

# 2010-11

## School Accountability Report Card



# Wright Charter School

246 Brittain Lane  
Santa Rosa, CA 95401  
(707) 525-8350

Terrena Rodebaugh, Principal



## Wright Elementary School District

### Mission & Vision Statement

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

Our **vision** is to create an environment, which encourages every child to work to his or her potential, builds basic skills, kindles and nourishes curiosity, teaches problem solving, encourages children to love learning, and inspires both teachers and children to pursue academic challenges. Wright Charter School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for continuous education and economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and strive to strengthen the community by educating its children and engaging families in the educational process.

### School Profile

Wright Charter School is one of three schools in the Wright Elementary School District. The district serves grades Kindergarten through six at J.X. Wilson and Robert L. Stevens Elementary Schools. During the 2010-11 school year, the Wright Charter School served 462 students in grades Kindergarten through eight.

Wright Charter School provides quality education to students, proudly offering a range of services from regular education to special education to meet students learning needs. Classes include nineteen regular education classes, two Special Day classes and a Resource Specialist 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 and as a cafeteria for breakfast and lunch. Students are fortunate to have meals prepared for them on site in our school kitchen by experienced school food service employees. Wright Charter School also has a very large school garden. Student education is enriched through weekly learning activities in our school garden.

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

### Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	6.5%
American Indian	0.2%
Asian	4.1%
Filipino	1.9%
Hispanic or Latino	63.2%
Pacific Islander	0.9%
White	23.2%
Two or More	-
None Reported	-

**District Address:**  
4385 Price Avenue  
Santa Rosa, CA 95407

**Karen Salvaggio, Ed. D**  
Superintendent

[www.wrightesd.org](http://www.wrightesd.org)

### Discipline & Climate for Learning

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.

Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	40	33	17	76	61	34
Suspension Rate	10.9%	8.0%	3.7%	5.4%	4.1%	2.2%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

### Student Recognition

The school promotes a positive school environment in which students can feel safe as they engage in academic and social activities. Staff members continually recognize students for their achievement, effort and cooperation. Strategies for promoting a safe and effective school environment include:

- Good behavior and conduct are recognized and rewarded at monthly school-wide Student of the Month assemblies. Students selected are invited to attend a special dessert after lunch, which is hosted by the principal and the Parent-Teacher Club.
- "Cougar Paws" are awarded to students in recognition of safe, responsible and respectful behavior. The paws are then entered into a monthly drawing for a prize.
- Teachers and staff continually use praise and verbal recognition to support student effort.
- The Office Manager maintains a bulletin board in the office on which names of students are placed when students have demonstrated behavior that exemplifies character traits that positively impact others. Examples include trustworthiness, respect, safety, and honesty.
- Teachers use Second Step, a social skills program, to instruct students in strategies for handling difficult social issues. During the school year 2010-2011 teachers began using an additional program to instruct students in social skills called Tool Box. Tool Box provides student with practical tools for getting along with other students.
- School spirit days are promoted and conducted by our students in our School Leadership class.
- Teachers use classroom meetings and classroom management strategies to build positive classroom communities.
- Three simple behavioral expectations/rules (Be safe, Be Respectful, Be Responsible) are taught, retaught and promoted throughout the year.

### Extracurricular Activities

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

- Weekly Classroom Music is provided for students in grades four and five and involves singing, music reading, and music appreciation. Music performances are held twice a year.
- A weekly Band Program is available for grades 5, 6, 7, and 8 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.
- Students compete in the annual Spelling Bee.
- Seasonal sports (volleyball and basketball) are available for students in grades 4-8.
- In spring students can participate in the Annual Talent Show featuring acts from all grade levels.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Wright Charter office at (707) 542-0556.



## Class Size

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	15	19	18	3	3	3	-	-	-	-	-	-
1	19	20	20	4	2	4	-	-	-	-	-	-
2	16	22	19	3	-	3	-	2	-	-	-	-
3	20	22	19	3	-	3	-	2	-	-	-	-
4	26	29	31	-	-	-	1	2	1	-	-	-
5	23	29	29	-	-	-	1	1	2	-	-	-
6	25	26	-	-	-	-	2	1	-	-	-	-
7	-	27	-	-	-	-	-	1	-	-	-	-
K-3	-	15	-	-	2	-	-	1	-	-	-	-
3-4	-	13	-	-	1	-	-	-	-	-	-	-
4-8	25	32	-	-	-	-	2	1	-	-	-	-
Other	-	-	11	-	-	2	-	-	-	-	-	-

## Enrollment By Grade

The chart illustrates the enrollment trend by grade level for the past three school years.

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
K	48	67	37
1st	60	54	71
2nd	52	61	50
3rd	62	54	63
4th	51	61	53
5th	56	48	65
6th	39	43	41
7th	-	27	56
8th	-	-	26

## Parent Involvement

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

Parents can volunteer to be part of the Parent-Teacher Club (PTC) 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.

## Counseling & Support Staff

It is the goal of Wright Charter School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. School counseling, provided by a supervised MFT intern, is available for students who are referred for help in addressing issues such as self-esteem, communication, peer relationships, problem-solving, and dealing with their feelings in a healthy way. A state Early Mental Health grant also provides 30 minutes per week of 1:1, non-directive support from a trained paraprofessional ("Special Friend") for identified primary grade students.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
English Language Development (ELD) Aide	1	1.0
English Language Development (ELD) Teacher	1	0.7
GATE Teacher	1	0.1
Instructional Aides	24	9
Library Media Specialist	1	1.0
Music Teacher	1	0.3
Nurse	1	0.2
Psychologist/Behaviorist	1	0.6
Resource Specialist	1	1.0
Special Education Aides	6	4.5
Special Education Coordinator	1	0.2
Speech/Language/Hearing Specialist	1	0.6
Title I Reading Specialist	1	1.0

## Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Wright Elementary School District offered one staff development day for the past three school years, where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics from the 2010-11 school year included the "Gradual Release of Responsibility" framework for best instruction, as well as accessing and using DIBELS data to improve student learning.

The Beginning Teacher Support Association (BTSA) is also sponsored by the district. BTSA members provide support, assistance and feedback for teachers new to the field of education.

## Data Sources

Data within the SARC was provided by Wright Elementary School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Teacher Assignment

Wright Elementary recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Wright Charter had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	25	23	26	82
Without Full Credentials	1	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

### Misassignments/Vacancies

	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	45	45	50	58	58	60	49	52	54
Mathematics	54	54	52	71	69	67	46	48	50
Science	48	56	59	61	69	66	50	54	57
History/Social Science	*	*	62	*	*	62	41	44	48

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	60	67	66	62
School	50	52	59	62
African American/ Black	29	65	*	*
American Indian	*	*	*	*
Asian	47	63	*	*
Filipino	*	*	*	*
Hispanic or Latino	53	52	57	50
Pacific Islander	*	*	*	*
White	62	55	71	*
Males	49	53	60	69
Females	61	56	58	*
Socioeconomically Disadvantaged	51	54	54	56
English Learners	36	42	43	*
Students with Disabilities	37	35	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Physical Fitness

In the spring of each year, Wright Charter is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2%	21.2%	12.1%
7	27.8%	14.8%	13.0%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's statewide and similar schools' API ranks and API point changes by student group.

The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	5	5	5
Similar Schools	9	8	7
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	7	9	8
Hispanic or Latino			
Actual API Change	9	16	13
White			
Actual API Change	7	-1	-2
Socioeconomically Disadvantaged			
Actual API Change	13	14	23
English Learners			
Actual API Change	11	13	9



Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	343	792	1,062	834	4,683,676	778
Black or African American	21	777	59	789	317,856	696
Asian	17	821	85	902	398,869	898
Hispanic or Latino	219	784	631	819	2,406,749	729
White	76	801	251	856	1,258,831	845
Socioeconomically Disadvantaged	269	781	779	817	2,731,843	726
English Learners	188	767	546	811	1,521,844	707
Students with Disabilities	58	645	160	688	521,815	595

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2008-2009	-
Year in PI (2011-12)	Year 3	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	33.33%



## Instructional Materials

Wright Elementary School District held a public hearing on September 15, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in November 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the City of Santa Rosa, which contain numerous computer workstations.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Algebra I	Pearson/Prentice Hall	2009	Yes	0.0%
7th-8th	Health	Glencoe/McGraw Hill	2005	Yes	0.0%
7th-8th	History/Social Science	History Alive	2005	Yes	0.0%
K-6	History/Social Science	Houghton Mifflin	2007	Yes	0.0%
K	Mathematics	Harcourt Brace	2008	Yes	0.0%
1st-6th	Mathematics	Pearson Scott Foresman	2008	Yes	0.0%
6th-8th	Reading/Language Arts	Holt McDougal	2007	Yes	0.0%
K-5	Reading/Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	MacMillan/McGraw Hill	2007	Yes	0.0%
6th-8th	Science	McDougal Littell	2007	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/49710356052377Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/49710356052377Textbooks_1.pdf)

## School Facilities

Wright Charter was originally constructed 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. A separate portable building is on site as a private day care facility. Wright Charter School's parking lot was recently expanded to allow for more parking and to enable safer flow of traffic. The table displays the most recent facility inspection (collected in January 2012).

### Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The District and School custodial staff work daily to ensure a clean, safe, and functional learning environment.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

In 2011-12, the district did not allocate additional funds towards the deferred maintenance budget as allowed per statute revisions made by the state legislature at the beginning of the 2009-10 fiscal year. During the 2011-12 school year, the district replaced carpet in three classrooms.

### School Facility Conditions

Date of Last Inspection: 10/20/2011

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Safe School Plan

Safety of students and staff is a primary concern of Wright Charter. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in March 2011 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. 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.

Students are supervised before and after school by classified staff, and noon aides supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must sign in at the office and wear a badge while on campus.

## Teacher & Administrative Salaries

The table displays district salaries 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 the districts 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, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	\$37,971	\$41,183
Mid-Range Teachers	\$56,389	\$63,647
Highest Teachers	\$71,746	\$80,955
Elementary School Principals	\$92,199	\$102,400
Middle School Principals	-	\$106,158
High School Principals	-	\$124,133
Superintendent	\$130,971	\$151,742
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.3%	41.5%
Administrative Salaries	3.9%	6.2%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$56,293
District	\$59,748
Percentage of Variation	-5.79%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-14.09%

## District Expenditures

The expenditures per pupil data is based on 2009-10 fiscal year audited financial statements. The District supports the dependent charter school financially during start-up years. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,895
From Restricted Sources	\$1,575
From Unrestricted Sources	\$5,320
District	
From Unrestricted Sources	\$5,376
Percentage of Variation between School & District	-1.04%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-2.47%

## District Revenue Sources

Wright Elementary School District receives state and federal funding in supplement to general state funding. 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 following categorical funds and other support programs are utilized by the district:

- Economic Impact Aid/English Learner Program
- Economic Impact Aid/State Compensatory Education
- School and Library Improvement Program Block Grant
- Title II - Part A
- Title III - Part A

### Board of Trustees

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