



Wheatland High School

Home of the Pirates

2002-2003 School Accountability Report Card

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2002-2003

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Superintendent/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.

We offer a variety of Advanced Placement and Honors courses both in classroom settings and via online access. 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, **RICH** 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.

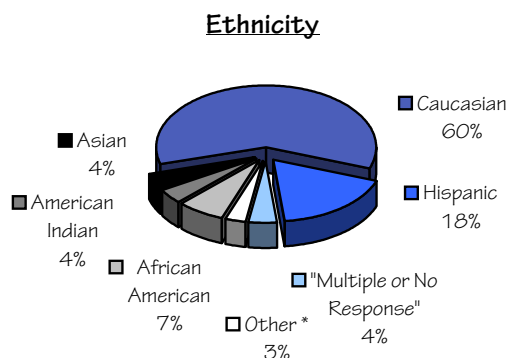
Healthy

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, one of only two incorporated cities in Yuba County, is located at the gateway of California's "Mother Lode" gold rush country, nestled at the northeastern edge of California's vast central Sacramento Valley. With increased personnel planned for Beale Air Force Base, the area's booming housing market, and planned growth within Wheatland itself, the community is a great place to live, work, and play.

Wheatland High School is the only comprehensive high school in Wheatland Union High School District, which also includes a charter school. Wheatland High School was established in 1907, and has been located on its present site since 1960. Approximately 677 students in grades nine through twelve were enrolled during the 2002-2003 school year. The ethnic breakdown of the student body is illustrated below:



* Other includes: Filipino (1.2%) and Pacific Islander (1.8%).

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.

Wheatland High School has expelled six students in the past three years; expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table illustrates total students for all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment).

Suspensions and Expulsions			
	2001	2002	2003
Suspensions	55	76	76
Suspension Rate	9.6%	11.3%	11.2%
Expulsions	3	2	1
Expulsion Rate	0.5%	0.3%	0.1%

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:

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

Wheatland High School offers the following athletic programs:

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

Recognition Programs

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 GFA 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.

Homework

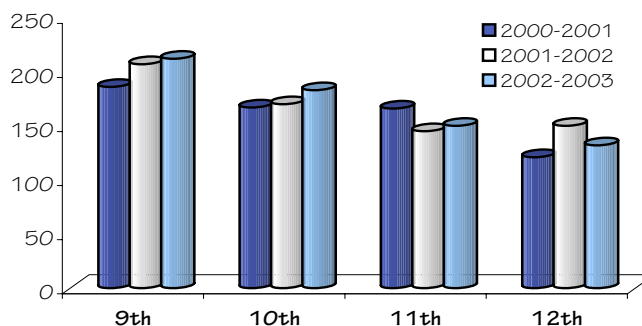
At Wheatland High School homework is a fundamental part of the learning process. It helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels in the major subject areas. Each teacher determines 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 High School offers many tutoring programs for students who require additional academic support. The guidance center coordinates tutoring by California Scholarship Federation (CSF) volunteers and the Link Crew provides tutoring at the end of each semester to help students prepare for finals. A remedial English class, a Reading Specialist, and the "Excel at Algebra" program are also available for students that may not be performing at grade level.

Attendance and Enrollment

Regular attendance at Wheatland 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. Each year in the fall and spring the Senior Outstanding Attendance award of a \$100 savings bond is given to students with four years perfect attendance. The actual schoolwide attendance rate was 95% for the 2002-2003 school year.

Enrollment by Grade Level



Research shows that school achievement highly correlates with school attendance. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Staff members make phone calls to students' homes each day to verify absences. Students with excessive absences and/or tardies are referred to the School Resource Officer, and they may be referred to 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. The annual dropout rate for Wheatland High School is as follows:

	Dropouts		
	2001	2002	2003
Dropouts	0	1	2
Dropout Rate	0.0%	0.2%	0.3%

Minimum Days and Instructional Minutes

The 2002-2003 school year consisted of 180 total instructional days, including 163 regular days and 17 minimum days. Many minimum days were used for WASC (Western Accreditation of Schools and Colleges) preparation. Instructional minutes totaled 66,945 for all grade levels, which exceeded the state's minimum requirement of 64,800 instructional minutes.

School Facilities & Safety

Wheatland High School provides a safe, clean, and orderly environment, which enhances student learning. A staff of seven custodians ensure that all facilities are well maintained. All custodians at Wheatland High School also serve as bus drivers. Through the use of a Critical Hardship Grant, new air conditioning units were installed throughout the entire campus.

In 1988 the school implemented a comprehensive School Site Safety Plan, which is revised each summer by the Safety Committee, which consists of the principal, School Site Council, community members, students and staff. Revisions to the safety plan are shared with all staff members at the beginning of each school year. To ensure emergency readiness, a variety of safety drills are held throughout the year. Fire drills are held once per semester; earthquake drills are held once a year and intruder/lockdown drills are held at the beginning of each year.

The safety of students and the enforcement of school rules is a priority at Wheatland High School. A part-time security aide, with administrative support, monitors the campus during lunch and after school. 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 High School must sign in at the office, where they receive a guest pass that must be worn at all times.

Graduation Requirements

Each student is required to earn a minimum of 230 credits to graduate. The graduation requirements were updated in the 2001-2002 school year 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.)

Class Size

A high priority is placed on establishing reasonable class sizes. The average class size for core classes was 23 for the 2002-2003 school year. Wheatland High School participates in the Morgan Hart Class Size Reduction Program, which requires class sizes of 20 or less in certain 9th grade core classes. Wheatland High has reduced class sizes in Freshman English and in Physical Science and was granted federal funds for Math classes. The table below indicates the average class size per grade level and subject area, as well as the number of classes offered in reference to their enrollment:

	Teaching Load Distribution											
	Number of Classes by Size											
	Average			1-22			23-32			33+		
	Class Size			Students			Students			Students		
	01	02	03	01	02	03	01	02	03	01	02	03
English	20	20	20	18	24	23	10	10	12			
Math	24	24	23	7	8	12	14	15	14			
Science	20	20	22	17	19	13	5	4	10			
Social Science	26	24	25	4	7	5	18	19	18	2	1	

Advanced Placement and UC/CSU Courses

Wheatland High School offers students challenging curriculum with Advanced Placement (AP) courses. AP classes are also offered through the University of California College Preparatory Initiative (UCCP) in subjects such as Calculus, where the demand is not large enough to necessitate a physical classroom on campus. Wheatland High school also offers Honors English at all grade levels. AP classes offered during the 2002-2003 school year at Wheatland High are listed below:

	Advanced Placement (AP) Classes	
	Number of Classes	Total Course Enrollment
AP Spanish	1	11
AP US History	1	21

Students at Wheatland High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Courses			
2001-02 Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	2001-02 Total Course Enrollments *
148	23	2,149	4,157
	15.5%	51.7%	

* Duplicated count (i.e. students may be enrolled in more than one course).

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. To improve the math program the school split Algebra into two classes (A&B), as well as installing "Excel at Algebra" software.

Student Achievement & Testing

A comprehensive assessment and accountability plan has been developed to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. In addition to the STAR (Standardized Testing and Reporting) program, Wheatland High School administers the California English Language Development Test (CELDT) for English Learners, the Stanford Diagnostic Reading Test, Assessment in Careers (ACE), and the Golden State Exams. Beginning the class of 2006, every student must also take the California High School Exit Exam (CAHSEE) in order to graduate.

Norm-Referenced Test

During the 2002-2003 school year the State replaced the Stanford Achievement Test, 9th Edition, (SAT-9) with the California Achievement Test (CAT/6) as the statewide testing instrument. The CAT/6 is a standardized norm-referenced test, which indicates how the student or group of students compares with that of a norm group and other students from around the country. (Due to the fact that the chart below contains both SAT-9 and CAT/6 data, it will be referred to as the Norm Referenced Test [NRT].) All students in grades two through eleven are tested each spring. Pupils in grades nine to eleven are tested in reading, writing, mathematics, history/social science, and science. The chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math:

		Norm Referenced Test (SAT-9 and CAT/6)														
		% At or Above 50th Percentile														
		Reading						Math								
		9		10		11		9		10		11				
		01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Wheatland High		40	40	71	48	38	65	43	32	59	66	59	54	62	58	63
California		35	34	50	34	34	49	37	37	47	51	52	46	45	46	47
		Subgroups														
Gender																
Male		40	42	64	38	37	68	40	31	57	64	60	55	60	57	68
Female		41	38	79	58	39	63	46	39	61	68	59	52	64	60	56
Socioeconomic Status																
Socioeconomically Disadvantaged (SED)		30	25	67	38	23	50	36	18	52	55	49	62	59	47	50
Non SED		46	48	74	53	44	75	45	39	62	72	65	49	64	64	69
Ethnicity																
African American		36	*	88	25	31	*	38	*	38	57	*	63	50	54	*
American Indian		*	*	67	*	*	*	*	*	*	*	*	25	*	*	*
Asian		30	33	*	*	*	*	25	*	*	80	42	*	*	*	*
Caucasian		46	45	76	59	47	70	49	39	67	68	69	59	66	68	60
Hispanic		23	23	59	38	14	55	23	17	48	50	37	39	67	27	35

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

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to take the SAT, which 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 provides an optional SAT preparation workshop for students taking the exam.

SAT Results			
	2001	2002	2003
Grade 12 Enrollment			
Wheatland High	121	150	132
California	357,789	365,907	385,181
% of Seniors Tested			
Wheatland High	32.23%	26.00%	28.03%
California	36.63%	37.26%	36.73%
Average Verbal			
Wheatland High	510	486	525
California	492	490	494
Average Math			
Wheatland High	545	514	536
California	516	516	518

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 measures each student's ability to perform fitness tasks in six major areas. 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). Results of student performance are compared to other students statewide who took the test.

California Physical Fitness Test				
% in HFZ				
	Wheatland High		California	
	Male	Female	Male	Female
Aerobic Capacity	68%	72%	53%	45%
Body Composition	80%	82%	64%	67%
Abdominal Strength	94%	92%	79%	79%
Trunk Extension Strength	86%	95%	81%	83%
Upper Body Strength	65%	47%	67%	64%
Flexibility	85%	86%	67%	69%

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. The combined percentage of students scoring at the Proficient and Advanced levels in Language Arts and Social Science for the most recent three-year period (as compared to state scores), is illustrated in the charts below. Summative scores are not available for Math and Science. For results on course-specific tests, please see <http://star.cde.ca.gov/>.

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

English/Language Arts

	9			10			11		
	01	02	03	01	02	03	01	02	03
All Students									
Wheatland High	31	31	46	44	32	36	27	25	34
California	28	33	38	31	33	33	29	31	32
Male									
Wheatland High	31	33	40	33	28	42	28	22	33
California	25	28	34	27	28	30	26	28	29
Female									
Wheatland High	33	30	54	55	38	31	26	30	34
California	33	36	42	36	38	38	32	35	37
Socioeconomically Disadvantaged (SED)									
Wheatland High	17	18	51	32	19	20	25	10	24
California	12	15	20	13	14	16	12	14	16
Non SED									
Wheatland High	40	38	45	50	39	46	28	33	38
California	38	42	49	40	42	43	36	38	40
Special Education									
Wheatland High	0	0	5	15	0	0	**	0	0
California	*	4	7	*	4	5	*	4	5
African American									
Wheatland High	*	**	50	*	31	**	*	**	23
California	*	18	23	*	19	19	*	17	19
American Indian									
Wheatland High	*	**	36	*	**	**	*	**	**
California	*	27	34	*	28	28	*	26	27
Asian									
Wheatland High	*	25	**	*	**	**	*	**	**
California	*	48	58	*	48	49	*	45	48
Caucasian									
Wheatland High	*	37	52	*	38	42	*	35	39
California	*	50	57	*	49	50	*	45	46
Hispanic									
Wheatland High	*	23	39	*	18	17	*	9	24
California	*	16	20	*	16	17	*	14	16

* Data unavailable.

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

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

Social Science **

	10		11	
	2002	2003	2002	2003
All Students				
Wheatland High	31	26	47	40
California	33	27	31	34
Male				
Wheatland High	37	33	52	43
California	27	30	34	36
Female				
Wheatland High	24	21	44	36
California	21	23	30	32
Socioeconomically Disadvantaged (SED)				
Wheatland High	19	13	25	24
California	10	13	15	18
Non SED				
Wheatland High	37	35	59	47
California	30	34	39	40
Special Education				
Wheatland High	8	0	38	9
California	5	6	7	8
African American				
Wheatland High	15	*	*	31
California	11	12	18	20
American Indian				
Wheatland High	*	*	*	*
California	20	21	28	29
Asian				
Wheatland High	*	*	*	*
California	39	44	46	49
Caucasian				
Wheatland High	36	32	58	49
California	36	39	44	46
Hispanic				
Wheatland High	18	16	30	24
California	11	13	16	19

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

** Social Studies scores are not available for 9th grade, nor for 2001 for all grade levels.

Academic Performance Index (API)

California uses the results of the NRT and the CST to calculate the Academic Performance Index (API), which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000, measuring student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine their API.

Growth Targets: For schools with an API under 800, the state has required a gain of 5% of the difference between actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their score.

Awards: Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

II/USP: Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high), and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and again ranked 1 to 10 within a grouping of 100 schools.

API School Results								
	Base				Growth			
	2000	2001	2002		00-01	01-02	02-03	
Percent Tested	99	98	99	Percent Tested	98	100	98	
API Score	676	692	656	API Growth Score	695	660	703	
Growth Target	6	5	7	Actual Growth	19	-32	47	
Statewide Rank	7	7	6	Eligible for Awards	No	No	Yes	
Similar Schools Rank	3	9	6	Eligible for II/USP	No	No	No	

Subgroups								
Socioeconomically Disadvantaged								
Base API Score	645	633	585	API Growth Score	632	593	655	
Growth Target	5	4	6	Actual Growth	-13	-40	70	
Caucasian								
Base API Score	734	728	692	API Growth Score	733	696	737	
Growth Target	5	4	6	Actual Growth	-1	-32	45	
Hispanic								
Base API Score	*	*	577	API Growth Score	*	*	631	
Growth Target	*	*	6	Actual Growth	*	*	54	

* Subgroup was not numerically significant for the reporting period. 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.

No Child Left Behind (NCLB)

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 in all grades meet the state academic achievement standards for mathematics and English/Language Arts by 2014, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. AYP mandates that the following requirements are met each year:

- Each school and subgroup must perform to a certain level of proficiency; 13.6% of K-8 students must be proficient in English and 16% must be proficient in math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in API scores.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing staff. Students would also be allowed to transfer to another district that met its AYP.

A "Yes" in the chart means the school or subgroup was at or above the 2003 targets for the 95% participation rate and percent proficient.

Wheatland High School met Phase I and Phase II AYP targets schoolwide and for all numerically significant subgroups.

Adequate Yearly Progress 2002 Base				
California Standards Test (CST)				
	English/ Language Arts		Math	
	Proficient or Above	% Participation	Proficient or Above	% Participation
Wheatland High School	Yes	100.0%	Yes	100.0%
Subgroups				
American Indian	*	100.0%	*	100.0%
Asian	*	100.0%	*	100.0%
Hispanic or Latino	*	96.8%	*	100.0%
Caucasian	Yes	96.2%	Yes	94.3%
Students w/Disabilities	*	100.0%	*	100.0%
Socioeconomically Disadvantaged (SED)	Yes	100.0%	Yes	100.0%

* Subgroup was not numerically significant for the reporting period. 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.

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, and new Social Studies texts were adopted for the 2002-2003 school year.

Wheatland High School provides students with a fully comprehensive library, comprised of a variety of educational, leisure and reference materials. 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			
	2001	2002	2003
Computers	57	197	193
Students per computer	11.2	3.4	3.5
Classrooms connected to Internet	43	43	42

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. The following support staff are available for students as needed:

Counseling & Support Services Staff		
	Number of Staff	Full-Time Equivalent
Guidance Counselor *	1	1.0
School Psychologist	1	0.5
Reading Specialist	1	1.0
Special Day Class (SDC) Teacher	1	1.0
Resource Specialists	2	2.0
Resource/Special Education Aides	3	1.5
Librarian	1	0.5
Technology Coordinator	1	1.0

* The Counselor to Student ratio is 1:677.

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.

An English Language Development class is available one period per day for students who have been identified as English Language Learners (ELL).

College & Workforce Preparation

Wheatland High School offers an AVID (Advancement Via Individual Determination) support period, which provides students with skill enhancement in reading, writing and note taking, as well as providing tutoring. The AVID program recruits underserved students who are enrolled in college preparatory classes where they receive academic and motivational support to succeed.

Many opportunities exist at Wheatland High School for students to learn the skills required for many industries. Partnerships are in place with local companies to provide training, internships and job placement. The school's counseling department coordinates a Job Shadowing program with Sierra College for computer construction, and with Yuba College for business and math courses.

In addition, Wheatland High School participates in the Regional Occupation Program (ROP), which prepares students for the future workforce. The following programs have been implemented for student preparation to enter the workforce:

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

Teacher Assignment

During the 2002-2003 school year, the district employed 36 certificated teachers, all of whom met credential requirements in the State of California. During the 2002-2003 school year, certificated staff consisted of 43 employees (including administrators): 69.8% with 30+ additional units beyond their Bachelor's degree and 25.6% holding advanced graduate degrees such as a Master's or Doctorate degree.

Teacher Credential Status			
	2001	2002	2003
Fully Credentialed	38	36	39
Working Outside Subject	0	1	0
Emergency Credentials	0	1	0
Interns	0	4	2
Waivers	0	0	0
Total Teachers	38	41	41
Average Years Teaching	17.8	15.1	15.4
Average Years in District	13.8	11.5	11.5

School 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.

Primary leadership duties at Wheatland High School have been assumed by Superintendent/Principal Glenn Sewell for the past four years. Mr. Sewell has over thirty years prior educational experience, including twenty-six years as a science teacher and tennis coach, and thirteen years as an 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 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.

Teacher Evaluation & Professional Development

All teachers receive training in instructional improvement and are evaluated by the principal and assistant principal. Probationary teachers are evaluated annually, and tenured teachers are evaluated every other year. Evaluations are based on the California Standards for the Teaching Profession, which are: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

The district provides time and resources for collaboration, planning, and professional development. Professional Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel. During the 2002-2003 school year three staff development days were held; topics included Curriculum Revision and Meeting State Standards for Student Success.

All first and second year teachers throughout the district 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, the primary goal of which is to provide new teachers (those with less than three years of full-time teaching experience) and veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence.

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.

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. Parents are also encouraged to volunteer in classrooms and for school events.

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.



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. The school's website (www.wheatlandhigh.org) also provides information for parents and community members.

Expenditures Per Student and Services Funded

For the 2002-2003 school year, Wheatland Union High School District spent an average of \$7,279 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.

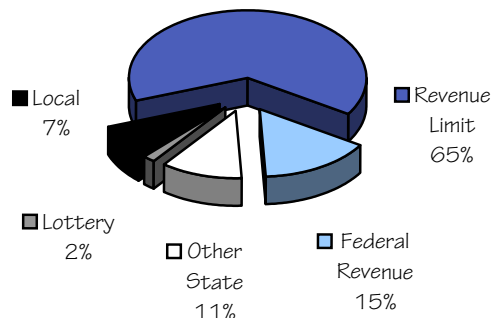
Current Expense of Education Per Student*		
Wheatland Union High School District	Statewide Average	
	All High School Districts	All Districts
\$ 7,279	\$6,969	\$6,719

*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 D (Delinquent Funds)
- Title I, Part A (Low Income)
- Title VI (Innovative Strategies)
- Title II (Eisenhower Funding)
- Title IV (Safe and Drug-Free Schools and Communities - SDFSC)

District Revenue Sources



District Expenditures

