



Wheatland Charter Academy

School Accountability Report Card, 2005–2006
Wheatland Elementary School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Wheatland Charter Academy

School Accountability Report Card, 2005–2006 Wheatland Elementary School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

123 Beale Hwy.
Beale AFB, CA 95903
Principal: Mike Reid
Phone: (530) 788-2097

How to Contact Our District

711 West Olive
Wheatland, CA 95692
Phone: (530) 633-3130

<http://www.wheatland.k12.ca.us>



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» Principal's Message

The Wheatland Charter Academy has become a viable educational alternative for children and families of the Wheatland community as well as the Yuba-Sutter area. The charter is founded on a dual program that allows us to have a kindergarten through fifth grade Montessori program as well as a kindergarten through twelfth grade Independent Study program. The school completed its fifth year of operation in the 2004–2005 school year.

At the end of 2005–2006, the Wheatland School District Board renewed the charter for an additional five years, which allows the program to expand as it was designed to do in the original charter document. Our Academic Performance Index (API) scores continue to climb. Graduation rates remain higher than the state average and we have a nearly zero percent dropout rate.

Currently we are beginning to seek full statewide accreditation for our Independent Study program for ninth through twelfth grade students. We also are developing a broader scope of Montessori instruction in relation to the California Content Standards.

Mike Reid, PRINCIPAL

Grade Range and Calendar

K-12

TRADITIONAL

Academic Performance Index

742

County Average: 760

State Average: 757

Student enrollment

139

County Average: 402

State Average: 542

Teachers

5

County Average: 20

State Average: 27

Students per teacher

27

County Average: 20

State Average: 20

Students per computer

4

County Average: 4

State Average: 5

Major Achievements

- Our API rose 15 points from last year. We also met or exceeded all API or Adequate Yearly Progress (AYP) standards. Sixty-six percent of all students scored proficient or higher in English/language arts, and 91 percent met the same criteria in mathematics.
- Ongoing staff training and the use of technology have greatly improved both teacher and student outcomes. Combining one-to-one instruction in the Independent Study program with Montessori instruction for classroom-based students has improved the ability of our students to learn.
- Each year Montessori students participate in a variety of field trips, including visits to art museums, farms, and fish and game management sites. These activities are coordinated with units of study in Montessori instruction.
- Three twelfth grade students received Governor’s Honor Awards for academic and community excellence. Two of our teachers were awarded County Awards for Educators That Make a Difference.

Focus for Improvement

- In the Montessori Academy, we will continue to focus on matching state standards to Montessori lessons.
- Staff training will continue to focus on instructional strategies. We will concentrate on using the Step Up to Writing program to improve writing strategies and on using the assistance of technology.
- We will use data to guide our decisions regarding instruction and the processes that foster student achievement.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Wheatland’s API was 742 (out of 1000). This is an increase of 15 points compared to last year’s API. About 97 percent of our students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 727. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 5 out of 10.

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

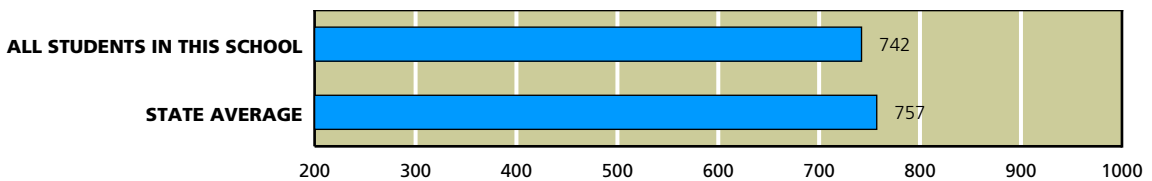
We met our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	742
Growth attained from prior year	+15
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all six criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students’ test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

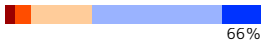






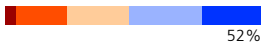




STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2005–2006		2004–2005		2003–2004	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher					NO DATA AVAILABLE N/A	
Average elementary school Percent Proficient or higher						
MATH						
Our school Percent Proficient or higher					NO DATA AVAILABLE N/A	
Average elementary school Percent Proficient or higher						
SCIENCE						
Our school Percent Proficient or higher	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Average elementary school Percent Proficient or higher						

SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			66%	97%	SCHOOLWIDE AVERAGE: About 22 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

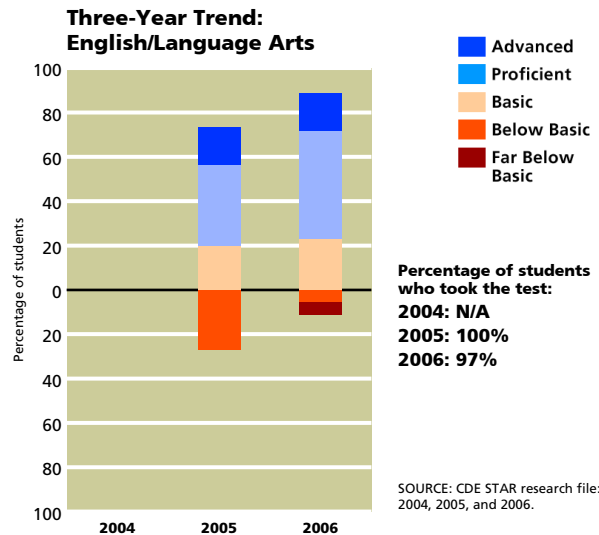
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	26	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls			85%	47	
English proficient			67%	71	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	14	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			64%	59	
Learning disabled	NO DATA AVAILABLE		N/A	4	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			72%	69	
White/Other			69%	48	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade on the CDE's Web site. The standards for **all grade levels** are also available on this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			91%	95%	SCHOOLWIDE AVERAGE: About 39 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			46%	91%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

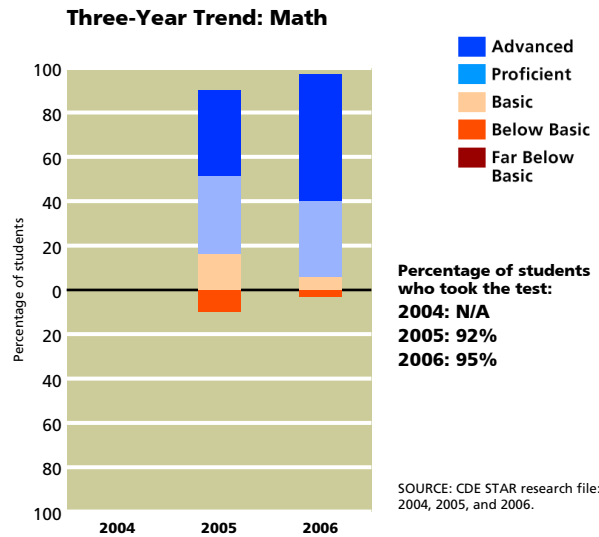
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	22	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls			92%	36	
English proficient			94%	56	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	11	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			89%	47	
Learning disabled	NO DATA AVAILABLE		N/A	4	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			97%	54	
White/Other			100%	38	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).



You can read the math standards for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade on the CDE’s Web site. The standards for **all grade levels** are also available on this site.



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	100%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			27%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			32%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	6	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	10	
English proficient	NO DATA AVAILABLE		N/A	16	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	16	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	16	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) by going to the CDE’s Web site.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	7%	16%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	50%	40%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	21%	16%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	29%	41%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	50%	25%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	79%	51%	55%

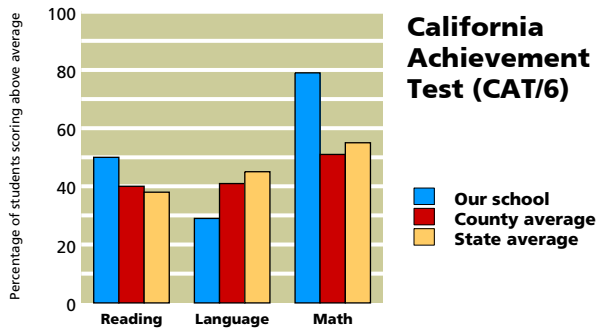
SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Wheatland, 50 percent of students scored at or above average in reading (compared to 38 percent statewide); 29 percent scored at or above average in language (compared to 45 percent statewide); and 79 percent scored at or above average in math (compared to 55 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Wheatland, seven percent of students scored at the top in reading (compared to 15 percent statewide); 21 percent scored at the top in language (compared to 19 percent statewide); and 50 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Every trimester our students take district standards assessments to measure their progress towards reaching the state standards in English/language arts, mathematics, and science. In addition to these tests, end-of-unit assessments, teacher-generated quizzes, Accelerated Reader, and Accelerated Math are used to monitor student achievement. We also use portfolios of student work to identify students who may need additional help. Other measures may include the California High School Exit Exam (CAHSEE), California English Language Development Tests (CELDT), and the California Alternative Performance Assessment.

We send the results of district tests home in progress reports. We hold parent conferences twice each year to review progress and graduation requirements. Standards-based report cards are given out each trimester for kindergarten through grade five and each semester for grades six through twelve.

STUDENTS

Students’ English Language Skills

At Wheatland, 99 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	99%	81%	68%
English learners	1%	19%	32%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home language of just the one student classified as an English learner. At Wheatland, the language this student speaks at home is Spanish. In California it’s common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	64%	85%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	2%
Hmong	0%	26%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	1%	0%
All other	0%	8%	9%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Ethnicity

Most students at Wheatland identify themselves as White/European American/Other. In fact, there are about six times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Wheatland. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	9%	4%	7%
Asian American/Pacific Islander	12%	9%	11%
Latino/Hispanic	12%	23%	50%
White/European American/Other	67%	64%	32%

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Wheatland, 38 percent of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	38%	63%	57%
Parents with some college	73%	62%	53%
Parents with college degree	29%	27%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 73 percent of the students at Wheatland have attended college, and 29 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 40 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at Wheatland varies across grade levels from a low of 13 students to a high of 20. Our average class size schoolwide is 18 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	N/A	19	19
Second grade	16	20	19
Third grade	N/A	20	20
Fourth grade	N/A	27	29
Fifth grade	13	29	29
Sixth grade	N/A	23	30
Seventh grade	N/A	23	27
Eighth grade	N/A	23	26

SOURCE: CBEDS census, October 2005. County and state averages represent elementary schools only.

Safety

On campus our Montessori students follow the Wheatland School District Standards for safety. We have a safe school plan as well as rules for general student safety, which are included in the parent/student handbook that is given to all registered families. The Montessori Academy is also part of the Yuba County Rapid Responder program. This program helps schools maintain a general plan and provides access to all county safety services, including planning with the Beale Air Force Base operations.

Parents are responsible for the safety of Independent Study students, who work from home.

Discipline

The Montessori approach encourages students to create their own self-discipline by observing peers and adults. Guidelines for the Montessori philosophy are described in our parent-teacher handbook. Positive reinforcement, combined with consistent expectations for behavior, contributes to a low frequency of serious problems.

Independent Study students are required to abide by the rules at home. We expect them to show common courtesy and respect the rules of their assigned home teacher.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	0	2
	2004–2005	4	5
	2003–2004	N/A	4
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	N/A	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had no suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Homework

Montessori students receive homework that is developmentally appropriate. Each Montessori teacher keeps an interactive Web site that lists daily as well as monthly assignments.

In the Independent Study program, homework that is appropriate for the grade level is assigned at each home visit. Some long-range assignments may make assessments for the next home visit unnecessary.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	N/A	26%	24%
Girls in Fitness Zone	N/A	30%	28%
All students in Fitness Zone	N/A	28%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

The Montessori Academy follows a 180–day instructional year that is divided into trimester reporting periods. Classes for fourth and fifth graders begin at 8:10 a.m. and finish at 2:15 p.m. Kindergarten through third grade classes begin at 8:30 a.m. and end at 2:15 p.m. Dismissal on minimum (shortened) days is at 1:15 p.m. for all grades. Office hours are from 7 a.m. to 4 p.m., which is the same as for Lone Tree Elementary School (our host campus).

Independent Study students follow a 180-day instructional calendar that is broken into semesters and quarterly reporting periods. Because teachers set individual home appointments, they can see students from 8 a.m. to 5:30 p.m. on any school day.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	53,340	36,000
Grades 1–3	50,640	50,400
Grades 4–5	54,240	54,000
Grade 6	62,914	54,000
Grade 7	62,914	54,000
Grade 8	62,914	54,000
Grade 9	N/A	64,800
Grade 10	N/A	64,800
Grade 11	N/A	64,800
Grade 12	N/A	64,800

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Michael A. Reid has been principal of our school for three years. He also has 23 years of teaching experience. He has a Bachelor of Arts in Liberal Studies and a master’s degree in Educational Administration. Mr. Reid taught grades two through eight, with an emphasis on middle school grades. He served as an associate principal for five years before becoming the director of the Wheatland Charter Academy.

The Wheatland Charter Academy is governed by a five-member board, which determines policy and the design of the academy. An executive director, director (nonvoting), a community member, a teacher, a parent member, and a military representative make up the board. It reports regularly to the Wheatland School Board of Education. Staff meetings are held every two months to determine the curricular needs of each program as well as to assess their effectiveness. Administration also meets monthly.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	11	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	43%	22%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	14%	14%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	86%	86%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 43 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 86 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 14 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	86%	92%	97%
Trainee credential holders	Percentage of staff holding an internship credential	14%	4%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	14%	5%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 86 percent of the faculty at Wheatland hold a full credential. This number is lower than the average for all elementary schools in the state. About 14 percent of the faculty at Wheatland hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About 14 percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 86 percent of the faculty at Wheatland hold the elementary (multiple-subject) credential. This number is below the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers’ credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	64%	32%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	14%	8%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 14 percent of our teachers were working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We’ve divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	12%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by “highly qualified” teachers	0%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	64%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students’ rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 12 percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is zero percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 64 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

We evaluate teachers in the Montessori Academy as well as the Independent Study program annually using the California Standards for the Teaching profession. Evaluations are based on direct classroom observation, administrator-teacher conferences, student learning, and effective lesson design. Supervision is ongoing, as is training to improve instructional methods. Teachers work with the site administrator to develop an annual professional growth plan. First- and second-year teachers are required to be registered and to participate in a support program for new teachers.

Staff Development

The Wheatland Charter Academy offers ongoing staff development for teachers in both phases of the program. Instructional experts help us design an effective curriculum, and we empower teachers to pursue further training and education. Our teachers attend our host district’s training programs in language arts, mathematics, and Montessori instruction. Our teachers participate regularly in the Step Up to Writing program as well as Best Teaching practices with Dr. Marilyn Bates. These programs enhance our writing program and our teaching methods in every subject.

Substitute Teachers

Our host district provides substitute teachers when they are needed. This system enables the charter school to hire and maintain substitutes that are credentialed and meet state and county requirements for substitute teaching. Emergency lesson plans are kept on file for all classrooms for substitutes who are called on short notice.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians	2.0
Psychologists	1.0
Social workers	0.0
Nurses	1.0
Speech/language/hearing specialists	1.0
Resource specialists	2.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

Our school has access to psychological services, student counseling, a county truancy officer, a nurse, and a behaviorist. The availability of these professionals is conditional on the Academy remaining dependent on the charter-granting authority of the Wheatland School District. We also offer afterschool services for students who are struggling academically, access to district grant services, and technology and library programs tailored to the students of the Montessori school.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has no students who qualify for this program.

Students in the fourth or fifth grade may be recommended for the GATE program based on academic achievement scores and a placement test. GATE is run in coordination with the Wheatland School District's grant services program. We choose new topics and social issues each trimester, and students receive customized instruction. Participation in the GATE program is voluntary.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe **learning differences** are sometimes entitled to individual education plans and extra attention. Our school has one student who qualifies for these special education programs.

Our school is fortunate to have access to the special education programs of the county as well as the host district. Speech, Resource Specialist Program, and Special Day Class programs are run concurrently for the children in the Montessori Academy on site. When appropriate, we develop Individualized Education Plans (IEPs) for eligible students. Students in the Independent Study program are evaluated in the same manner, often with County Services input.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible.

CELDT testing is done annually to assess students and determine who will be best served through English language services. We provide learning programs and instruction to help students develop proficiency in English. Teachers certified in either Cross-cultural Language and Academic Development (CLAD) or bilingual CLAD (BCLAD) instruct our English learners. We also use district technology programs such as Fast4Word, Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words, and English in a Flash to enrich their learning experience.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in kindergarten and first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report. This also includes Montessori instructional units that are designed for age groups of children.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

The Wheatland Charter Academy’s Montessori program shares seven classrooms and one office on the Lone Tree Elementary Campus located at Beale Air Force Base in Beale. Facility maintenance is performed annually, and the report is filed at the Wheatland School District office. The Wheatland School District has discussed modifications of this facility, but at this time no recommendations have been made or a timeline set for modernization.

Teachers usually meet Independent Study students at their own homes unless otherwise requested by the parent or guardian.

Our school includes 16 buildings, of which none are portables. On an average day, 146 students and staff occupy these buildings, taking up 15 percent of our capacity.

The bathrooms in our school contain 81 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you’d like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

Montessori students can use the Lone Tree School Library, and they have all rights and privileges associated with its use. Montessori classes have a weekly library time and access to over 12,000 books. Books are grouped according to reading ability. A full-time librarian is available.

Independent Study students may request books from the district libraries or they can purchase materials from their parent-student budgets.

Computers

We have 32 computers available for student use, which means that, on average, there is one computer for every four students. There are seven classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	5
Internet-connected classrooms	7	17	29

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Montessori classrooms each have four

classroom computers, and teachers also maintain a stand-alone or laptop computer. Two technology labs with over 30 student computers are available for teachers, and they are used weekly by each grade level. We have a variety of interactive student programs.

We provide Independent Study teachers with laptop computers, and they can access the Internet to update student records and communicate by email. Students in the Independent Study program may request technology assistance under the supervision of the program director.

Parent Involvement

Parents of Montessori students are involved in the Montessori Academy at each grade level. Parents have a representative on the Governing Council that oversees the charter school. Parents organize and participate in Back-to-School nights, fund-raising, Open House, field trips, and holiday programs.

Independent Study students enjoy having their parent as their primary teacher. Parents and students work together to set up a parent-student budget for the student to use to buy educational materials.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$13,629,529	N/A	N/A
Expenses per student	\$9,728	\$6,897	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$13,771,367	N/A	N/A
Expenses per student	\$9,249	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$9,728 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$13,629,529. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$32,735	\$37,797
Midrange teacher’s salary	\$59,317	\$57,601
Highest-paid teacher’s salary	\$69,960	\$71,233
Average principal’s salary (elementary school)	\$98,915	\$88,676
Superintendent’s salary	\$114,498	\$127,179
Percentage of budget for teachers’ salaries	36%	42%
Percentage of budget for administrators’ salaries	7%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

The Wheatland Charter Academy is funded through California Senate Bill 740. This yearly funding model is structured for those charter schools that provide nonclassroom learning and that do not own or lease their own facilities. The Wheatland School District allows Wheatland Charter Academy to use the facility as a dependent charter school. We also receive funding for class-size reduction for kindergarten through third grade.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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