

Wheatland Union High School District

Wheatland Union High School

School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007

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 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

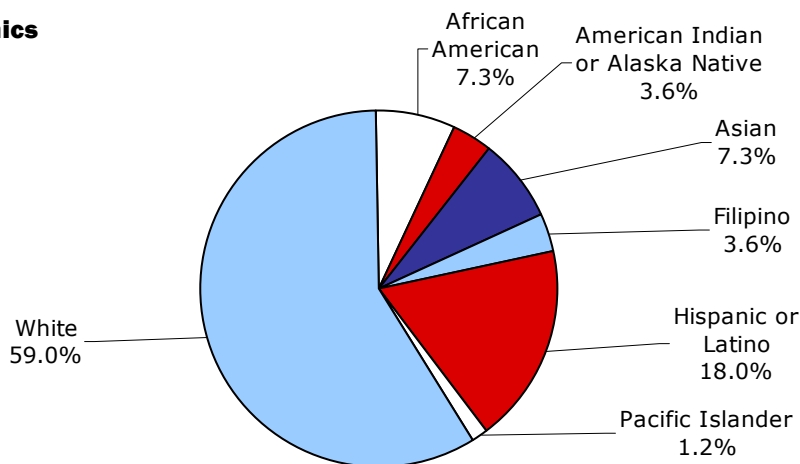
It is the mission of Wheatland Union High School to foster the development of productive, **RICH** citizens who will be:

- **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.

Enrollment and Demographics

The total enrollment was 723 students for the 2005-2006 school year.

Demographics



Wayne Gadberry

Superintendent and Principal
Wheatland Union High School

Wheatland UHS, Grades 9-12

1010 Wheatland Road
Wheatland, CA 95692
Phone: (530) 633-3100
Fax: (530) 633-3109

Web site: www.wheatlandhigh.org

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, Agriculture Advisory Board, and Boosters Club. The Boosters raise money for school athletics, the band, after-school clubs, extracurricular activities and academics. Parents are encouraged to volunteer in classrooms and for school events.

Wheatland Union High School has partnerships within the community, including local welding companies that assist in the ROP welding class and work experience. Local farmers donate time and equipment used for agricultural programs. The Lions Club sponsors a speech contest for students.

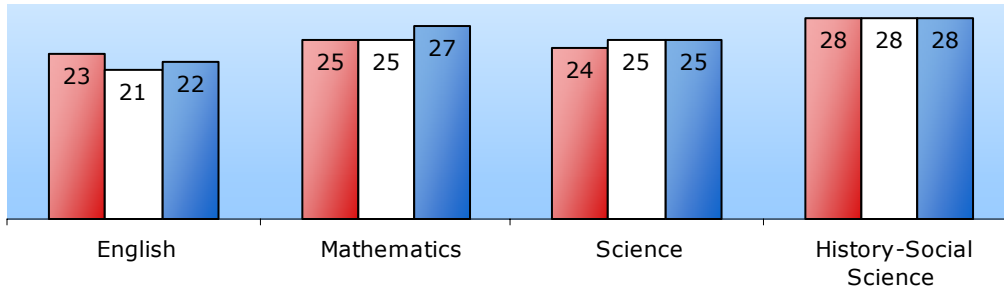
Parents who wish to participate in Wheatland High School's leadership teams, school committees, school activities, or become volunteers may contact the school's office at (530) 633-3100. The school's Web site also provides information for parents and community members. Please visit <http://www.Wheatlandhigh.org>.

Class Size

The three-year data for average class size is displayed below.

Class Size By Subject

■ 03-04 □ 04-05 ■ 05-06



Class Size Distribution — Number of Classrooms By Size									
Subject	2003-04			2004-05			2005-06		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	12	21		21	13		21	17	
Mathematics	7	18		6	18		5	18	1
Science	5	16		2	14		3	16	
History-Social Science	2	17		2	20	1	2	23	

Graduates and Dropouts

The table below displays the one-year dropout rates and graduation rates for the school, district, and state for the most recent three-year period.

Graduates and Dropouts									
	Wheatland Union HS			Wheatland UHSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Graduation Rate	99.2%	99.2%	100.0%	97.8%	99.3%	100.0%	86.7%	85.3%	84.9%
Dropout Rate	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	3.2%	3.3%	3.1%

Minimum Days and Instructional Minutes

For 2005-06, Wheatland Union High School had 16 minimum days (early release) designated for staff development. The table below shows the minutes of study offered by grade.

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

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	361.5



School Support Staff

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

- Library Media Teacher (Librarian) 0.00
- Library Media Services Staff (paraprofessional) 1.00
- Psychologist 0.40
- Social Worker 0.00
- Nurse 0.00
- Speech/Language/Hearing Specialist 0.25
- Resource Specialist (non-teaching) 0.40
- Instructional Aides 4.00

School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions		
Interim Evaluation Instrument Area	Facility in Good Repair?	
	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	✓	

* The school inspection date and Interim Evaluation Instrument completion date occurred in March, 2007.

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Wheatland Union HS			Wheatland UHSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.137	0.189	0.213	0.137	0.189	0.205
Expulsion Rate	0.003	0.011	0.007	0.003	0.011	0.007

Facilities

The present campus was built in 1961 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 all weather track, two baseball and two 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 recently 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.

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
Foreign Language	<i>Discovering French</i> , DC Health & Co. Pub.	2002
Theatre	<i>Theatre Art in Action</i> , National Textbook Co.	2002
Science	<i>Biology</i> , Glencoe	2006
English-Language Arts	<i>Language of Literature 9</i> , McDougall Littell	2000
English-Language Arts	<i>Language of Literature 10</i> , McDougall Littell	2000
English-Language Arts	<i>Language of Literature 11</i> , McDougall Littell	2000
Mathematics	<i>Algebra II</i> , McDougall Littell	2003
English-Language Arts	<i>Elements of Literature</i> , Holt	2000
History-Social Science	<i>Economics</i> , Pearson/Prentice Hall	2004
Mathematics	<i>Geometry</i>	2004
History-Social Science	<i>World History Connections to Today</i> , Pearson/Prentice Hall	2005
Psychology	<i>Psychology</i> , Pearson/Prentice Hall	2005
Science	<i>Physical Science</i> , Holt	2005
Science	<i>Life Science</i> , Holt	2005
History-Social Science	<i>21st Century</i> , Houghton Mifflin	2004
Science	<i>Science Spectrum</i> , Holt	2005
Science	<i>Physics Principals & Problems</i> , Glencoe	2005
History-Social Science	<i>American Government</i> , Pearson/Prentice Hall	2006
Mathematics	<i>Calculus of a Single Variable</i> , Houghton Mifflin	2006
Mathematics	<i>Pre Calculus</i> , Pearson/Prentice Hall	2006
Foreign Language	<i>Expresate!</i> , Holt Spanish	2006
Science	<i>Chemistry</i> , Pearson/Prentice Hall	2006
Science	<i>Conceptual Physics</i> , Pearson/Prentice Hall	2006
Core Curriculum Areas		
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Foreign Language	0%	
Health	0%	
Science Laboratory Equipment	0%	

* This data was collected and verified by the district in February, 2007.

School Safety

In 1988, the school implemented a comprehensive School Site Safety Plan developed by the Safety Committee. The School Site Safety Plan was last reviewed and updated in September, 2006. 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. Three 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. Wheatland High School is a closed campus.



California Standards Tests

The multiple-choice California Standards Tests (CST), part of the Standardized Testing and Reporting (STAR) program, are administered only to students in California public schools. These tests highlight students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 9-11 take an English-language arts and mathematics test. History-social science tests are given to students in grades 10, and 11, and students in grades 9 through 11 take a science test.

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**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

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

Percentage of Students At Proficient or Advanced Levels									
Year Tested	Wheatland Union HS			Wheatland UHSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	38%	49%	49%	37%	48%	47%	36%	40%	42%
Mathematics	17%	19%	19%	17%	20%	19%	34%	38%	40%
Science	34%	26%	44%	34%	26%	42%	25%	27%	35%
History-Social Science	31%	42%	31%	30%	40%	29%	29%	32%	33%

CST Subgroup Results

English-Language Arts, Mathematics, Science and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
Year Tested	English-Language Arts	Mathematics	Science	History-Social Science
	2005-06	2005-06	2005-06	2005-06
Male	37%	22%	45%	36%
Female	61%	18%	44%	25%
English Learners	18%	20%	25%	15%
Economically Disadvantaged	37%	20%	34%	28%
Students with Disabilities	12%	15%	❖	4%
Migrant Education Services	❖	❖	❖	❖
African American	52%	10%	23%	19%
American Indian or Alaska Native	35%	8%	❖	23%
Asian	41%	23%	50%	30%
Filipino	42%	11%	❖	27%
Hispanic or Latino	39%	19%	29%	26%
Pacific Islander	❖	❖	❖	❖
White	55%	23%	54%	35%

❖ Data are reported only for numerically significant subgroups.



“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.”

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.

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 BTSA 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.

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
- Future Farmers of America (FFA)
- California Scholarship Federation (CSF)
- Link Crew
- International Club
- Anime Club
- Academic Decathlon

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 student 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 Awards Assembly, teachers and the principal award the "Top Notch" certificate to selected students for good behavior, improvement, and work ethics.

Instruction and Leadership

Wheatland Union High 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 STAR test results, and then align the curriculum accordingly. The district offers an AVID program, ELD 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. 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.

Wayne Gadberry has been principal/superintendent of Wheatland Union High School District since June 2006, and has over 45 years of experience in education.



Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. Because it only tests students in grades 3 and 7, there is no data for this school. For more information on NRT, please visit <http://star.cde.ca.gov/>.

NRT Results

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						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Wheatland Union HS	67%	■	■	55%	■	■
Wheatland Union HSD	66%	■	■	55%	■	■
California	43%	41%	42%	51%	52%	53%

■ The NRT tests students in grades 3 and 7 only, therefore there is no data for this school.

California High School Exit Exam (CAHSEE)

The table below shows the percentage of students (that began the 2005-06 school year in the 12th grade) who met all state and local graduation requirements for grade 12 completion or received a local waiver or state exemption. To receive a high school diploma, students must pass both the English-language arts and mathematics portions of the CAHSEE. For more detailed information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2006		
	Wheatland Union HS	Wheatland UHSD	California
All Students	100.00%	100.00%	◇
Socioeconomically Disadvantaged	23.00%	23.00%	◇
English Learners	3.75%	3.75%	◇
Students with Disabilities	❖	❖	◇
African American	8.13%	8.13%	◇
American Indian or Alaska Native	5.60%	5.60%	◇
Asian	8.13%	8.13%	◇
Filipino	3.75%	3.75%	◇
Hispanic or Latino	19.38%	19.38%	◇
Pacific Islander	1.25%	1.25%	◇
White	53.75%	53.75%	◇

❖ Data are reported only for numerically significant subgroups.

◇ N/A Data is not available from the state.

“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.”



SAT Reasoning Test

The table below displays the percentage of 12th grade students at the school who voluntarily took the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores. For more detailed information, please visit www.cde.ca.gov/ds/sp/ai/.

SAT Reasoning Test			
	2003-04	2004-05	2005-06
% of 12th Grade Students Tested	31.6%	33.6%	33.7%
Average Verbal Score	508	472	483
Average Math Score	526	497	506
Average Writing Score	●	●	470

● SAT Writing scores were not available until the 2005-06 school year.

Career Technical Education Programs

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 mastered. 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, Front-Page, and PowerPoint. These programs prepare students for obtaining jobs upon completion of the courses.

The following CTE program sequences are offered by the district:

- Cisco Academy 1 and 2
- Construction Technology
- Architectural Design
- Computer Application
- Agricultural Construction and Maintenance
- Farm Equipment/Metal Fabrication
- Advanced Farm Equipment/Metal Fabrication

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Career Technical Education Participation

Career Technical Education Data	
	Wheatland Union HS
# of Pupils Participating in CTE	457
% of Pupils Who Complete a CTE Program and Earn a High School Diploma	99%
% of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	50%

University of California and California State University Admission

The table below displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	Wheatland Union HS
UC/CSU Course Measure	2005-06
Student Enrollment in Courses Required for UC/CSU Admission	59.7%
Graduates Who Completed All Courses Required for UC/CSU Admission	39.2%

Advanced Placement Courses

The following is a list of advanced placement courses offered by subject at Wheatland High School. At this school, less than 1% of the school's students were enrolled in a total of three AP courses offered.

- Foreign Language 1
- Mathematics 1
- Social Science 1

Test Preparation

Due to our small size and rural environment, students can obtain test preparation from surrounding colleges 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.



Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information			
	Wheatland Union HS		
Teachers	03-04	04-05	05-06
With Full Credential	37	36	33
Without Full Credential	1	2	5
Teaching Outside Subject Area of Competence	0	0	0
	04-05	05-06	06-07*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester	0	0	0
	Wheatland Union HSD		
Teachers	05-06		
With Full Credential	36		
Without Full Credential	5		

* Data displayed is what is most currently available.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” 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.

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Wheatland UHS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

Career Technical Education Programs

Continued from page 8

These courses are conducted by Tri-County (Sutter, Yuba and Colusa) Regional Occupation Program. The electives are integrated with the academic courses at Wheatland High School and follow state approved ROP curriculum. The Steering Committee for ROP directs, supervises and coordinates the programs and meets to discuss student placement, recruitment and program effectiveness.

The primary representatives for the district’s career technical programs are Jeff Magill, Industrial Arts Department Chair, and Helmut Skujins, Assistant Principal and Administrator for ROP.

Wheatland High School has a career center in the library that offers a career module as part of the curriculum as well as provides work permits for our students. We also offer a guidance department that provides career counseling and support.

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 2005-2006 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.

For the previous three school years, we had four days each year dedicated to staff and professional development.

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.

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/.

Adequate Yearly Progress Criteria				
	Wheatland Union HS		Wheatland Union HSD	
Met Overall AYP Status	Yes		Yes	
AYP Criteria	English-Language Arts	Math	English-Language Arts	Math
Participation Rate	Yes	Yes	Yes	Yes
% Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three Year Comparison				
	2003-04	2004-05	2005-06	
Statewide API Rank	7	5	6	
Similar Schools API Rank	9	3	7	
API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	-18	45	21	725
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	9	30	27	669
Pacific Islander	❖	❖	❖	❖
White	-32	58	15	746
Socioeconomically Disadvantaged	-15	62	-3	658
English Learners	♦	♦	❖	❖
Students with Disabilities	♦	♦	❖	❖

♦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.



California Physical Fitness Test

Each spring, all students in grades 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. For 2005-06, 26.9% of students in the 9th grade at Wheatland Union High School scored in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tq/pf/.



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.

Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Wheatland Union HS	Wheatland Union HSD
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.00%

◇ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Wheatland UHSD	Similar Sized District
Beginning Teacher Salary	\$31,519	\$36,024
Mid-Range Teacher Salary	◇	\$49,290
Highest Teacher Salary	\$65,738	\$64,251
Average Principal Salary	◇	\$84,898
Superintendent Salary	\$93,069	\$105,232
% of Budget for Teacher Salaries	39.1%	32.4%
% of Budget for Administrative Salaries	4.5%	4.9%

◇ N/A Information not available.

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Wheatland Union HS	\$7,586	\$1,932	\$5,654	\$54,810
Wheatland Union HSD			\$5,489	\$52,693
California			\$4,743	\$52,407
% Difference Between Wheatland Union HS and District			3%	4%
% Difference Between Wheatland Union HS and State			16%	-6%

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 Library 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 and Support Staff, 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), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

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