



Wheatland Charter Academy

School Accountability Report Card, 2007–2008

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, 2007–2008 Wheatland Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2008_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

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

How to Contact Our School

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Beale AFB, CA 95903
Director: Jodie Jacklett
Phone: (530) 788-2097

How to Contact Our District

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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 seventh year of operation in the 2007–2008 school year.

Currently we are working to attain full statewide Western Association of Schools and Colleges accreditation for our program, with a visit scheduled in 2008–2009. We continually review our scope of Montessori instruction in relation to the California Content Standards and work to intertwine the curriculum. Our onsite Montessori classrooms have a state-credentialed teacher and a full-day teaching assistant in the classroom.

Jodie Jacklett, DIRECTOR

Grade range and calendar

K–12

TRADITIONAL

Academic Performance Index

728

County Average: 764

State Average: 776

Student enrollment

137

County Average: 367

State Average: 523

Teachers

7

County Average: 19

State Average: 26

Students per teacher

20

County Average: 20

State Average: 20

Students per computer

5

County Average: 3

State Average: 4

Major Achievements

- Our Academic Performance Index (API) fluctuated this year; however, we identified a focus for improvement for our sixth through twelfth grade Independent Study students for the upcoming year of testing. Our API is based on our inclusive K-12 program. Sixty-five percent of our kindergarten through fifth grade students scored Proficient or higher for both English language arts and mathematics. Sixty-three percent scored Proficient or higher on the science portion of the state test. We met the API requirements for all subgroups.
- Ongoing staff training and the use of technology have greatly improved both teacher and student performance. Combining one-to-one instruction in the Independent Study program with Montessori instruction for classroom-based students has provided choice within our school.
- Each year Montessori students participate in a variety of field trips, including visits to hands-on, interactive venues, performing arts theaters, and farms. These activities are coordinated with units of study using Montessori instruction.
- 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 intertwining state standards with Montessori lessons.
- Staff training will continue to focus on instructional strategies. We will further our application and use of a districtwide writing program to improve writing strategies. Technology will advance in the California Technology Assistance Project for Web-based learning experiences within our classroom and the introduction of computer-based foreign language curriculum to provide the experience of language advancement for our students. We have added new technologies in the classrooms to increase the use of visual aides within lessons. Distance-learning field trips through the state parks and recreation department are a new development for our campus, and they widen the opportunities for students to experience field trips without the cost and travel of leaving campus.
- We will continue to use data to guide our decisions about 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 a 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 728 (out of 1000). This is a decline of 29 points compared to last year’s API. About 97 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 757. 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 groups, English Learners, special education students, 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.

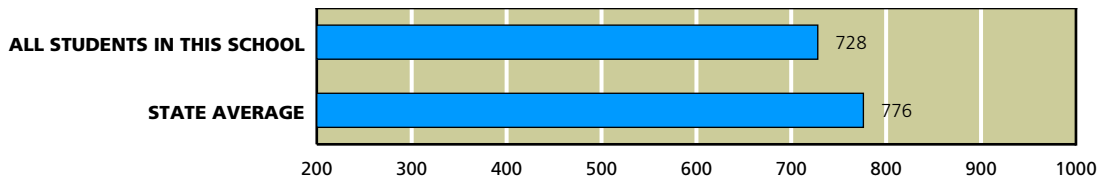
We did not meet some or all of our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	Yes
API score	728
Growth attained from prior year	-29
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.

*Ethnic groups, English Learners, special ed students, 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 2008



SOURCE: API based on spring 2008 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 five out of six criteria for yearly progress. Because we fell short in one area, we did not make AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 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 620 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	No
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 2008	No

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students’ test results in the 2007–2008 school year or earlier.

*Ethnic groups, English Learners, special ed students, 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 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet 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.

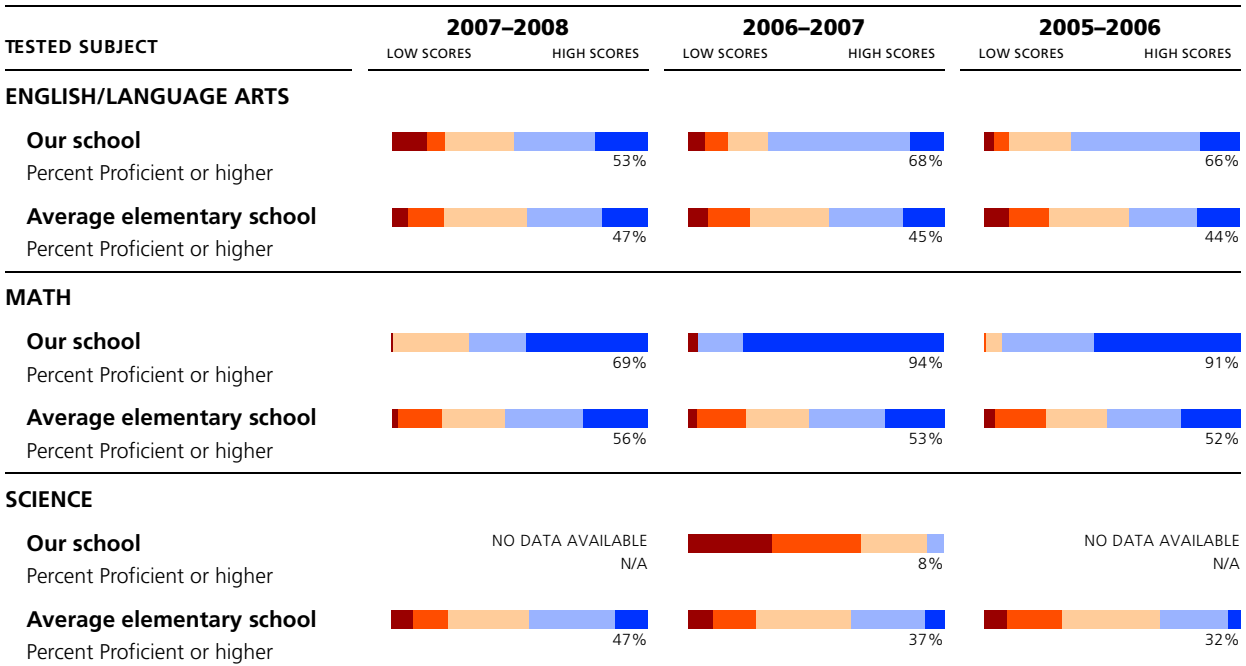
STUDENT ACHIEVEMENT

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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



SOURCE: The scores for the CST are from the spring 2008 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 Data Almanac that accompanies 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 can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 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 CST. 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.

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 for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

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

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			53%	98%	SCHOOLWIDE AVERAGE: About six percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			41%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			47%	97%	

Subgroup Test Scores

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

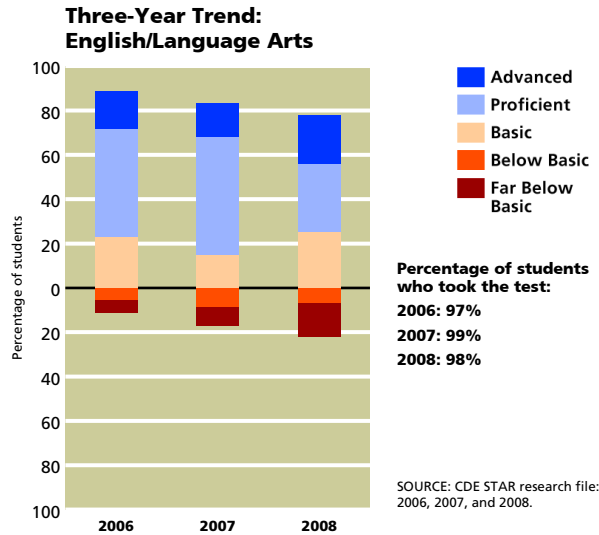
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	31	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls			44%	52	
English proficient			52%	80	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	1	
Low income	NO DATA AVAILABLE		N/A	36	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			83%	47	
Learning disabled	NO DATA AVAILABLE		N/A	3	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			53%	80	
White/Other			48%	52	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 2008 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** on the CDE's Web site.



Math

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

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			69%	95%	SCHOOLWIDE AVERAGE: About 13 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			56%	94%	

Subgroup Test Scores

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

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

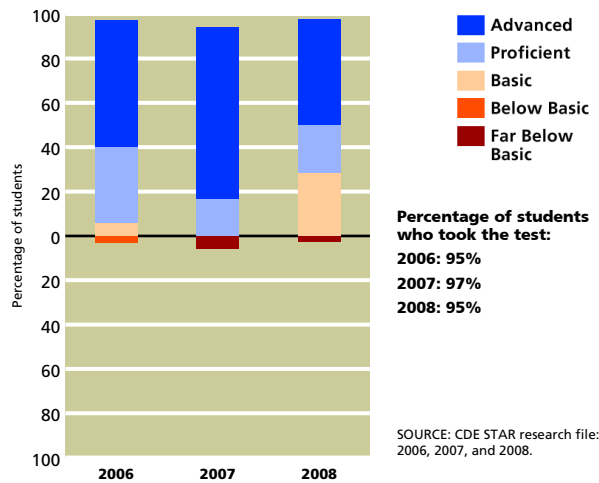
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	24	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls			75%	34	
English proficient			70%	55	ENGLISH PROFICIENCY: We cannot compare scores for these two 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	1	
Low income	NO DATA AVAILABLE		N/A	23	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			92%	35	
Learning disabled	NO DATA AVAILABLE		N/A	3	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			71%	55	
White/Other			83%	37	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.

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You can read the **math standards** on the CDE's Web site.



Three-Year Trend: Math



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (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	94%	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			41%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			47%	96%	

Subgroup Test Scores

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

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

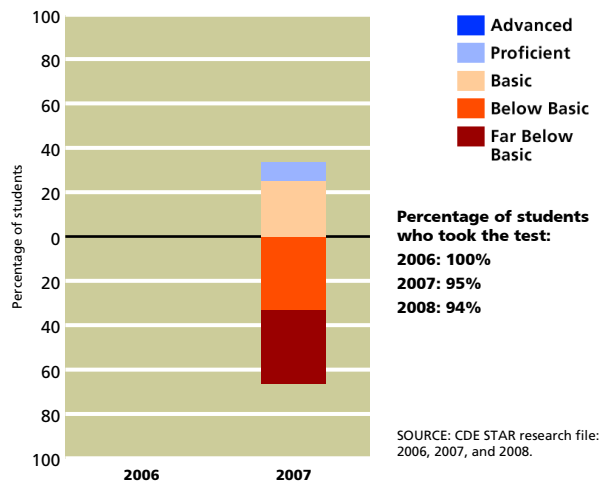
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	8	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	9	
English proficient	NO DATA AVAILABLE		N/A	17	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	7	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	10	
Learning disabled	NO DATA AVAILABLE		N/A	2	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	15	

SOURCE: The scores for the CST are from the spring 2008 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.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, 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)	36%	15%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	45%	37%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	36%	16%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	55%	42%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	55%	25%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	73%	50%	56%

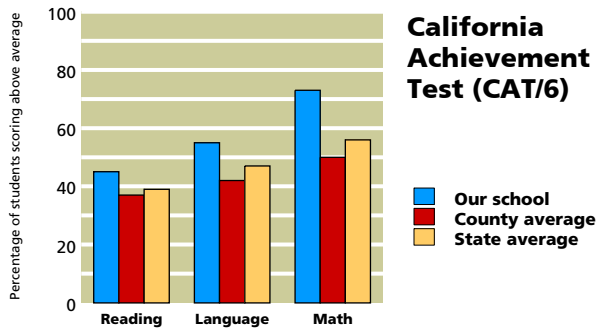
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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, 45 percent of students scored at or above average in reading (compared to 39 percent statewide); 55 percent scored at or above average in language (compared to 47 percent statewide); and 73 percent scored at or above average in math (compared to 56 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 quarter of students nationally (above the 75th percentile). At Wheatland, 36 percent of students scored at the top in reading (compared to 15 percent statewide); 36 percent scored at the top in language (compared to 19 percent statewide); and 55 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 2008 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 toward 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, 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, 96 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	96%	76%	68%
English Learners	4%	24%	32%

SOURCE: Language Census for school year 2007–2008. 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 five 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 who speak English well. 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	60%	73%	85%
Vietnamese	0%	0%	3%
Cantonese	0%	0%	1%
Hmong	0%	20%	1%
Filipino/Tagalog	40%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	1%	0%
All other	0%	6%	8%

SOURCE: Language Census for school year 2007–2008. 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 Hispanic/Latino 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	4%	4%	7%
Asian American/Pacific Islander	13%	9%	11%
Hispanic/Latino	19%	29%	50%
White/European American/Other	64%	58%	32%

SOURCE: CBEDS census of October 2007. 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 \$38,203 a year (based on a family of four) in the 2007–2008 school year. At Wheatland, 30 percent of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	30%	57%	55%
Parents with some college	70%	57%	54%
Parents with college degree	32%	20%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 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 70 percent of the students at Wheatland have attended college, and 32 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 53 percent of our students 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 grade levels.

The average class size at Wheatland varies across grade levels from a low of 17 students to a high of 19. Our average class size schoolwide is 16 students. The average class size for elementary schools in the state is 22 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	19	20
First grade	17	19	19
Second grade	N/A	19	19
Third grade	17	18	20
Fourth grade	N/A	29	28
Fifth grade	N/A	28	29
Sixth grade	N/A	31	29
Seventh grade	N/A	22	26
Eighth grade	N/A	21	26

SOURCE: CBEDS census, October 2007. 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 School Safety Plan that is shared with the traditional school on our combined campus as well as rules for general student safety, which are included in the parent/student handbook that is given to all registered families. We revise our campus safety plan annually in coordination with Lone Tree School. We used a safety consulting company for a complete revision of the School Safety Plan in 2007–2008. Visitors to our campus sign in and out through our school office. Livescan fingerprinting is a districtwide requirement for campus volunteers.

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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	N/A	9	6
2006–2007	N/A	8	6
2005–2006	N/A	2	5
Expulsions per 100 students			
2007–2008	N/A	0	0
2006–2007	N/A	0	0
2005–2006	N/A	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

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.

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.

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.

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, art docent program, 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.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Jodie Jacklett has been director of our school for a year. She has seven years of experience as a second through fourth grade classroom teacher. Mrs. Jacklett also serves as a vice-principal to the traditional school on the shared campus.

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 monthly to determine the curricular needs of each program and to assess their effectiveness. A Montessori curriculum-planning team meets at least monthly and includes teachers within the onsite portion of the academy. Administration within the district also meets monthly.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	6	12	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	29%	17%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	29%	13%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	71%	87%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 29 percent of our teachers have fewer 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, six years of experience. About 71 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 29 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	71%	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	29%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	3%	0%

SOURCE: PAIF, October 2007. 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 71 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 29 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 91 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies 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%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	29%	8%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

“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 29 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. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2008–2009 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 standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is zero percent, compared to eight percent statewide.

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)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	11%

SOURCE: Data is from the California Department of Education, SARC research file.

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 and mathematics. Conferences and trainings are scheduled to stay current with Montessori instruction. Our teachers participate regularly in the districtwide 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.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	3.0
2006–2007	3.0
2005–2006	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

We evaluate teachers 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.

First- and second-year teachers are required to be registered and to participate in a support program for new teachers.

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	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 2007.

Specialized Programs and Staff

Our school has access to psychological services, student counseling, a county truancy officer, a nurse, a school resource officer, 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. The afterschool program offers a care service beyond academic support, and this opportunity is made available to students in the Academy.

GIFTED AND TALENTED EDUCATION (GATE): Students in the fourth or fifth grade may be recommended for the GATE/enrichment program based on academic achievement scores and a placement test. GATE is run in coordination with the Wheatland School District's grant services program. Courses are offered after school with a unit or specific area for enhanced instruction. Participation in the GATE program is voluntary.

SPECIAL EDUCATION PROGRAM: 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: The California English Language Development Test is given 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 Bilingual Cross-cultural Language and Academic Development (BCLAD) or (CLAD) instruct our English Learners. We also use district technology programs (e.g. English in a Flash), Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words to enrich their learning experience.

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. 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. In 2007–2008 the campus underwent an electrical source update.

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

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. 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 Williams legislation. You can look at the six-page [survey form](#) used for the assessment 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 32,000 books. Books are annotated with an Accelerated Reader level. 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 25 computers available for student use, which means that, on average, there is one computer for every five students. There are six classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	3	4
Internet-connected classrooms	6	18	29

SOURCE: CBEDS census of October 2007. 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.

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 Data Almanac that accompanies 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 2008–2009 school year and whether those [textbooks](#) covered the California Content Standards.

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).

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.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 152 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$7,148	\$7,240	-1%	\$5,300	35%
Restricted funds (\$/student)	\$234	\$3,029	-92%	\$2,817	-92%
TOTAL (\$/student)	\$7,382	\$10,269	-28%	\$8,117	-9%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$471,446	\$0	\$471,446	42%
Other staff salaries	\$111,567	N/A	N/A	N/A
Benefits	\$162,620	N/A	N/A	N/A
Books and supplies	\$182,060	\$10,548	\$192,608	17%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$158,786	\$25,000	\$183,786	16%
TOTAL	\$1,086,479	\$35,548	\$1,122,027	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 7 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$58,715	\$61,876	-5%	\$62,157	-6%
Retirement benefits	\$5,323	\$5,758	-8%	\$6,557	-19%
Health and medical benefits	\$7,584	\$7,929	-4%	\$10,416	-27%
Other benefits	N/A	N/A	N/A	\$453	N/A
TOTAL	\$71,622	\$75,563	-5%	\$79,583	-10%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$411,003	82%
Retirement benefits	\$37,263	7%
Health and medical benefits	\$53,086	11%
Other benefits	N/A	N/A
TOTAL	\$501,352	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 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 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

