

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

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

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

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

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

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

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

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

School Plus also provides money to enhance and enrich school community and curriculum.

The English Language Advisory Council exists to support students learning a second language. This group of parents and staff provide input to the School Site Council so that resources can be allocated to student achievement. Families are encouraged to support student learning through homework, regular reading practice, monitoring of student progress. Teachers and staff recognize that family support is essential in the education process and support and seek parent support through conferences, newsletters, and email.

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

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

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

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

**IX. Student Performance**

**Standardized Testing and Reporting (STAR)**

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-6 are tested annually in various subject areas. In the 2006-07 school year, the STAR program included California Standards Tests (CST) in English-language arts and mathematics in grades 2-6, and science in grade 5. A norm-referenced test, the California Achievement Test version 6, (CAT-6) in reading, language, spelling, and mathematics was given to students in grade 3.

**California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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

Subject	Wright School			Wright District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	37	40	39	42	46	47	40	42	43
Mathematics	51	60	52	55	60	63	38	40	40
Science	51	40	31	30	33	41	27	35	38

**All Students by Grade Level**

	English/Language Arts			Mathematics			Science		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
2nd	32	41	35	54	54	39	*	*	*
3rd	34	27	28	59	60	50	*	*	*
4th	49	38	59	54	46	88	*	*	*
5th	52	48	32	62	62	38	51	40	31
6th	8	43	37	13	56	40	*	*	*

Wright School Accountability Report Card 2006-2007  
Single Plan for Student Achievement 2007-2008

**English Only by Grade Level**

	English/Language Arts			Mathematics			Science		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>2nd</b>	39	55	52	59	65	42	*	*	*
<b>3rd</b>	38	38	37	65	77	48	*	*	*
<b>4th</b>	52	42	69	48	50	100	*	*	*
<b>5th</b>	55	57	44	62	69	44	54	47	40
<b>6th</b>	15	50	43	18	61	46	*	*	*

**English Learners by Grade Level**

	English/Language Arts			Mathematics			Science		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>2nd</b>	19	28	24	44	43	37	*	*	*
<b>3rd</b>	30	12	21	55	39	51	*	*	*
<b>4th</b>	45	32	47	67	40	74	*	*	*
<b>5th</b>	43	34	17	65	52	30	43	30	21
<b>6th</b>	0	30	26	5	47	26	*	*	*

**Non-Economically Disadvantaged by Grade Level**

	English/Language Arts			Mathematics			Science		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>2nd</b>	47	58	63	57	77	56	*	*	*
<b>3rd</b>	43	50	59	82	70	71	*	*	*
<b>4th</b>	79	84	71	68	73	100	*	*	*
<b>5th</b>	69	63	55	68	77	65	64	50	45
<b>6th</b>	52	72	46	27	70	54	*	*	*

**Economically Disadvantaged by Grade Level**

	English/Language Arts			Mathematics			Science		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>2nd</b>	30	29	24	50	45	33	*	*	*
<b>3rd</b>	27	20	16	51	52	43	*	*	*
<b>4th</b>	39	30	48	39	34	76	*	*	*
<b>5th</b>	50	31	14	57	48	18	39	31	21
<b>6th</b>	6	32	31	8	44	28	*	*	*

**CST – Results by Student Group – 2007**

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

An \* indicates there are less than 10 students.

Group	English- Language Arts	Mathematics	Science 5 <sup>th</sup> Grade
<b>African American</b>	44	44	*
<b>Asian</b>	76	96	*
<b>Hispanic or Latino</b>	27	44	30
<b>White (not Hispanic)</b>	45	53	33
<b>Male</b>	36	52	28
<b>Female</b>	37	46	35
<b>Economically Disadvantaged</b>	24	40	21
<b>English Learners</b>	31	50	21
<b>Students with Disabilities</b>	15	20	7

**Norm-Referenced Test (NRT) – CAT 6**

Reading and mathematics results from the Norm-Referenced Test (NRT), the California Achievement Test, Sixth Edition, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**NRT - All 3<sup>rd</sup> Grade Students – Three Year Comparison**

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Wright School			Wright District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	44	29	27	38	41	34	41	42	42
Mathematics	57	60	41	60	61	53	52	53	53

**NRT Results by Student Group – Most Recent Year (3<sup>rd</sup> Grade Only)**

Data reported are the percent of students scoring at or above the 50th percentile.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
Hispanic or Latino	16	38
White (not Hispanic)	47	42
Male	27	42
Female	27	39
Economically Disadvantaged	17	33
English Learners	18	42

**Wright School Benchmark Assessments**

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
K	84	83	81	---	63	67	72	71	65
1	77	91	88	---	54	71	92	84	89
2	66	79	84	---	43	55	73	66	60
3	66	68	37	---	27	32	72	55	16
4	81	55	55	---	39	28	60	45	80
5	70	37	56	---	24	54	62	49	49
6	52	69	4	---	24	57	8	10	17

**California English Language Development Test (CELDT) Report**

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

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

**California English Language Development Test (CELDT) Results 2006-07**

Grade	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Number Tested
	#	%	#	%	#	%	#	%	#	%	
<b>K</b>	21	62%	10	29%	3	9%	0	0%	0	0%	34
<b>1</b>	8	19%	12	28%	14	33%	6	14%	3	7%	43
<b>2</b>	6	15%	5	12%	16	39%	9	22%	5	12%	41
<b>3</b>	4	10%	8	20%	19	48%	7	18%	2	5%	40
<b>4</b>	2	9%	6	27%	9	41%	3	14%	2	9%	22
<b>5</b>	1	3%	4	14%	12	41%	9	31%	3	10%	29
<b>6</b>	1	35%	5	17%	9	31%	6	21%	8	28%	29
<b>Total</b>	43	16%	50	22%	82	36%	40	17%	23	10%	238

**Three-Year Comparison – Matched Cohorts**

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

2004-05	2005-06	2006-07
480.9	508.1	489.4

**Re-designation of English Learners to Fluent Proficient**

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

2005	2006	2007
7	9	8

**California Physical Fitness Test Results**

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

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

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

	<b>Healthy Fitness Zone</b>						
<b># of 5<sup>th</sup> Grade Students</b>	<b>Percentage of Students meeting 6 of 6 Standards</b>	<b>Percentage of Students meeting 5 of 6 Standards</b>	<b>Percentage of Students meeting 4 of 6 Standards</b>	<b>Percentage of Students meeting 3 of 6 Standards</b>	<b>Percentage of Students meeting 2 of 6 Standards</b>	<b>Percentage of Students meeting 1 of 6 Standards</b>	<b>Percentage of Students meeting 0 of 6 Standards</b>
45	24.5%	26.7%	17.8%	15.6%	13.3%	2.2%	0.0%

**X. Accountability**

**Academic Performance Index (API)**

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

**API Ranks -- Three-Year Comparison**

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

<b>API Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Statewide</b>	5	5	
<b>Similar Schools</b>	5	5	

**API Changes by Student Group -- Three Year Comparison**

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	5	14	-20	735
Hispanic	1	16	-1	695
White (not Hispanic Origin)	23	12	-38	753
Socio-economically Disadvantaged	-11	26	-25	678
English Learners	N/A	-14	+4	715
Students With Disabilities	N/A	N/A	N/A	507

**Adequate Yearly Progress**

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

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
  - *Met participation rate in all groups*
- Percent proficient on the state's standards-based assessments in ELA and mathematics
  - *Met percent proficient in all but one sub-group*
- API as an additional indicator
  - *Did not make required growth in API*

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

**AYP Overall and by Criteria**

We made Adequate Yearly Progress in all but one sub-group. The minimum requirement to meet this goal was that **24.4%** of each subgroup score Proficient or above for Language Arts and **26.5%** score Proficient or above in Math. Each year the expectation goes up such that by 2014 all subgroups are expected to be at 100% proficiency. This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

**Percentage of Students who scored Proficient or Above**

Significant Sub-Group	Participation Rate Met	Language Arts	Met Minimum	Math	Met Minimum
		24.4%	Yes	26.5%	Yes
Whole School	Yes	38.6	Yes	52.2	Yes
Hispanic	Yes	26.7	Yes	44.2	Yes
White (not Hispanic origin)	Yes	44.6	Yes	53	Yes
Socio-economically Disadvantaged	Yes	24.2	Yes*	39.9	Yes
English Learners	Yes	31.3	Yes	50	Yes
Students with Disabilities	Yes	14.8	No	20.4	Yes*

\* Passed by using two year average

### **Federal Intervention Program**

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

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	No	No
<b>Number of Schools Currently in Program Improvement</b>	---	0

### **Other Ways We Measure Student Success**

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

### **Conclusions from Student Performance Data**

For the school year 2006-2007, Wright School did not meet the school-wide API growth target, which was 755. Our school-wide score was 735. Score results indicate that the English Language Learner subgroup was the only subgroup to make gains. However, the expectation for that group was 5 points and the actual growth was four points. The White subgroup decreased by 38 points. The Economically Disadvantaged subgroup lost 25 points. The Hispanic subgroups decreased by one point. Each of these scores is reported on the API data charts. The overall percentage of students in proficient and advanced status in English Language Arts is 38, in math 51 and in science 31. There is a significant gap between overall student performance and that of English Language Learners and Economically Disadvantaged Learners in both English Language Arts and Science. The Economically disadvantaged students also lag behind significantly in math performance. This year Students with Disabilities became a significant subgroup and did not make performance targets in English Language Arts as reported on the API report.

Local measures indicate that Kindergarten, first and second grades met their English Language Arts (ELA) Benchmarks for the end of the year. Students in first and fourth grades met their benchmarks in math. Kindergarten and first grade students do not take the state assessment so a comparison between progress scores cannot be made. On the CST second grade had 28 percent of students scoring proficient and advanced on the ELA assessment. Benchmark data indicates more students passing. On the CST Fourth grade students did very well in math achieving 88 percent proficient and advanced.

Matched cohort data indicate that from 2006 to 2007 students identified in the cohorts for both ELA and math made positive gains. This data is consistent from 2005-2007 as well.

## XI. Planned Improvements In Student Performance

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

<b>School Goal #1</b>			
<i>All students including numerically significant subgroups (White, Hispanic, Socio-economically Disadvantaged, Students with Disabilities, and English Language Learners) will meet their API growth targets and their AYP goals for the 2007-2008 school year</i>			
<b>Student groups and grade levels to participate in this goal:</b> All students in grades 2-6.		<b>Anticipated annual performance growth for each group:</b> An increase in the percentage of student scoring at Proficient or Advanced in English Language Arts and math. Positive gains for students in all subgroups.	
<b>Means of evaluating progress toward this goal:</b> 2007-2008 CST results, API and AYP reports			
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Continue implementation of standards based curriculum in English Language Arts and math.	August 2007-June 2008	35,000	Textbooks
Purchase additional classroom materials to support student attainment in comprehension and vocabulary (SRA kits, Passageways, and Time for Kids)	August 2007-December 2007	12,000	Restricted Lottery
Implement the following interventions to improve targeted student achievement:			
* Title 1 Reading Program grades 1-4	Aug. 07- June 08	73,000	Title 1
* Resource Specialist Program	Aug. 07- June08	50,000	Special Education
* Instructional Aide assistance to support student acquisition of skills and concepts at all grades in ELA and Math	Aug. 07- June 08	72,000	SLIB, EIA,
* Academic Language Development and English Language Learner program (develop student vocabulary and academic use of English K-6)	Sept.07-May 08	55,000	EIA, SLIB
* Specific intervention to students in 5 <sup>th</sup> and 6 <sup>th</sup> grades for fluency and comprehension (Read Naturally, Passageways, Making Reading Connections)	Oct. 07-May 08	1,700	Restricted Lottery EIA
* Specific intervention for students in 4-6 grades to acquire multiplication facts. (timed tests and flashcard practice)	Nov. 07- May 08		EIA

Wright School Accountability Report Card 2006-2007  
Single Plan for Student Achievement 2007-2008

Strategic grouping of students across classes by performance levels in ELA in first and third grades. Ongoing assessment of progress.	Sept. 07-May 08		
Strategic grouping of students across classes by performance levels in math in fourth, fifth and sixth grades. Ongoing assessment of progress	Sept. 07-May 08		
Provide up to date library resources for student use in report writing and knowledge attainment.	Aug. 2007-June 2008	2,255	SLIB
Additional time for teachers to collaborate about and make strategic plans for student progress.	Nov. 07 – April 08	3,600	EIA
Ongoing staff development in Data Analysis, curriculum and instruction, classroom and behavioral management.	Aug. 07- June 08	15,000	EIA
Keep parents and families informed about student progress and goals for new year. Include a report in Wright Stuff Newsletter during the winter and spring trimesters with information about achievement goals and ideas for student support. Also, continue to send home the Firm, Fair and Consistent newsletter offering monthly ideas and information about positive discipline, and study habits.	Dec. 07-Jan 08	300	EIA, PAR, SLIB
	March 08- April 08		Unrestricted Lottery

**School Goal #2**

*The percentage of students scoring proficient and advanced in English Language Arts and Math on the California Standardized Tests will increase by 5 percent in each curriculum area.*

<b>Student groups and grade levels to participate in this goal:</b> Students in grades 2-6	<b>Anticipated annual performance growth for each group:</b> Overall student percentage at proficient or advanced will increase from 39% to 44 % in ELA and from 52% to 57 % in Math
---	---

**Means of evaluating progress toward this goal:**  
2007-2008 CST Results

<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Continue implementation of standards based curriculum in English Language Arts and math.	August 2007-June 2008	35,000	Textbooks
Purchase additional classroom materials to support student attainment in comprehension and vocabulary (SRA kits, Passageways, and Time for Kids)	August 2007-December 2007	12,000	Restricted Lottery
Implement the following interventions to improve targeted student achievement:			

Wright School Accountability Report Card 2006-2007  
Single Plan for Student Achievement 2007-2008

<p>* Title 1 Reading Program grades 1-4          * Resource Specialist Program          * Instructional Aide assistance to support student acquisition of skills and concepts at all grades in ELA and Math          * Academic Language Development and English Language Learner program (develop student vocabulary and academic use of English K-6)          * Specific intervention to students in 5<sup>th</sup> and 6<sup>th</sup> grades for fluency and comprehension (Read Naturally, Passageways, Making Reading Connections)          * Specific intervention for students in 4-6 grades to acquire multiplication facts. (timed tests and flashcard practice)</p> <p>Strategic grouping of students across classes by performance levels in ELA in first and third grades. Ongoing assessment of progress.</p> <p>Strategic grouping of students across classes by performance levels in math in fourth, fifth and sixth grades. Ongoing assessment of progress</p> <p>Provide up to date library resources for student use in report writing and knowledge attainment.</p> <p>Additional time for teachers to collaborate about and make strategic plans for student progress.</p> <p>Ongoing staff development in Data Analysis, curriculum and instruction, classroom and behavioral management.</p> <p>Further parent and family strategies for literacy development by sharing ideas at Literacy Night.</p> <p>Keep parents and families informed about student progress and goals for new year. Include a report in Wright Stuff Newsletter during the winter and spring trimesters with information about achievement goals and ideas for student support. Also, continue to send home the Firm, Fair and Consistent newsletter offering monthly ideas and information about positive discipline, and study habits.</p>	<p>Aug. 07- June 08          Aug. 07- June08          Aug. 07- June 08</p> <p>Sept.07-May 08</p> <p>Oct. 07-May 08</p> <p>Nov. 07- May 08</p> <p>Sept. 07-May 08</p> <p>Sept. 07-May 08</p> <p>Aug. 2007-June 2008</p> <p>Nov. 07 – April 08</p> <p>Aug. 07- June 08</p> <p>Dec. 07-Jan 08          March 08- April 08</p>	<p>73,000          50,000          72,000</p> <p>55,000</p> <p>1,700</p> <p>2,255</p> <p>3,600</p> <p>15,000</p> <p>200</p> <p>300</p>	<p>Title 1          Special Education          SLIB, EIA, District</p> <p>EIA, SLIB</p> <p>Restricted Lottery          EIA</p> <p>EIA</p> <p>SLIB</p> <p>EIA</p> <p>EIA, PAR, SLIB</p> <p>Restricted Lottery</p> <p>Unrestricted          Lottery</p>
--	--	--	---

Wright School Accountability Report Card 2006-2007  
Single Plan for Student Achievement 2007-2008

<b>School Goal #3</b>			
<i>The number of students scoring proficient and advanced in Science on the California Standardized Tests will increase by 5%.</i>			
<b>Student groups and grade levels to participate in this goal:</b> Students in the 5 <sup>th</sup> grade including those with disabilities		<b>Anticipated annual performance growth for each group:</b> Fifth grade students performing at proficient and advanced levels will increase from 31 percent to 36 percent.	
<b>Means of evaluating progress toward this goal:</b> 2007-2008 CST results			
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Implement newly adopted standards based science curriculum.	Sept. 07- June 08		Textbooks
Teachers to attend relevant trainings and/or visit successful programs and observe science instruction.	Sept.07- March 08	600	SLIB, PAR Staff Development Buy Back Money
Purchase additional supplemental materials (Time for Kids, lab supplies, teacher guides)	Sept. 07-April 08	400	SLIB, Restricted Lottery, Textbooks.
Keep parents informed about expectations for learning and ideas for enriching student understanding of concepts and ways to understand the world through scientific inquiry.	Sept. 07-June-08	60	Unrestricted lottery

<p><b>School Goal #4</b> <i>Special populations of students (ELL, Special Education, at-risk and under-performing learners) will be monitored by individual student results and progress on standardized tests, district assessments and results from intervention programs in place for those students. Specific and prescriptive interventions will be determined by these results.</i></p>			
<p><b>Student groups and grade levels to participate in this goal:</b> Kindergarten through sixth grades</p>		<p><b>Anticipated annual performance growth for each group:</b> Those students with IEP goals will meet those goals as determined by the IEP team. Ell students, in addition to having the goal of gaining a score of proficient or advanced on CST, will have the goal of advancing in CELDT level and of reclassification. Students will achieve passing grade level scores on district benchmarks. At risk and under performing students will achieve proficient on the CST and passing grade level scores on district assessments.</p>	
<p><b>Means of evaluating progress toward this goal:</b> Teacher assessments as reported during benchmark review Intervention program assessment data CST results Re designation rates CELDT results</p>			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
Classroom teachers, the principal and members of the Student Study Team will meet to discuss students, services and need for additional support.	Oct. 07- Dec.07	1,600	SLIB, EIA
Classroom teachers will meet after the fall and winter trimester reporting periods to discuss the results of the trimester assessments and adjust instruction as indicated.	Dec. 07 –Jan. 08 March 08	1,200	Title 1 and EIA
Academic Language Development time periods are implemented across all grade levels four times per week. Students are grouped by CELDT level and CST scores and given lessons to target academic vocabulary acquisition and academic use of grammatical structures. Core program is Santillana Intensive English Program.	Sept. 07- May 08	500	SLIB
Provide parents with information about the status of significant subgroups and progress. Use school and classroom newsletters, report cards, conferences and IEP meetings to share helpful strategies for parent support of student achievement.	Aug.07-June 08	1,134	Unrestricted Lottery

Wright School Accountability Report Card 2006-2007  
Single Plan for Student Achievement 2007-2008

<b>School Goal #5</b>			
<i>Sixty percent of students will achieve a passing score on district writing benchmark assessments by the end of the third trimester.</i>			
<b>Student groups and grade levels to participate in this goal:</b> Students in grades Kindergarten through sixth		<b>Anticipated annual performance growth for each group:</b> An increase in the number of students who achieve a grade level passing score on their final writing benchmark assessment.	
<b>Means of evaluating progress toward this goal:</b> Results of district Benchmark assessments and results of CST Writing Test for fourth grade.			
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Continue staff development and in class support of the Writing By Design program. All teachers will receive or have received training in how to implement the program and will implement the program beginning in the fall of 2007.	Aug. 07- June 08	4,500	EIA Title 2 PAR
Purchase the support books that go with Writing By Design.	October 07	2,000	Restricted Lottery
Evaluate alignment between the Writing By Design program and assessments for fourth grade and the rubrics used on the CST for the fourth grade-writing sample.	Jan. 08	200	PAR

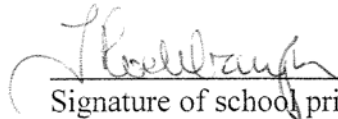
## RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the School Site Council on: December 4, 2007

Attested:

Terrena Rodebaugh  
School principal

  
\_\_\_\_\_  
Signature of school principal

12-4-07  
\_\_\_\_\_  
Date

Kathleen Bishop  
SSC chairperson

  
\_\_\_\_\_  
Signature of SSC chairperson

12-4-07  
\_\_\_\_\_  
Date