

Wheatland Union High School District

Wheatland Union High School & Academy for Career Education Charter School

School Accountability Report Card Grades 9-12 Data From The 2004-2005 School Year Published During 2005-2006

Wheatland UHS

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Academy for Career Education CS

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Superintendent/Principal's Message—Wheatland Union High School

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 on providing the best educational experience possible for Wheatland High School students.

We offer a variety of Advanced Placement (AP) and Honors courses, both in the classroom setting and via online access. The district reading specialist addresses the needs of students in the area of reading. We offer a variety of elective classes with certification programs in welding and computer networking through our CISCO Academy. The district technology coordinator is continuously updating our technological capacities for students and staff as well as providing ongoing support services.

The staff at Wheatland High School solicits the support of parents and community members to contribute to the greatest gifts we are able to give our students: a solid academic foundation, life skills for productive citizenship, and an appreciation for 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 broad range of possible vocational options. Students will have the intra- and interpersonal 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 lifelong learning and enrichment. Students will be equipped with the knowledge and skills necessary to take a positive approach toward healthy development of the mind, body, and spirit.

Principal's Message—Academy for Career Education Charter School

The Academy for Career Education (ACE) is a tuition-free public high school. The Academy (ACE) encourages students to learn through collaboration with family, business, and community in preparation for the world of work. Through integration of education and technology, students will then develop the resilience necessary to succeed in a rapidly-changing world and prepare for lifelong learning, productive citizenship, and personal growth.

Our staff is committed to offering a solid, one-to-one educational package to each of our students. All of our students will progress at their own pace in academics, career preparation, and technology. The academic materials that we use are aligned with the California State Standards and our school has been given the candidacy status for accreditation, which allows our students to go on to accredited colleges or into military service. If you or your student are interested in our program, stop in and talk with me about the advantage of enrolling in our school!

Glenn Sewell

Superintendent and Principal
Wheatland Union High School

Claudia O'Leary

Principal
Academy for Career Education

Table of Contents

Page 1

Principal's Message

Page 2

Enrollment and Demographics
Graduates and Dropouts
Parental Involvement

Page 3

Class Size
Academic Counselors
Suspensions and Expulsions
Minimum Days and Instructional
Minutes
School Safety
Counselors and Support Staff

Page 4

Facilities
Positive Learning Environment

Page 5

Textbooks and Instructional Materials
Quality and Availability of Textbooks
Instruction and Leadership

Page 6

California Standards Test

Page 7

Norm Referenced Tests
Adequate Yearly Progress

Page 8

Academic Performance Index
Substitute Teachers

Page 9

California Physical Fitness Test
Program Improvement
Federal Intervention Program
AP and IB Courses
State Award and Intervention
Programs
Professional Development

Page 10

SAT Reasoning Test
UC/CSU Required Courses
CTE Programs
Workforce Preparation
Test Preparation

Page 11

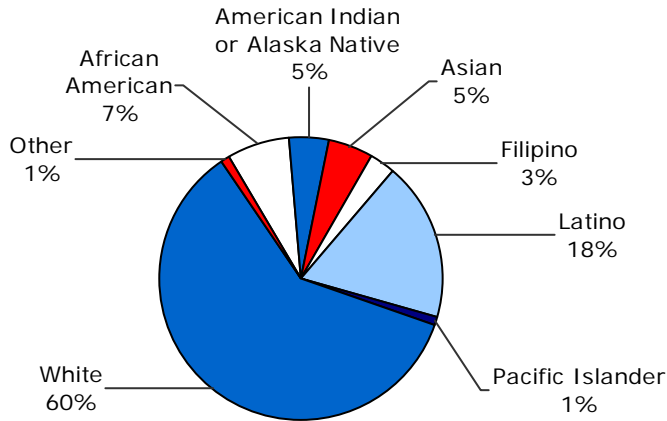
NCLB-Compliant Teachers
Teacher Qualifications
Teacher Evaluations

Page 12

Financial Information
District Expenditures
Types of Services Funded

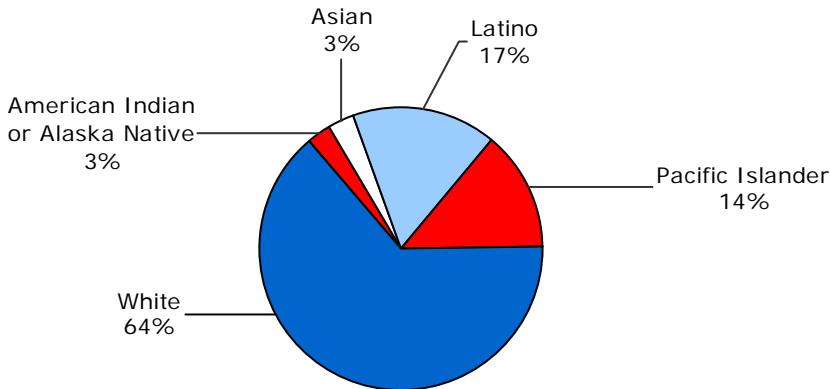
Enrollment and Demographics

Demographics—Wheatland Union HS



The total enrollment of Wheatland Union High School was 665 students for the 2004-2005 school year.

Demographics—Academy for Career Education Charter School



The total enrollment of Academy for Career Education Charter School was 36 students for the 2004-2005 school year.

Graduates and Dropouts

Graduates and Dropouts						
	Wheatland Union HS			Academy for Career Education CS		
	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	672	677	692	56	48	47
Graduation Rate	99.3%	99.2%	99.2%	100.0%	80.0%	100.0%
# of Dropouts	1	1	1	1	0	0
Dropout Rate	0.1%	0.1%	0.1%	1.8%	0.0%	0.0%
Wheatland UHSD vs California						
	Wheatland UHSD			California		
	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	728	725	739	1,772,417	1,830,903	1,876,927
Graduation Rate	99.4%	97.8%	99.3%	87.0%	86.7%	85.3%
# of Dropouts	2	1	1	47,871	58,189	61,253
Dropout Rate	0.3%	0.1%	0.1%	2.7%	3.2%	3.3%

Parental Involvement

Parents and the community are very supportive of the educational program at Wheatland High School. Parents may participate in the School Site Council, the ROP (Regional Occupational Program) 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 community, including local welding companies that 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.

Parents who wish to participate in Wheatland High School's leadership teams, school committees, school activities, or become volunteers may contact the school's office at (530) 633-3100. The school's Web site also provides information for parents and community members. Please visit <http://www.Wheatlandhigh.org>.

For more information about Wheatland High, contact the Raegean Waltz at (530) 633-3100.

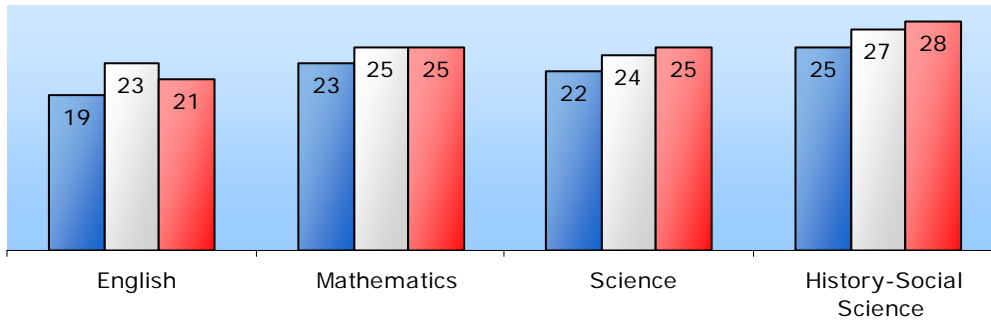


Class Size

The three-year data for average class size is displayed below for Wheatland Union High School.

Class Size By Subject

■ 02-03 ■ 03-04 ■ 04-05



Class Size Distribution — Number of Classrooms By Size

Subject	2003			2004			2005		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	23	12		12	21		21	13	
Mathematics	12	14		7	18		6	18	
Science	13	10		5	16		2	14	
History-Social Science	5	18		3	20		2	21	1

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	332.5

Suspensions and Expulsions

	Wheatland Union HS			Wheatland UHSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	76	95	124	76	95	124
Suspensions (rate)	0.112	0.137	0.189	0.112	0.137	0.189
Expulsions (no. of incidents)	1	2	7	1	2	7
Expulsions (rate)	0.001	0.003	0.011	0.001	0.003	0.011

Minimum Days and Instructional Minutes

The table below shows the minutes of study for grades 9-12.

Wheatland Union High School and Academy for Career Education Charter School had 16 minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
9-12	66,310	64,800

School Safety

In 1988, the school implemented a comprehensive School Site Safety Plan, which is revised each year by the Safety Committee, consisting of the assistant principal, the School Site Council, students, staff, and community members. Revisions to the Safety Plan are shared with all staff members at the beginning of each school year. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August, 2005. To ensure emergency readiness, a variety of safety drills are held throughout the year. Fire drills are held once per semester and earthquake/intruder-lockdown drills are held once a year.

The safety of students and the enforcement of school rules is a priority at Wheatland High School. Four part-time security aides with administrative support monitor the campus during break, at lunch, and after school. Both the administration and staff supervise all dances and athletic events as well as drama and music performances. Teachers are required to supervise a minimum of 18 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.

Counselors and Support Staff

The following is a list of the support staff at the school and their full-time equivalents (FTE):

- Counselor 2.0
- Librarian 1.0
- Psychologist 0.3
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.1
- Resource Specialist 3.0
- Prevention Coordinator 0.3

School Facilities

School Facility Conditions — Results of Inspection and Evaluation			
Interim Evaluation Instrument Area	Facility in Good Repair?		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Other: Roof		✓	Replacement Started Spring Break 2006

* This data was collected and verified by the district in January 4, 2006.

Positive Learning Environment

Wheatland High School students are expected to cooperate with one another, attend school every day, 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 Union 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)
- 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
- Cross Country (Coed)
- Soccer (men/women)
- Football
- Baseball
- Softball
- Wrestling
- Track (men/women)

A well-developed students' recognition program contributes to the positive environment of the school. Students are recognized for achievements in academics, behavior, athletics, citizenship, and leadership. 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.

Facilities

The present campus was built in the 1950s with updated classroom wings added in the 1970s. The condition of the campus and the school facilities is very good considering the age of the buildings. Wheatland High School sits on about 35 acres and includes two gymnasiums, (one with lockers and restroom facilities for women and men), a full library operation, and a multipurpose room with stage and band room. There are five classroom wings and an administration office building. Wheatland High School has a football stadium and track, two baseball and softball fields, and two soccer fields. The library contains reading and research materials as well as 30 computers for online research. The campus has Internet access and cable TV in all buildings. There are three full computer labs for student usage and at least one computer in every classroom.

The school just finished a critical hardship construction project to upgrade heating and air conditioning units in all buildings on campus.

Wheatland High School provides a safe, clean, and orderly environment, which enhances student learning. A staff of seven custodians ensures that all facilities are well maintained. All custodians at Wheatland High School also serve as bus drivers.

The school grounds and facilities are in adequate condition and repair for WHS students and staff. Regular maintenance is addressed through a prioritized list of maintenance and repair needs. We have a deferred maintenance plan to address needs on an ongoing basis and immediate facility/grounds needs are taken care of by our maintenance staff or outside contractors as soon as possible.



Textbooks and Instructional Materials

Wheatland High 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 then recommendations are made on the purchase of textbooks and instructional materials. Supplemental materials are considered and adopted as part of the ongoing curriculum evaluation process. Staff members share in the textbook selection process. Upon selecting an appropriate textbook for use in class, the school board must approve it for final adoption by the district. Each student has access to their individual copy of standards-aligned textbooks and instructional materials in the core curricular areas of reading/language arts, math, science, history/social science, foreign language, and science laboratory equipment.

Quality and Availability of Textbooks

Textbooks		
Subject Area	Textbook Title	Year Adopted
Industrial Technology	<i>Ag. Mechanic</i> RV Herren/L Cooper	2002
Industrial Technology	<i>Welding</i> L Jeffus, Delmar Thompson	2002
French	<i>Discovering French</i>	2002
Theatre	<i>Theatre Art in Action</i>	2002
Science	<i>Biology</i> Pearson/Prentice Hall	Unknown
English-Language Arts	<i>Language of Literature 9</i> McDougall Littell	Unknown
English-Language Arts	<i>Language of Literature 10</i> McDougall Littell	Unknown
English-Language Arts	<i>Language of Literature 11</i> McDougall Littell	Unknown
Mathematics	<i>Algebra II</i> McDougall Littell	2003
English-Language Arts	<i>Elements of Literature</i> Holt	Unknown
History-Social Science	<i>Economics</i> Pearson/Prentice Hall	Unknown
Mathematics	<i>Geometry</i>	2004
History-Social Science	<i>World Connections to Today</i>	2005
Psychology	<i>Psychology</i> Pearson/Prentice Hall	2005
Science	<i>Physical Science</i> Holt	2005
Science	<i>Life Science</i> Holt	2005

Core Curriculum Areas	Availability of Sufficient Textbooks and Materials For Each Pupil
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History-Social Science	Yes
Foreign Language	Yes
Health	Yes
Science Laboratory Equipment	Yes

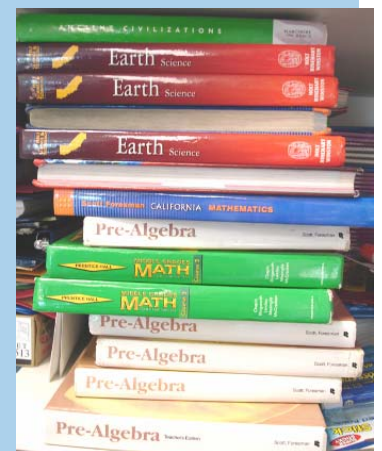
* This data was collected and verified by the district in May, 2006.

Instruction and Leadership

Wheatland School District curriculum is written in compliance with the State Frameworks and model curriculum Standards dictated by the State Department of Education (CDE). Wheatland High School's curriculum coordinator and special projects coordinator work with the principal in analyzing the SAT-9 test results, and then align the curriculum accordingly. The district offers an AVID program, ELL program and Exit Exam remediation program for students to prepare to pass the CAHSEE (California High School Exit Exam).

The Curriculum Council meets monthly to discuss curricular and school wide needs/changes to continuously keep a high standard of instruction offered to the students. Wheatland High School offers an English Language Development (ELD) program for qualified English learners that have been CELDT tested. Remedial programs for the California exit exam (CAHSEE) are offered in English and math during the regular school day. A full-time reading specialist offers reading remediation to students who qualify, based on STAR test score data. Three full-time Special Education instructors offer programs that successfully provide for the needs of identified Special Education students.

Glenn Sewell has been principal of Wheatland High School since 2000, and has 30 years of experience in education.



California Standards Test Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

Percentage of Students At Proficient or Advanced Levels						
Year Tested	Wheatland Union HS			Academy for Career Education CS		
	2003	2004	2005	2003	2004	2005
English-Language Arts	40%	38%	49%	31%	28%	31%
Mathematics	29%	17%	19%	58%	38%	50%
Science	42%	34%	26%	❖	❖	❖
History-Social Science	32%	31%	42%	19%	12%	21%

Year Tested	Wheatland UHSD			California		
	2003	2004	2005	2003	2004	2005
English-Language Arts	39%	37%	48%	35%	36%	40%
Mathematics	30%	17%	20%	35%	34%	38%
Science	42%	34%	26%	27%	25%	27%
History-Social Science	31%	30%	40%	28%	29%	32%

CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels								
Subject	English-Language Arts		Mathematics		Science		History-Social Science	
	2005		2005		2005		2005	
◆ = Wheatland Union HS ◇ = Academy For CECS	◆	◇	◆	◇	◆	◇	◆	◇
Male	42%	24%	26%	❖	39%	❖	42%	25%
Female	56%	38%	13%	❖	16%	❖	42%	❖
English Learners	15%	❖	20%	❖	❖	❖	7%	❖
Economically Disadvantaged	30%	31%	21%	❖	20%	❖	34%	7%
Students with Disabilities	9%	❖	16%	❖	❖	❖	6%	❖
Migrant Education Services	❖	❖	❖	❖	❖	❖	❖	❖
African American	56%	❖	12%	❖	7%	❖	46%	❖
American Indian or Alaska Native	43%	❖	33%	❖	❖	❖	45%	❖
Asian	35%	❖	22%	❖	27%	❖	24%	❖
Filipino	59%	❖	33%	❖	❖	❖	58%	❖
Latino	34%	❖	19%	❖	17%	❖	34%	❖
Pacific Islander	❖	❖	❖	❖	❖	❖	❖	❖
White	56%	38%	18%	❖	31%	❖	44%	27%

❖ Data are reported only for numerically significant subgroups.

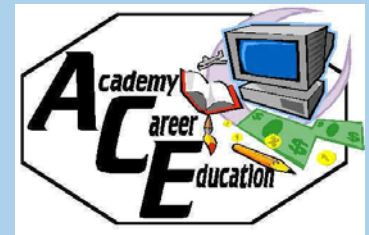
California Standards Test

The California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) Program and are administered only to students in California public schools. These multiple-choice tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (exceeds State Standards)
- **Proficient** (meets Standards)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the proficient or advanced level meet State Standards in that content area.



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Test Results

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The table below shows the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Year Tested	Reading			Mathematics		
	2003	2004	2005	2003	2004	2005
Wheatland Union HS	66%	67%	◇	56%	55%	◇
Academy for Career Education CS	38%	45%	◇	49%	44%	◇
Wheatland UHSD	64%	66%	◇	56%	55%	◇
California	43%	43%	41%	50%	51%	52%

◇ Beginning in 2005, the NRT tests students in grades 3 and 7 only.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Met Adequate Yearly Progress Criteria									
Year Tested	Wheatland Union HS			Academy for Career Education CS			Wheatland UHSD		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Met Overall AYP Status	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	◇	◇	◇	◇	◇	◇	◇	◇	◇
Socioeconomically Disadvantaged	Yes	Yes	◇	◇	◇	◇	Yes	Yes	Yes
Students with Disabilities	◇	◇	◇	◇	◇	◇	◇	◇	◇
African American	◇	◇	◇	◇	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇	◇	◇	◇	◇
Latino	◇	◇	◇	◇	◇	◇	◇	◇	◇
Pacific Islander	◇	◇	◇	◇	◇	◇	◇	◇	◇
White	No	Yes	Yes	◇	◇	◇	Yes	Yes	Yes

◇ Data are reported only for numerically significant subgroups.

Norm Referenced Tests

The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. It is another component of the STAR Program and is used to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.



Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data for Wheatland UHS				Schoolwide Data for Academy for Career Education CS			
API Rank				API Rank			
	2002	2003	2004		2002	2003	2004
Statewide Rank	6	7	5	Statewide Rank	1	3	2
Similar Schools Rank	6	9	3	Similar Schools Rank	N/A	N/A	N/A
API Base and Growth Data				API Base and Growth Data			
Year	2002	2003	2004	Year	2002	2003	2004
% Tested	100%	98%	99%	% Tested	95%	100%	96%
Base Score	656	697	659	Base Score	480	587	598
Growth Target	7	5	7	Growth Target	16	11	10
From	02-03	03-04	04-05	From	02-03	03-04	04-05
% Tested	98%	99%	98%	% Tested	100%	96%	97%
API Growth Score	703	679	704	API Growth Score	623	591	678
Actual Growth	47	-18	45	Actual Growth	143	4	80

Academic Performance Index Subgroups			
Wheatland Union High School			
	02-03	03-04	04-05
Latino Base Score	577	620	612
Latino Growth Target	6	4	6
Latino Growth Score	631	629	642
Latino Actual Growth	54	9	30
White Base Score	692	729	673
White Growth Target	6	4	6
White Growth Score	737	697	731
White Actual Growth	45	-32	58
Socioeconomically Disadvantaged Base Score	585	645	599
Socioeconomically Disadvantaged Growth Target	6	4	6
Socioeconomically Disadvantaged Growth Score	655	630	661
Socioeconomically Disadvantaged Actual Growth	70	-15	62
Academy for Career Education Charter School			
	02-03	03-04	04-05
White Base Score	N/A	594	N/A
White Growth Target	N/A	9	N/A
White Growth Score	633	N/A	N/A
White Actual Growth	N/A	N/A	N/A

N/A Information not available.

Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 90% of the students in grades 9-11 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.



Substitute Teachers

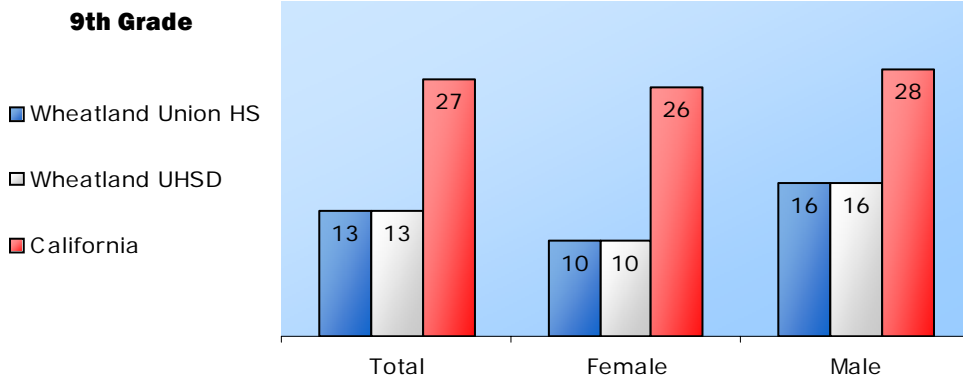
To qualify as a substitute teacher, each candidate must possess a California credential authorizing instruction. A list of substitute teachers is supplied to the district from the Yuba County Office of Education, and is updated and provided each semester. All substitute teachers have to be certified by the Yuba County Office of Education personnel office. Occasionally, there are not enough substitute teachers to meet the needs of the district. In the event that a position cannot be filled for the day, teachers will fill in for the absent staff member during their prep periods.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. The results below show the percentage of students in the ninth grade who scored in the HFZ for all six standards. Due to the Academy for Career Education's low enrollment, no information was reported regarding Physical Fitness Testing. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.



Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please go to www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program			
	Wheatland Union HS	Academy for Career Ed. CS	Wheatland UHSD
Year Identified for Program Improvement	---	n/a	n/a
Year in Program Improvement	---	n/a	n/a
Year Exited Program Improvement	2002-2003	n/a	n/a
			Wheatland UHSD
Number of Schools Identified for Program Improvement			0
Percent of Schools Identified for Program Improvement			0.00%

n/a Not applicable.

Advanced Placement and International Baccalaureate Courses

Advanced Placement and International Baccalaureate Courses			
Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1	1	31

Due to Academy for Career Education Charter School's low enrollment, no information was reported regarding Advanced Placement and International Baccalaureate Courses.

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

Professional Development

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 2003-2004 school year, three staff development days were held. Topics included curriculum revision, and meeting State Standards for student success. Sixteen minimum days were also dedicated to professional development opportunities as well as staff and department collaboration. Staff participates in a variety of professional development workshops and seminars related to their departmental content area. These are related to meeting State Standards and improving instructional strategies. Several staff members are also participating in advanced degree programs for their professional growth.



SAT Reasoning Test

SAT Reasoning Test						
	Wheatland UHS			Academy for Career Ed. CS		
	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	132	133	137	N/A	22	14
% of Gr. 12 Taking Test	28.0%	31.6%	33.6%	N/A	0.0%	0.0%
Average Verbal Score	525	508	472	N/A	N/A	N/A
Average Math Score	536	526	497	N/A	N/A	N/A

	Wheatland UHSD			California		
	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	152	155	151	385,356	395,194	409,576
% of Gr. 12 Taking Test	24.3%	27.1%	30.5%	36.7%	35.3%	35.9%
Average Verbal Score	525	508	472	494	496	499
Average Math Score	536	526	497	518	519	521

N/A Information not available.

University of California and California State University Required Courses

Student Enrollment in Courses Required for UC/CSU Admission			
School	Student Enrollment in All Courses	Number Enrolled in Required UC/CSU Courses	% of Students Enrolled
Wheatland UHS	4,197	2,857	68.1%
Academy for Career Ed. CS	N/A	N/A	N/A

Graduates Who Have Completed All Courses Required for UC/CSU Admission			
School	Number of Graduates	# of Graduates Passing Required UC/CSU Courses	% of Students Passing Required Courses
Wheatland UHS	120	6	5.0%
Academy for Career Ed. CS	13	0	0.0%

Note: Enrollment is based on the number of courses students take, not on the number of students enrolled in them. For example, one student taking four courses counts as an enrollment of 4.

N/A Information not available.

Enrollment and Program Completion in Career Technical Education Programs (District Totals)

The data below reflects Career-Technical Education (CTE) courses and programs funded by the district only. Separate ROP course enrollment and program completion information may be obtained from the ROP that serves the high school. For more information on CTE programs, please visit <http://www.cde.ca.gov/ci/ct/pk>.

CTE Participants	Secondary CTE Participants			Grade 12 CTE Students		
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
Total Course Enrollment	392	268	15%	22	22	100%

Test Preparation

Due to our small size and rural environment, students can obtain test preparation from surrounding communities that offer such programs. Students are encouraged by the guidance counselors to attend the workshops. Support is provided in accessing these services for our students.

Workforce Preparation

These programs develop skills leading to employment and/or entry into advanced career technical education or training. As a result, the programs reflect the hiring needs of employers and industry input guides the curriculum, which, together with assessment, is aligned with the State Career Technical Education standards. Students pass exams and create projects to evaluate their own ability using technology they have learned. Wheatland High School offers a wide variety of ROP programs that provide certifications for obtaining jobs. The CISCO Networking Academy offers certification for students in computer networking. We have developed relationships with local business, such as Yuba City Steel, for students to obtain jobs.

The CAD (Computer Assisted Drafting) class teaches architectural design using computer technology. The Computer Applications course offers training in Word, Excel, Access, FrontPage, and PowerPoint. These programs prepare students for obtaining jobs upon completion of the courses.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. In general, for a teacher to be considered highly qualified, they must have a Bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Teacher Qualifications

Teacher Credential Information						
	Wheatland UHS			Academy for Career Ed. CS		
	2003	2004	2005	2003	2004	2005
Total number of teachers	41	38	38	3	3	3
Full credential —fully credentialed and teaching in subject area	39	37	36	3	3	3
Teaching outside subject area —fully credentialed outside subject area	0	0	0	♦	♦	♦
Teachers in alternative routes to certification —district, university internship	2	1	2	0	0	0
Pre-internship —emergency credentialed, incomplete subject matter requirements	0	0	0	0	0	0
Teachers with emergency permits —not qualified but meeting	0	0	0	0	0	0
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0	0	0	0
	2004	2005	2006*	2004	2005	2006*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	0	0	0	0	0	0
Total Teacher Misassignments —teacher assigned to a course outside their credential/certification	1	0	0	0	0	0
Vacant Teacher Positions —certificated position vacant at the beginning of year for an entire year or semester	0	0	0	0	0	0

* For the 2005-2006 school year, the most currently available data are reported.

♦ Because the Academy for Career Education Charter School is an independent study, teachers work with students outside their credential; however, teachers are teaching within their credential in teacher-directed classes. Students are also tutored by the appropriate credentialed teacher.

Teacher Education Level			
	W. UHS	ACE CS	District
Doctorate	0.0%	0.0%	0.0%
Master’s degree + 30 hrs course work	7.9%	0.0%	7.3%
Master’s degree	5.3%	33.3%	7.3%
Bachelor’s degree + 30 hrs course work	79.0%	66.7%	78.1%
Bachelor’s degree	7.9%	0.0%	7.3%
Less than Bachelor’s degree	0.0%	0.0%	0.0%
Total	100%	100%	100%

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	%
Wheatland UHS	100.0%
ACE CS	100.0%
All schools in district	100.0%
High-poverty Schools	0.0%
Low-poverty Schools	0.0%

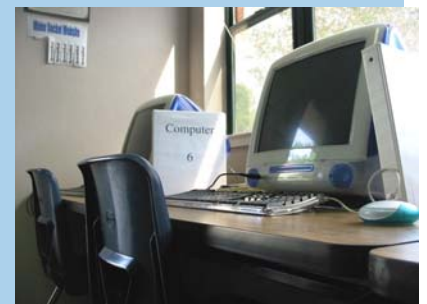
Teacher Evaluations

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 (CSTP), 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.

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.

For 2002-2003, 2003-2004, and 2004-2005 we had 10 days each year dedicated to staff and professional development.



Financial Information

2003-2004 District Salary Information — Does not include benefits

Range	District	Similar Sized District
Beginning Teacher Salary	\$36,132	\$35,096
Mid-Range Teacher Salary	\$51,770	\$50,258
Highest Teacher Salary	\$65,738	\$62,271
Average Principal Salary	N/A	\$82,898
Superintendent Salary	N/A	\$101,820
% of Budget for Teacher Salaries	38.9%	34.3%
% of Budget for Administrative Salaries	4.3%	5.2%

Note: The most recent fiscal information provided by the State is always at least two years behind.
N/A Information not available.

2003-2004 School Site Salary Information

Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$52,094	*	*	*	*

2003-2004 School Site Expenditures Per Pupil

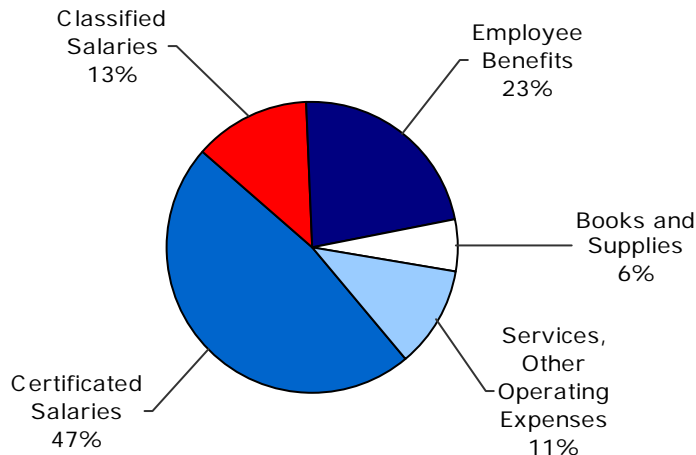
Total	From Restricted Sources	From Unrestricted Sources
\$8,144	\$1,293	\$6,851

2003-2004 Expenditures Per Pupil from Unrestricted Sources

District	State	% Difference Between School Site and District	% Difference Between School Site and State
\$6,851	*	n/a	*

* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.
n/a Not applicable. Site and district data are the same.

District Expenditures



Types of Services Funded

- Guidance Counselors
- PRIDE Reading Program
- Regional Occupation Programs in Welding, Ag Construction, Computer Applications, CISCO Academy, Architectural Design, Farm Equipment
- 9th Grade Class Size Reduction
- Special Education Program
- Vocational Education Program
- NCLB: Drug Free Schools
- NCLB: Teacher Quality
- NCLB: Innovative Education
- English Language Proficiency Program
- Agricultural Program
- School Improvement Program
- Advanced Placement
- Beginning Teacher Support & Assessment Program



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), SAT Reasoning Test, AP and IB Courses, UC/CSU Required Courses, Graduates and Dropouts, Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

All data accurate as of March 22, 2006.

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