

Wheatland Union High School District

Wheatland High School

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Glenn Sewell
Superintendent / Principal

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Excellence in Education

2001-2002 School Accountability Report Card

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Principal's Message

Our goal is to provide a meaningful and valuable educational experience for your son or daughter. Making the curriculum challenging and rigorous, coupled with high expectations for our students, is the objective in providing the best educational experience possible for Wheatland students.

Class sizes have been reduced in ninth grade English, Science and Math. The District Reading Specialist addresses the needs of students in the area of reading. The District Technology Coordinator will be updating equipment as well as support services.

The staff at Wheatland High solicit the support of the parent and community members contributing to the greatest gifts we are able to give our students: a solid academic foundation, life skills for productive citizenship, and an appreciation of lifelong learning. Wheatland High School's tradition of excellence depends upon parents, students, and staff working together in a unified, focused effort.

District Mission Statement

It is the mission of Wheatland Union High School to foster the development of productive citizens who will be:

Responsible: Students will participate in a democratic society as effective and informed citizens.

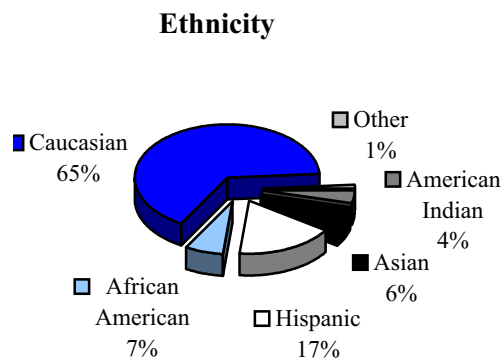
Informed: Students will possess conceptual thinking abilities and complex problem solving skills.

Capable of Succeeding in the 21st Century: Students will be prepared for the broadest possible range of vocational options. Students will have the intra/inter personal skills necessary to adapt to and function productively within their school, work, home, and the ever-changing world.

Healthy: Students will have a commitment to life-long learning and enrichment. Students will be equipped with the knowledge and skills necessary to take a positive approach toward the healthy development of their mind, body and spirit.

Community & School Profile

Wheatland High School is located north of Sacramento in Yuba County. While the school itself was established in 1907, Wheatland High has been located on its present site since 1960. Approximately 672 students in grades nine through twelve were enrolled during the 2001-2002 school year.



Discipline & Climate for Learning

Wheatland High School students are expected to cooperate with one another, attend school everyday, arrive to class on time, and be prepared for each day's work.

Student dress code and consequences for inappropriate behavior are outlined in the Parent/Student Handbook. Consequences for infractions are outlined in the summer mailing of the rights and responsibilities for parents and students, and may include warnings, detention, Saturday School, in-house suspension, suspension, notification of police, and expulsion.

Suspensions and expulsions for the past three years are illustrated below. (Suspensions are expressed in terms of total days, not total number of students)

Suspensions and Expulsions			
	2000	2001	2002
Suspensions (#)	177	178	228
Suspensions (%)	28%	28%	33%
Expulsions (#)	0	3	2
Expulsions (%)	0%	.40%	.20%

Homework

At Wheatland Union High School homework is a fundamental part of the learning process. It helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels in the major subject areas. Each teacher determines the appropriate level of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their student.

Wheatland Union High School offers two tutoring programs for students who require additional academic support. The Advancement Via Individual Determination (AVID) program recruits underserved students who are enrolled in college preparatory classes where they receive academic and motivational support to succeed. The support period provides students with skill enhancement in reading, writing and note taking, as well as providing tutoring. The California Scholarship Federation (CSF) also offers tutoring through the guidance program and is conducted by a team of volunteers.

Extracurricular Activities

Wheatland High School encourages participation in extracurricular activities, as it contributes to a well-rounded academic experience. To encourage and support academic excellence, school policy requires that students have a minimum of a 2.0 GPA for the preceding grading period to be eligible to participate in extracurricular activities. Wheatland High School offers the following extracurricular activities:

- Key Club (service club)
- Spanish Club
- National Honor Society
- Art Club
- Friday Night Live
- Future Business Leaders of America (FBLA)
- Future Farmers of America (FFA)
- California Scholarship Federation
- Block W (growing sportsmanship and fellowship among athletes)

Wheatland High School offers the following athletic programs:

- Tennis (Men/Women)
- Cross Country (Coed)
- Basketball (Men/Women)
- Women's Volleyball
- Track (Coed)
- Football
- Golf (Coed)
- Swimming (Coed)
- Baseball
- Wrestling

A well-developed student recognition program contributes to the positive environment of the school. Students are recognized for achievements in academics, behavior, athletics, citizenship and leadership. Twice a year the school recognizes students for academics giving gold, silver and bronze certificates for a GPA of 3.25 or higher.

Each year at the Annual Renaissance Assembly, teachers and the principal award the "Top Notch" certificate to selected students for good behavior, improvement and work ethics. Other awards given at the Annual Renaissance Assembly include the Golden State Exam Awards, Attendance Awards, savings bonds and Academic Excellence Awards.

Minimum Days and Instructional Minutes

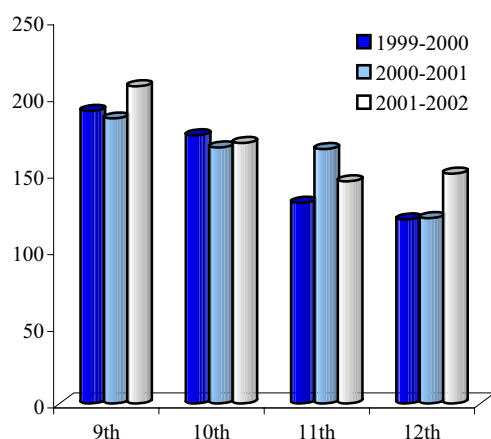
The 2001-2002 school year consisted of 180 total instructional days, including 171 regular days and nine minimum days, for a total of 66,945 instructional minutes, all of which exceeded the state's minimum requirement of 64,800 instructional minutes.

Attendance and Enrollment

Regular attendance at Wheatland Union High School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

Attendance is encouraged through attendance awards given in the fall and spring for the Senior Outstanding Attendance, which is given to students with four years perfect attendance, A \$100 savings bond is awarded. The actual attendance rate was 91.8% for the 2001-2002 school year.

**Enrollment Trend
By Grade Level**



Research shows that school achievement highly correlates with school attendance. The school tries to work with students with excessive absences through the School Resource Officer and the School Attendance and Review Board (SARB). Detention and Saturday School are assigned for unexcused absences and tardiness. An Independent Study program is available for long-term absences, illness, or other extenuating circumstances. Total dropouts for Wheatland High School are as follows:

	Dropouts		
	2000	2001	2002
Dropouts (#)	1	0	1
Dropouts (%)	20%	0%	20%

Class Size

Wheatland High School participates in the Morgan Hart Class Size Reduction Program, which requires class sizes of 20 or less in certain core classes. Wheatland High has reduced class sizes in Freshman English and in Physical Science and is granted federal funds for Math classes.

A high priority is placed on establishing a reasonable teacher to pupil ratio, which was 1 to 18 for the 2001-2002 school year. The average class size for core classes is 24.

Teaching Load Distribution

Number of Classes by Size

Average

	Class Size			1-22			23-32			33+		
	00	01	02	00	01	02	00	01	02	00	01	02
English	24	26		26	27		30	20		11	13	
Math	26	24		21	24		32	22		8	14	
Science	26	25		3	6		43	39		2	1	
Social Science	30	28		2	6		28	25		14	14	

Textbooks & Instructional Materials

Wheatland School District provides all core textbooks and supplemental resources for the instructional program. The district follows the state's seven-year textbook adoption schedule. Department teams review and pilot curriculum, and recommendations are made on the purchase of textbooks and instructional material. Supplemental materials are considered and adopted as part of an ongoing curriculum evaluation process. Wheatland adopted Math and English textbooks during the 2001-2002 school year. New Social Studies texts will be adopted for the 2002-2003 school year. To improve the math program the school has decided to split Algebra into two classes (A&B), as well as installing "Excel at Algebra" software.

Wheatland High School provides students with a fully comprehensive library, comprised of a variety of educational, leisure and reference materials. Teachers are able to sign up for library visits with students as needed. The library also offers use of VCRs and monitors to view educational videos. Laptop computers and LCD projectors are available for teachers. A librarian, a technology coordinator and a reading specialist staff the library on a full-time basis.

Wheatland Union High School has three computer labs, including business and math labs, each containing 30 computers. Every classroom is equipped with a minimum of one computer, (many classes have more), all of which have access to the Internet. Students are trained in Microsoft Office software, and have the option to work with the math program "Excel at Algebra." The school employs a technological coordinator who staffs the computer lab in the library. The remaining computer labs are staffed by administration and teachers.

Computer Resources

	2000	2001	2002
Computers	96	57	197
Students per computer	6.4	11.2	3.4
Classrooms connected to Internet	7	43	43

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Wheatland High School. These measure students' actual progress as well as the effectiveness of the instructional program. Site assessments at Wheatland High School include the California English Language Development Test (CELDT), the Stanford Diagnostic Reading Test, Assessment in Careers (ACE), and the Golden State Exams. Beginning the class of 2004, every student must also take the High School Exit Exam in order to graduate.

Standardized State Testing

Wheatland High School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course; and the SABE is an alternate standardized test given to Spanish-speaking students who have lived in California for less than one year.

SAT-9 Results												
% At or Above National Average												
Grade Year Ending	9			10			11			12		
	00	01	02	00	01	02	00	01	02	00	01	02
Reading												
Wheatland Union	54	40	40	36	48	38	43	43	32			
Yuba County	30	30	27	26	27	25	29	27	24			
California	35	35	34	34	34	34	36	37	37			
Math												
Wheatland Union	76	66	59	53	62	58	57	50	54			
Yuba County	45	50	43	36	36	33	34	34	30			
California	51	51	52	46	45	46	47	46	47			
Language												
Wheatland Union	68	58	56	41	50	52	51	51	51			
Yuba County	45	49	46	29	32	32	36	36	35			
California	52	53	53	40	41	42	48	49	50			
Social Science												
Wheatland Union	66	59	52	65	65	57	63	52	48			
Yuba County	37	40	38	41	40	37	36	34	30			
California	41	41	41	46	46	46	43	42	43			
Science												
Wheatland Union	62	57	54	46	58	43	76	73	65			
Yuba County	40	44	41	32	35	28	54	54	48			
California	46	47	46	37	38	37	57	59	59			

SAT-9 Subgroup Results										
% At or Above 50th Percentile										
Grade	Reading			Math						
	9	10	11	9	10	11				
Gender										
Male	42	37	31	60	57	55				
Female	38	39	33	59	60	52				
Socioeconomic Status										
Socioeconomically Disadvantaged (SED)	25	23	18	49	47	38				
Non SED	48	44	39	65	64	61				

**Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not*

California Standards Results						
% of Students Scoring at Advanced (A) and Proficient (P) Levels English/ Language Arts						
	9		10		11	
	A	P	A	P	A	P
Wheatland High School	3	23	9	23	10	15
Yuba County	6	19	6	17	5	11
California	11	22	12	21	11	20
Subgroups						
Gender						
Male	11	22	9	19	6	16
Female	6	24	9	29	15	15
Socioeconomic Status						
Economically Disadvantaged	3	15	5	14	5	5
Non SED	11	27	11	28	13	20

**Data currently unavailable.*

***Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

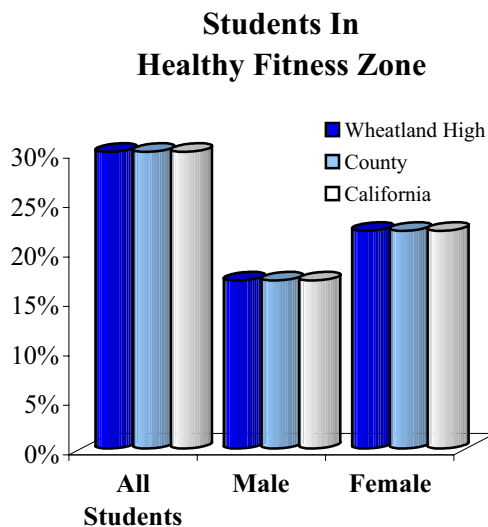
The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSAA Act. Due to specific criteria, including API and SAT-9 results, Wheatland High School was not eligible for either program.

Physical Fitness

In the spring of each year, Wheatland High School is required by the state to administer a physical fitness test to all students in ninth 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. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; 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 or in the 'Healthy Fitness Zone' (HFZ). The results shown are for the 2000-2001 school year, which is the most current data available.



API School Results

	Base			Growth		
	1999	2000	2001	1999-00	2000-01	
Percent Tested	87	99	98	Percent Tested	99	98
API Score	683	698	695	API Growth Score	676	695
Growth Target	6	5	5	Actual Growth	-7	-3
Statewide Rank	7	8	7	Eligible for Awards	no	No
Similar Schools Rank	8	3	9	Eligible for II/USP	no	No
Subgroups						
<u>Socioeconomically Disadvantaged</u>						
Base API Score	n/a	645	692	API Growth Score	n/a	632
Growth Target	n/a	4	5	Actual Growth	n/a	-13
<u>Caucasian</u>						
Base API Score	705	734	728	API Growth Score	706	733
Growth Target	5	4	4	Actual Growth	1	-1

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. Wheatland High School will provide an optional SAT preparation workshop for students taking the exam, beginning in the 2002-2003 school year.

SAT Results

	2000	2001
Grade 12 Enrollment		
Wheatland High School	120	112
California	347,813	357,789
Percentage of Seniors Tested		
Wheatland High School	28	28
California	37	51
Average Verbal		
Wheatland High School	487	520
California	513	498
Average Math		
Wheatland High School	495	548
California	517	517

Advanced Placement and UC/CSU Courses

Wheatland High School offers students challenging curriculum in many Advanced Placement (AP) classes; AP subjects include English at every grade level, United States History, Statistics and Spanish. Along with the traditional classroom setting, Wheatland offers online AP classes in subjects such as Calculus, where the demand is not large enough to necessitate a physical classroom.

Graduation Requirements

Each student is required to earn a minimum of 230 credits to graduate. For the 2001-2002 school year, the graduation requirements were updated, and now require students to complete Algebra and four (instead of three) years of English. Students must also pass a minimum skills test in the areas of reading, writing and mathematics. (Graduation requirements will increase to 240 credits starting with the class of 2004.)

Workforce Preparation

Many classes have been implemented to provide students with the opportunity to learn the skills required for many industries. The counseling department coordinates a Job Shadowing programs with Sierra College for computer construction and with Yuba College for business and math courses.

Partnerships are in place with local companies to provide training, internships and job placement. Wheatland Union High School participates in the Regional Occupation Program (ROP), which prepares students for the future workforce. The following programs have been implemented for workforce preparation:

- Business Management and Marketing
- Agriculture
- Accounting/Computer Accounting
- Computer Applications (ROP)
- Introduction to Construction
- Automotive (ROP)
- Technical Drafting
- Certified Welding (ROP)
- Work Experience
- Agriculture Education
- Business Education
- Industrial & Technology Education
- Visual Communications & Drafting
- Computer Aided Design (CAD)
- Construction Technology (ROP)

Teacher Evaluation & Professional Development

All probationary teachers at Wheatland High School are evaluated each year. Tenured teachers are evaluated every other year. All teachers receive training in instructional improvement and are evaluated by the principal and assistant principal. Administrators within the district have been trained in supervision practices. Based on staff evaluation, district and state directives, and local concerns, teachers and administrators have opportunities to attend professional meetings and conferences, designed to improve the quality of instruction.

Teacher Assignment

During the 2001-2002 school year, the district employed 36 certificated teachers, all of whom met credential requirements in the State of California. Currently there is one teacher teaching two periods of Math, which is outside his/her credentialed/specialty area. However, he/she is currently in the process of obtaining his/her credential in math.

Teachers at Wheatland High average over 15 years of teaching experience, which is significantly higher than the state average of just 10 years. During the 2001-2002 school year, certificated staff consisted of 36 employees: 68 percent with 30+ additional units beyond their bachelors degree and 22 percent holding advanced graduate degrees such as a masters or doctorate degree.

Teacher Credential Status			
	2000	2001	2002
Fully Credentialed	35	38	36
Emergency Credentials	0	0	1
Waiver	0	0	0
University Interns	0	0	4
Working Outside Subject	0	0	0

Quality of Instruction & Leadership

The responsibility of leadership is shared by the administration, staff, teachers, students, and parents. Together, effective leadership and instruction is provided for the school community. The staff coordinates both curricular and school-wide goals and facilitates pupil support services. These responsibilities guide and assist curriculum organization and instruction, promote an effective school climate and ensure opportunities for student achievement.

Glenn Sewell has been both principal of the school and superintendent of the district for the past three years. Prior to this position he was a teacher for twenty six years as a science teacher and tennis coach, and in administration for thirteen years as assistant principal.

Staff leadership teams include the Curriculum Council and the School Site Council. The Curriculum Council is made up of department chairs and the principal, and is responsible for testing, coordination, curriculum and day to day operations.

The School Site Council, consisting of school staff, students and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Substitute Teachers

To qualify as a substitute teacher, candidates must possess a California Credential authorizing instruction, or meet the requirements for an emergency credential. In the event that a position cannot be filled for the day, teachers will fill in for the absent staff during prep periods.

School Facilities & Safety

Wheatland High School provides a safe, clean, and orderly environment, which enhances student learning. A staff of six full-time and one part-time custodians ensures that all facilities are well maintained. All custodians also serve as bus drivers. In 1988 the school implemented a safety plan, which is revised every summer. The Safety Committee consists of the principal, School Site Council, community members, students and staff.

Fire drills are held once a semester throughout the year; earthquake drills are held once a year; intruder/lockdown drills are held at the beginning of each year. A part time security aide, along with administrative support, monitors security during lunch and after school. Through use of a Critical Hardship Grant, Wheatland Union High was able to install new air conditioning units throughout the entire campus.

Consistency in the enforcement of school rules is a priority among all staff. Both administration and staff supervise all dances, athletic events, as well as drama and music performances. Teachers are required to supervise a minimum of twelve hours per year. All visitors to Wheatland Union High School must sign in at the office and wear a guest pass.

Training & Curriculum Improvement

Wheatland School District curriculum is written in compliance with the state framework and the model curriculum standards dictated by the State Department of Education. Wheatland High School's curriculum coordinator works with the principal in analyzing the SAT-9 test results, and they align the curriculum accordingly. During the 2001-2002 school year Wheatland Union High School implemented Honors English at all grade levels, added Advanced Placement (AP) Civics, as well as the "Excel at Algebra" program that allows for two years of learning.

In keeping with these standards, staff development days are of great significance to the district. Three non-teaching days out of each school year are set aside for teacher and staff training. Last year, the topics of discussion were accreditation and technology in the classroom. In addition, staff members are encouraged to attend workshops and conferences and collaborate with peer.

All first and second year teachers throughout the districts participate in the Beginning Teacher Support Assessment (BTSA) program, a state funded, standards-based program that provides support through mentoring, training and evaluation.

Wheatland High School also participates in the Peer Assistance and Review (PAR) program, which partners outstanding teachers with others to assist one another in teaching strategies and professional development.

Counseling & Other Support Services

Wheatland provides a wide variety of programs to support students in the classroom and in the community. Teachers and parents are the primary agents for meeting the needs of students in their personal and social development. A remedial English class, a Reading Specialist, and the "Excel at Algebra" program are available for students that may not be performing at grade level. The following support staff are available for students as needed:

Counseling and Support Services Staff		
	Number of Staff	Full-Time Equivalent
Reading Specialist	1	1
School Psychologist	1	0.5
Resource Specialists	2	1
Guidance Counselors	2	1
Work Experience Counselor	1	0.2

Special Education

Wheatland High School provides both pull-out and mainstreaming resources for its special education students. Students may be placed in Special Day classes, and Resource Aides are available to assist students in individual classrooms. Special education students are integrated into the regular curriculum as much as possible.

Community Involvement

Parents and the community are very supportive of the education program at Wheatland High School. Parents may participate in the School Site Council, the ROP and Agriculture Advisory Boards and Boosters Club, which raises money for school athletics, the band, after school clubs, extracurricular activities and academics.

Wheatland Union High School also has many partnerships within the local community including local welding companies, which assist in the ROP welding class and work experience. Local agriculture companies and farmers donate time and equipment used for agricultural programs. The Lyons Club also supports a local speech contest for students. "Coffee with the Principal" is held on the last Friday of every month, and is an open forum for parent concerns and school issues. Parents are also encouraged to volunteer in classrooms and for school events.

Contact Information

Parents who wish to participate in Wheatland High School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (530) 633-3100.

Expenditures Per Student and Types of Services Funded

For the 2001-2002 school year, Wheatland Union High School District spent an average of \$7,225 to educate each student. The figures shown in the table below reflect the direct cost of education services per ADA excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

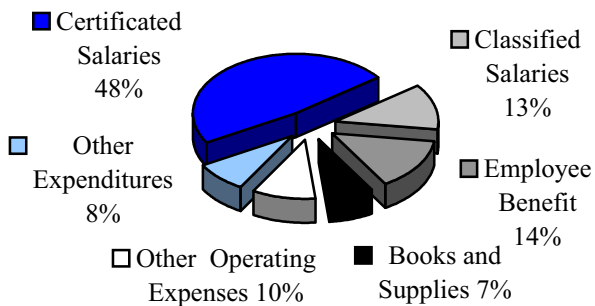
Current Expense of Education Per Student*		
	Statewide Average	
	All Unified Districts	All Districts
Wheatland Union High	\$6,534	\$6,360
	\$7,225	

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

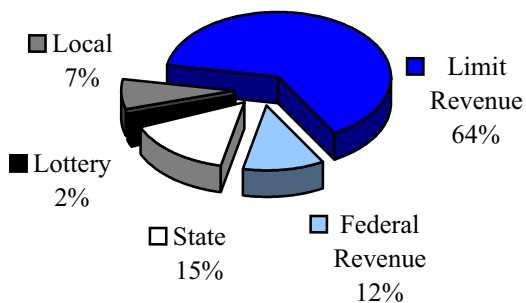
In addition to the general fund, Wheatland Union High School receives state and federal funds to support the following programs:

- Title I, Part A (Low Income)
- Title I, Part D (Delinquent Funds)
- Title II (Eisenhower Funding)
- Title IV (SDFSC)
- Title IV (Class Size Reduction)
- Title VI (Innovative Strategies)

District Expenditures



District Revenue Sources



Senior Calendar

August-September

- Attend college workshops
- Take SAT and/or ACT if not taken
- Begin to survey scholarship opportunities
- Register for the SAT II test for UC and some private schools

October

- Applications for UC and State Universities available from the Registrar
- Request applications from other colleges and universities

November

- Application filing period for UC and CSU
- Attend college representative meetings

December

- Last month to take the ACT, SAT, or SAT II for UC schools
- Obtain Federal Application for Student Aid (FAFSA) from the Registrar
- Consult with the college regarding special admission's procedures
- Attend financial aid workshop, "How to complete the FAFSA"

January

- FAFSA can be filed after January 1
- Request seventh semester transcripts if required by college

February

- File the FAFSA and Cal Grant
- Usual period to apply for housing at college

March

- Community College applications available from the Registrar

June

- Request final transcript from the Registrar