



Wheatland Elementary School

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.

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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

111 Hooper St.

Wheatland, CA 95692

Principal: Michelle Sexton

Phone: (530) 633-3140

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 year 2005–2006 was an exciting one for Wheatland Elementary School. We were the recipients of a Title One Academic Achievement Award for the second consecutive year. Despite doubling in size the prior year, adding fourth and fifth grades, and continued budget reductions, our standardized test scores remained high and we again exceeded the target set for us by the state. We attribute our academic success to our focus on state standards, our ongoing staff training in effective instructional strategies, and our programs for students who are struggling academically. In addition, we remodeled our locker rooms to create a large space for our After School Program.

Wheatland Elementary invites parents and community volunteers to join us in the education of our children. It is our goal to partner with families to create the best educational environment possible for our students.

Michelle Sexton, PRINCIPAL

Grade Range and Calendar

K-5

TRADITIONAL

Academic Performance Index

805

County Average: 760

State Average: 757

Student enrollment

431

County Average: 402

State Average: 542

Teachers

22

County Average: 20

State Average: 27

Students per teacher

20

County Average: 20

State Average: 20

Students per computer

2

County Average: 4

State Average: 5

Major Achievements

- We were the recipients of the Title One Academic Achievement Award for the second year in a row.
- Our Academic Performance Index (API) was 805, five points above the state target. We met the state's Annual Measurable Objectives in all areas.
- During the 2005–2006 school year, we designed a standards-based second grade report card.
- We formed a partnership with county agencies to create our Crisis Response Plan. We also implemented Steps to Respect, a program that prevents bullying.

Focus for Improvement

At the end of each trimester, Wheatland Elementary administers district assessments based on state standards in language arts, math, and writing. During grade-level meetings, teachers analyze the results to measure progress and identify students whose skills are weak in certain areas. Students at the Basic, Below Basic, and Far Below Basic levels in reading and math receive extra help so that they can catch up. This year our focus for improvement is students' writing skills. We collect writing samples and engage in ongoing staff training to improve our skills in teaching writing.

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 805 (out of 1000). This is a decline of 1 point compared to last year’s API. All 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 806. 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 8 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

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.

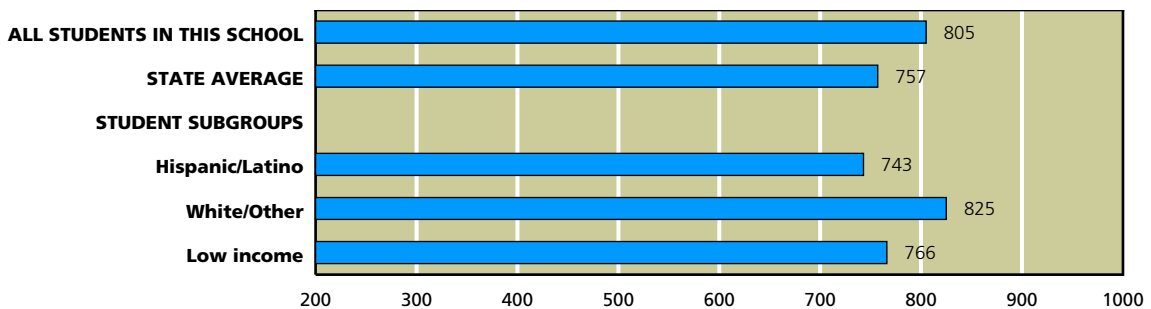
We did not meet some or all of our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of elementary schools statewide met their growth targets.

| CALIFORNIA API ACADEMIC PERFORMANCE INDEX | |
|--|------------|
| Met schoolwide growth target | Yes |
| Met growth target for prior school year | Yes |
| API score | 805 |
| Growth attained from prior year | -1 |
| Met subgroup* growth targets | No |
| 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 17 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 | Yes |
| Met subgroup* test score goals | Yes |
| 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 | ● | ● | ● | ● |
| SUBGROUPS OF STUDENTS | | | | |
| Low income | ● | ● | ● | ● |
| STUDENTS BY ETHNICITY | | | | |
| Hispanic/Latino | ● | ● | ● | ● |
| White/Other | ● | ● | ● | ● |

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.

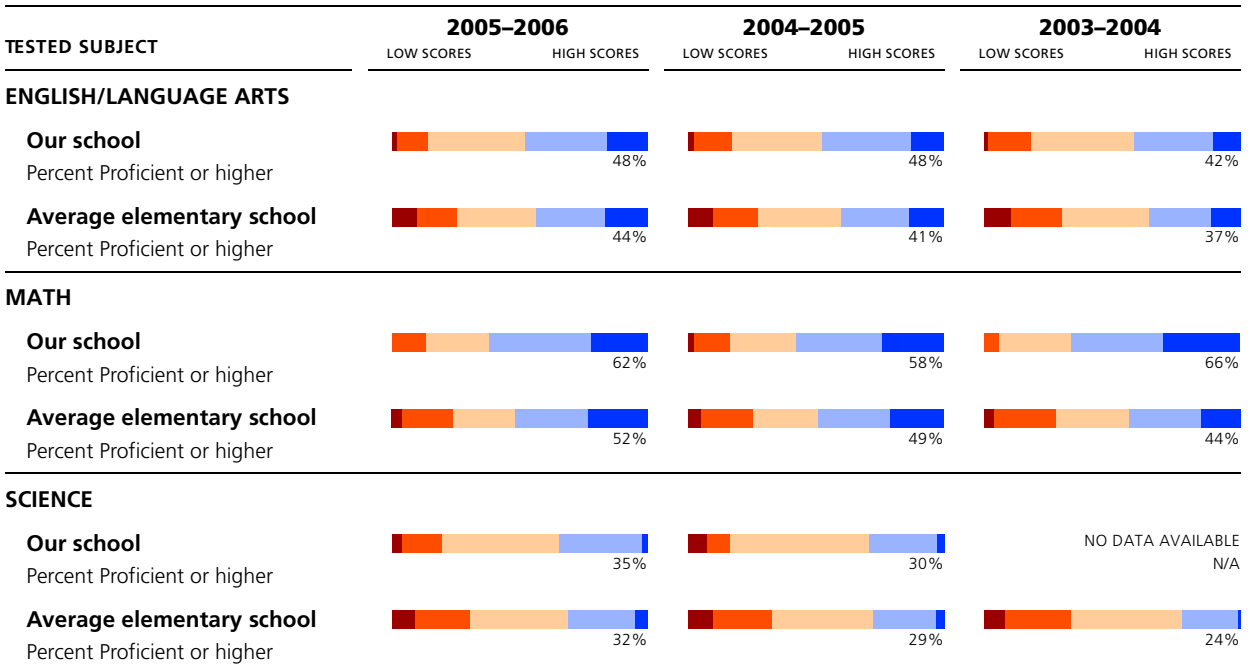
STUDENT ACHIEVEMENT

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



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 | | | 48% | 100% | SCHOOLWIDE AVERAGE: About four 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):

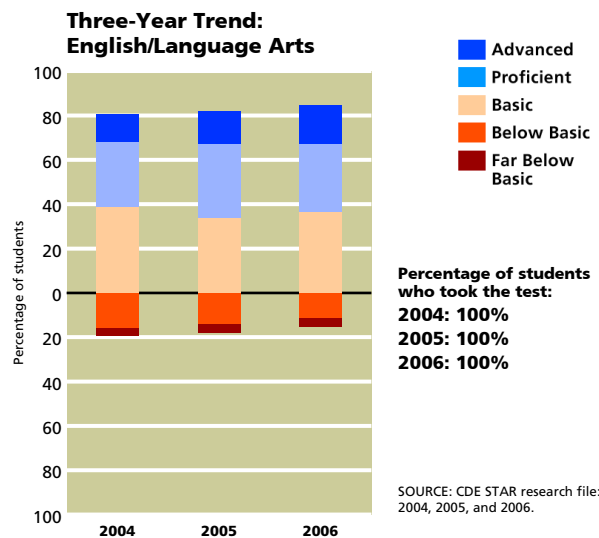
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|-----------------------|-------------------|-------------|------------------------|-----------------|---|
| Boys | | | 47% | 144 | GENDER: About three percent more girls than boys at our school scored Proficient or Advanced. |
| Girls | | | 50% | 155 | |
| English proficient | | | 53% | 259 | ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage. |
| English learners | | | 24% | 40 | |
| Low income | | | 41% | 139 | INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| Not low income | | | 55% | 155 | |
| Learning disabled | NO DATA AVAILABLE | | N/A | 18 | 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 | | | 51% | 281 | |
| Hispanic/Latino | | | 33% | 69 | 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. |
| White/Other | | | 53% | 194 | |

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 | | | 62% | 100% | SCHOOLWIDE AVERAGE: About ten 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):

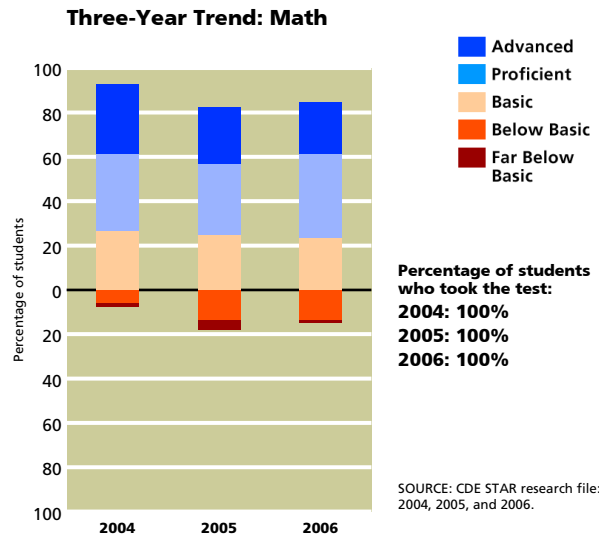
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|-----------------------|-------------------|-------------|------------------------|-----------------|---|
| Boys | | | 66% | 144 | GENDER: About nine percent more boys than girls at our school scored Proficient or Advanced. |
| Girls | | | 57% | 155 | |
| English proficient | | | 64% | 259 | ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage. |
| English learners | | | 56% | 40 | |
| Low income | | | 51% | 139 | INCOME: About 20 percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| Not low income | | | 71% | 155 | |
| Learning disabled | NO DATA AVAILABLE | | N/A | 18 | 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 | | | 64% | 281 | |
| Hispanic/Latino | | | 51% | 69 | 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. |
| White/Other | | | 63% | 194 | |

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 | | | 35% | 100% | SCHOOLWIDE AVERAGE: About three percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| 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):

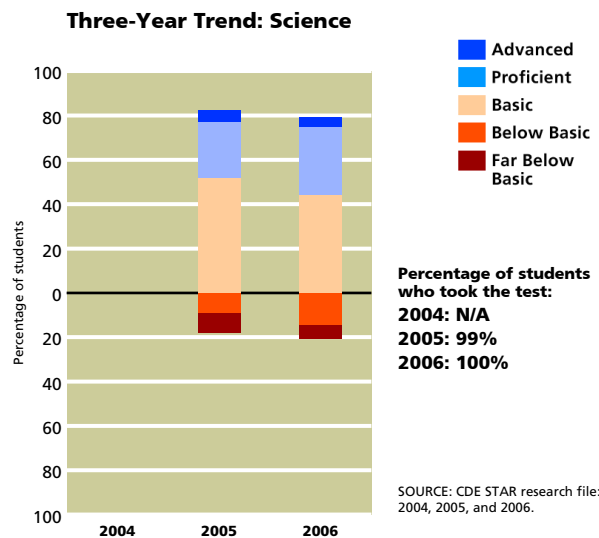
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|-----------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys | | | 41% | 34 | GENDER: About 12 percent more boys than girls at our school scored Proficient or Advanced. |
| Girls | | | 29% | 34 | |
| English proficient | | | 39% | 62 | 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 | 6 | |
| Low income | | | 27% | 33 | INCOME: About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| Not low income | | | 44% | 32 | |
| Learning disabled | NO DATA AVAILABLE | | N/A | 8 | 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 | | | 40% | 60 | |
| Hispanic/Latino | DATA STATISTICALLY UNRELIABLE | | N/S | 16 | 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. |
| White/Other | | | 37% | 46 | |

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 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).

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) | 13% | 16% | 15% |
| Students scoring at or above average | Percentage of students scoring in the top half nationally (at or above the 50th percentile) | 48% | 40% | 38% |
| LANGUAGE | | | | |
| High-scoring students | Percentage of students scoring in the top quarter nationally (above the 75th percentile) | 7% | 16% | 19% |
| Students scoring at or above average | Percentage of students scoring in the top half nationally (at or above the 50th percentile) | 40% | 41% | 45% |
| MATH | | | | |
| High-scoring students | Percentage of students scoring in the top quarter nationally (above the 75th percentile) | 21% | 25% | 30% |
| Students scoring at or above average | Percentage of students scoring in the top half nationally (at or above the 50th percentile) | 60% | 51% | 55% |

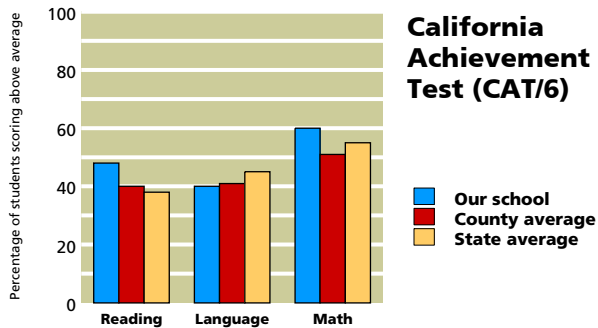
SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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, 48 percent of students scored at or above average in reading (compared to 38 percent statewide); 40 percent scored at or above average in language (compared to 45 percent statewide); and 60 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, 13 percent of students scored at the top in reading (compared to 15 percent statewide); seven percent scored at the top in language (compared to 19 percent statewide); and 21 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 we evaluate our students' academic skills via standards-based district tests and computerized reading and math assessments. We assess English learners every year using the California English Language Development Test. Two assistants tutor our English learners and give them extra support. Three progress reports and three report cards are sent home each year. We encourage parents to attend a parent-teacher conference after the first reporting period in November.

STUDENTS

Students’ English Language Skills

At Wheatland, 84 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, 28 percent advanced to English proficiency.

| LANGUAGE SKILLS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| English proficient students | 84% | 81% | 68% |
| English learners | 16% | 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 languages of just the 67 students classified as English learners. At Wheatland, the language these students most often speak 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 | 72% | 64% | 85% |
| Vietnamese | 0% | 0% | 2% |
| Cantonese | 7% | 0% | 2% |
| Hmong | 4% | 26% | 1% |
| Filipino/Tagalog | 0% | 0% | 1% |
| Korean | 0% | 0% | 1% |
| Khmer/Cambodian | 13% | 1% | 0% |
| All other | 3% | 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 three times as many White/European American/Other students as Latino/Hispanic 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 | 2% | 4% | 7% |
| Asian American/Pacific Islander | 7% | 9% | 11% |
| Latino/Hispanic | 24% | 23% | 50% |
| White/European American/Other | 68% | 64% | 32% |

SOURCE: CBED5 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, 49 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 | 49% | 63% | 57% |
| Parents with some college | 75% | 62% | 53% |
| Parents with college degree | 21% | 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 75 percent of the students at Wheatland have attended college, and 21 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 63 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 18 students to a high of 27. Our average class size schoolwide is 20 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 | 18 | 20 | 20 |
| First grade | 18 | 19 | 19 |
| Second grade | 18 | 20 | 19 |
| Third grade | 19 | 20 | 20 |
| Fourth grade | 23 | 27 | 29 |
| Fifth grade | 27 | 29 | 29 |

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

Safety

All teachers and noon duty supervisors are scheduled so that at least two monitors are on duty during each recess. Fire drills are held once per month and a lockdown drill is held twice during the year. The Safety Committee meets monthly and reviews our school safety plan each October. We distribute the plan to each teacher. We work collaboratively with the Wheatland Fire and Police Department to coordinate emergency plans.

Discipline

We adhere to three simple rules at Wheatland Elementary: Be Safe, Be Respectful, and Be Responsible. These apply on campus, in the classroom, and at all school functions. Consequences for poor behavior include warnings, time-outs, Life Skills activities, in-school suspension, at-home suspension, and expulsion. The Life Skills program provides a quiet classroom environment in which to reflect and discuss positive strategies for making better choices. A trained instructional aide helps to brainstorm strategies, role model, and provide helpful tools for future difficult situations.

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 | 2 | 2 |
| | 2004–2005 | 3 | 5 |
| | 2003–2004 | 1 | 4 |
| Expulsions per 100 students | 2005–2006 | 0 | 0 |
| | 2004–2005 | 0 | 0 |
| | 2003–2004 | 0 | 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 ten 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

Wheatland Elementary believes in establishing good study habits at an early age. We encourage all students to read for at least 20 minutes each night. The amount of homework and time to be spent on it varies according to the child’s age. Our School Compact encourages parents to take an active interest in work brought home. Parental supervision of completing homework is a key to the success of our students.

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 | 37% | 26% | 24% |
| Girls in Fitness Zone | 33% | 30% | 28% |
| All students in Fitness Zone | 35% | 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 school year includes 180 days of instruction. Classes begin at 7:55 a.m. for fourth and fifth grade and at 8:15 a.m. for kindergarten through third grade. Students are dismissed at 2 p.m. We offer a breakfast program at 7:30 a.m. We hold an academic afterschool program that provides extra help until 3 p.m. (Tuesdays through Thursdays) and an afterschool program until 6 p.m. every day. Office hours are 7 a.m. to 4 p.m.

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 |

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Michelle Sexton has been principal of our school for five years. She also has nine years of teaching experience.

Teachers and administrators take part in decision making at this school. Teachers work in grade-level teams with administrators to set school goals, plan lessons, and coordinate learning across the curriculum to avoid confusion or repetition. Our School Site Council (SSC), which includes parent members as well as teachers, classified staff, and administrators, plays a key role in reviewing programs and shaping our students’ educational experience. The SSC adopts the School Site Plan and decides how the School Site Improvement budget is spent.

Teacher Experience and Education

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--|---|------------|----------------|---------------|
| Teaching experience | Average years of teaching experience | 18 | 11 | 13 |
| Newer teachers | Percentage of teachers with one or two years of teaching experience | 13% | 22% | 11% |
| Teachers holding an MA degree or higher | Percentage of teachers with a master’s degree or higher from a graduate school | 4% | 14% | 31% |
| Teachers holding a BA degree alone | Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college | 96% | 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 13 percent of our teachers have less than three years of teaching experience, which is about the same average for new teachers in other elementary schools in California. Our teachers have, on average, 18 years of experience. About 96 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About four 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 | 96% | 92% | 97% |
| Trainee credential holders | Percentage of staff holding an internship credential | 4% | 4% | 2% |
| Emergency permit holders | Percentage of staff holding an emergency permit | 0% | 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 96 percent of the faculty at Wheatland hold a full credential. This number is close to the average for all elementary schools in the state. About four 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. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Wheatland hold the elementary (multiple-subject) credential. This number is above 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 | 0% | 32% | 11% |
| Teachers lacking a full credential | Percentage of teachers without a full, clear credential | 4% | 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 four 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

Teachers are evaluated using the California Standards for the Teaching Profession. Tenured teachers are evaluated every other year. Evaluations are based on classroom observations, effective lesson design, and student engagement and learning. Within our district, teachers receive ongoing training in effective elements of instruction. Those identified as needing extra help work with the administration to decide on a plan for improvement and options for additional training. All new teachers participate in the Beginning Teacher Support and Assessment program.

Staff Development

Wheatland Elementary teachers participate in ongoing staff development in effective instruction as well as mastery of subject matter. For the past four years, our school has been working on the development of effective instructional strategies with Dr. Marilyn Bates. In 2005–2006, Dr. Bates spent three half days with each grade level. She met with teachers and administrators for 12 days using “reflective walk-through conferences.” Our fourth and fifth grade teachers attended half-day Step Up to Writing workshops three times. We plan to extend these workshops to kindergarten through third grades in the 2006–2007 school year. A reading coach also supports our teachers.

Substitute Teachers

Wheatland Elementary is fortunate to have a pool of retired teachers and a group of parents who have teaching credentials from other states who serve as substitutes. When a substitute cannot be found for a class, the students are divided among the other classes at the same grade level. Emergency substitute plans have been created by each teacher to minimize disruption for the students.

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 | 0.0 |
| Librarians | 0.0 |
| Psychologists | 0.0 |
| Social workers | 0.0 |
| Nurses | 0.0 |
| Speech/language/hearing specialists | 0.0 |
| Resource specialists | 0.0 |

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

Wheatland Elementary has a part-time counselor, psychologist, and nurse. Two full-time computer aides maintain site technology, overseeing computer labs and classroom mini-labs. We also have a full-time and part-time librarian. A part-time music teacher serves our third through fifth grades. Each kindergarten class has a three-hour classroom assistant every day. First grade teachers have a classroom assistant for two hours every day, and English learners receive support from two assistants for three hours a day.

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 six students who qualify for this program.

Students in fourth and fifth grade may be placed in GATE based on academic achievement scores and placement test results. Our GATE program runs as an afterschool program. Each trimester a different focus is chosen, such as art, science, or drama, and students engage in a multitude of related projects, lessons, and field trips planned by the GATE coordinator. Participation in this program is voluntary for those who qualify.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe **learning differences** are sometimes entitled to individual education plans and extra attention. Our school has 16 students who qualify for these special education programs.

Wheatland Elementary has one full-time special education teacher. There are also three full-time and three part-time classroom assistants. Students enrolled in our special education program receive instruction based on their Individualized Education Plan (IEP). IEPs are carefully written and monitored to ensure student growth. At-risk students who require additional assistance in math and reading may receive support in the Learning Center.

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.

Approximately 15 percent of Wheatland Elementary students are classified as English learners. Students are assessed annually using the CELDT. If appropriate, these students are placed with teachers who have either Cross-cultural, Language, and Academic Development (CLAD) certification or certification in Specially Designed Academic Instruction in English (SDAIE). Classroom assistants also give these students extra help. These students may also participate in programs such as Fast4Word and English in a Flash, as well as receive extra help after school. Instruction emphasizes reading, math and verbal skills for these students.

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 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.

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 building that now houses Wheatland Elementary School (formerly Bear River Middle School) was built in 1954. Two years ago, Wheatland Elementary School moved to its current location. We ensure that our school is clean, safe, and functional within the available resources. Our site has established cleaning standards. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff.

Our school includes seven buildings, of which two are portables. On an average day, 454 students and staff occupy these buildings, taking up 91 percent of our capacity.

The bathrooms in our school contain 37 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

Our library is open five days a week from 7:30 a.m. to 3:30 p.m. The library is staffed with one full-time and one part-time library technician. All classrooms have a scheduled library time of 30 to 45 minutes each week. The library is the foundation of our Accelerated Reader program. Last year we spent over \$7,500 updating books and multimedia and purchasing Accelerate Reader quizzes.

Computers

We have 221 computers available for student use, which means that, on average, there is one computer for every two students. There are 23 classrooms connected to the Internet.

| RESOURCES | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--------------------------------------|------------|----------------|---------------|
| Students per computer | 2 | 4 | 5 |
| Internet-connected classrooms | 23 | 17 | 29 |

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

Currently, two classrooms and the teacher staff development room have SmartBoard presentation stations. We are in the process of outfitting additional classrooms with this technology. We have a computer lab supervised by two full-time computer technical aides. Each classroom has one full hour of computer lab time a week. We have a variety of software programs including, but not limited to, Accelerated Reader, Accelerated Math, Math Facts in a Flash, English in a Flash, Fas4Word, and many programs for English learners.

Parent Involvement

Parents are regular participants in our School Site Council, our English Language Advisory Committee, and our Safety Committee. Through these committees parents have input into instructional and budgeting decisions. Parents have the opportunity to volunteer in classrooms, the school office, our library, and in our WEFÉ parent educator group. WEFÉ has active volunteers who organize several fund-raisers and other family-oriented activities every year. They also volunteer in campus improvement projects. Classroom and campus volunteers are always needed. To find out how you can volunteer at our school, please contact Mrs. Sexton, our principal, at (530) 633-3140.

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

State and federal money is spent on supplemental instructional programs such as Accelerated Reader and Math, staff development such as Essential Skills of Instruction and Step Up to Writing, and classroom assistant positions in kindergarten and first grade, Life Skills, and the English Learner program. Last year, approximately \$10,000 was invested in nonfiction science titles for fourth and fifth grade students. Two LCD projectors and SmartBoards were placed in classrooms.

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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