



Wheatland Elementary School

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.

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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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Principals: Debra M. Pearson & Angela Gouker
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How to Contact Our District

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» Principal's Message

The year 2007–2008 was a phenomenal year for Wheatland Elementary School. Despite declining enrollment across the district and continued budget reductions, we had an Academic Performance Index (API) of 814. We attribute our academic success to our focus on the California Content Standards, our ongoing staff training in effective instructional strategies, and our numerous programs for students who are struggling academically. 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. Our motto is Wheatland Elementary: Where Children Succeed!

Debra M. Pearson & Angela Gouker, PRINCIPALS

Grade range and calendar

K–5

TRADITIONAL

Academic Performance Index

814

County Average: 764
State Average: 776

Student enrollment

442

County Average: 367
State Average: 523

Teachers

21

County Average: 19
State Average: 26

Students per teacher

22

County Average: 20
State Average: 20

Students per computer

2

County Average: 3
State Average: 4

Major Achievements

- We were the recipients of the Title I Academic Achievement Award in 2004, 2005, and 2006.
- Our Academic Performance Index (API) was 814.
- During the 2006–2007 school year, we designed a standards-based third and fourth grade report card. In 2007–2008 we designed and implemented a standards-based fifth grade report card.
- We formed a partnership with county agencies to create our Crisis Response Plan. We are also implementing the use of the Avenues curriculum in our English Learners' Program.

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 targeted emphasis on our English Learners' Program. We will be using the state-recommended Avenues program and incorporating the Rosetta Stone language program into our daily language arts instruction.

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 814 (out of 1000). This is a decline of 8 points compared to last year’s API. All 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 822. 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 7 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 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.

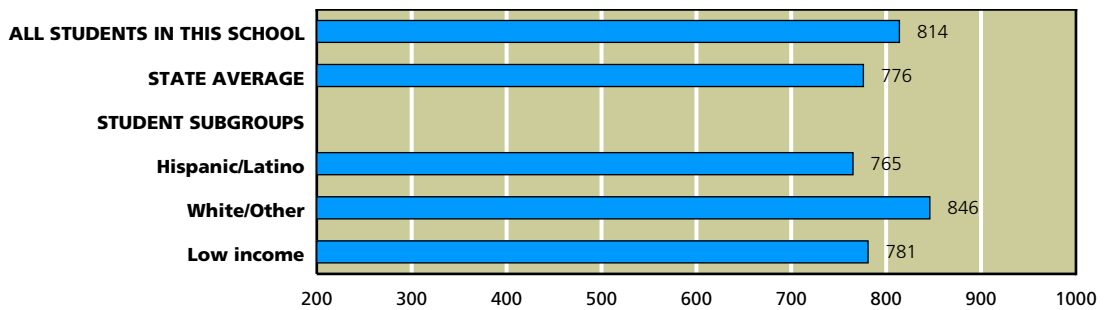
We did not meet some or all of our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	814
Growth attained from prior year	-8
Met subgroup* growth targets	No
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 all 21 criteria for yearly progress. As a result, we succeeded at making 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	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 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	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

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.

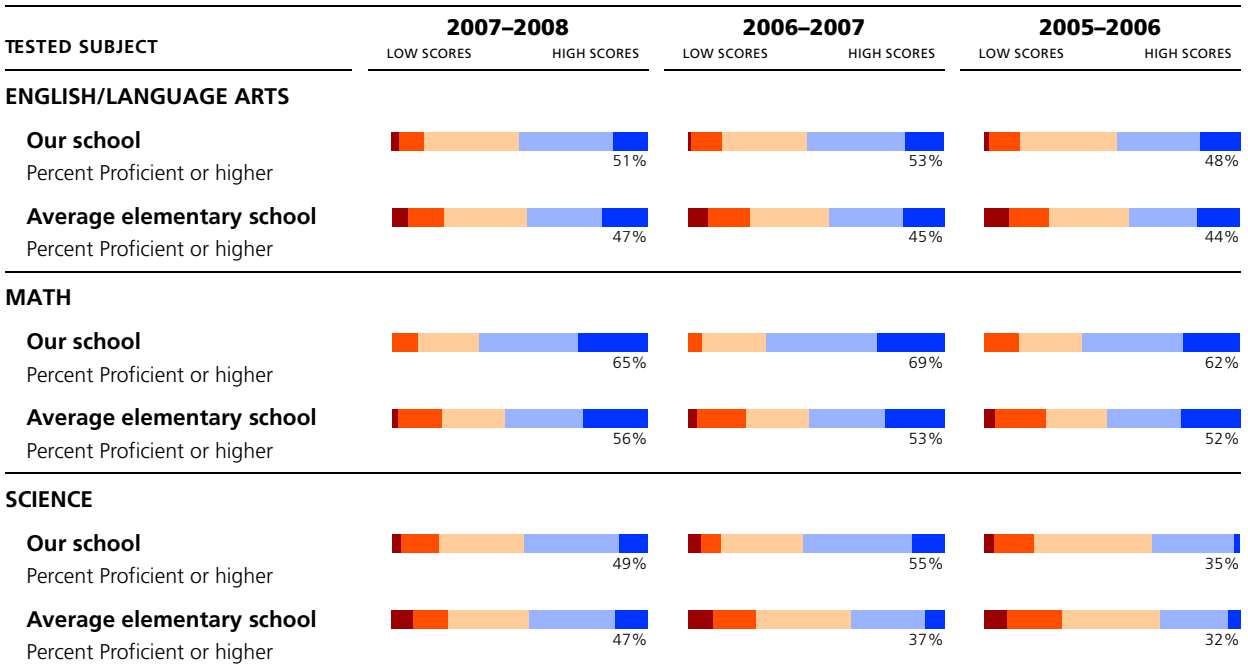
STUDENT ACHIEVEMENT

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			51%	98%	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			41%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			47%	97%	

Subgroup Test Scores

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

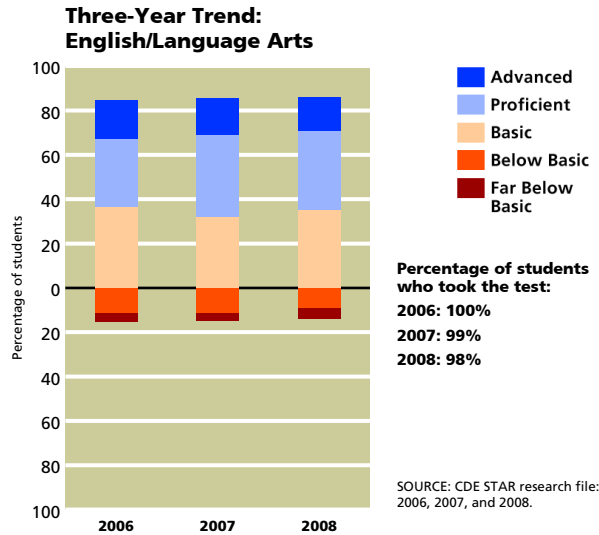
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			45%	133	GENDER: About 11 percent more girls than boys at our school scored Proficient or Advanced.
Girls			56%	144	
English proficient			57%	235	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			14%	41	
Low income			47%	139	INCOME: About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			54%	138	
Learning disabled	NO DATA AVAILABLE		N/A	24	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%	253	
Hispanic/Latino			38%	72	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			56%	173	

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			65%	98%	SCHOOLWIDE AVERAGE: About nine 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**

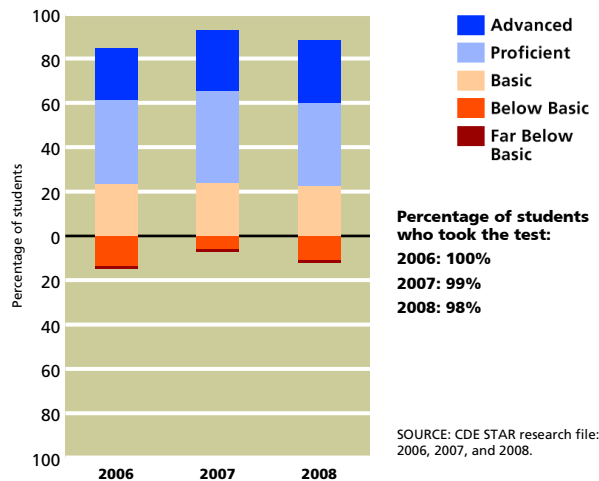
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			66%	133	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			65%	144	
English proficient			70%	235	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			36%	41	
Low income			60%	139	INCOME: About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			70%	138	
Learning disabled	NO DATA AVAILABLE		N/A	24	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			67%	253	
Hispanic/Latino			58%	72	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			71%	173	

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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			49%	97%	SCHOOLWIDE AVERAGE: About two 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%	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**

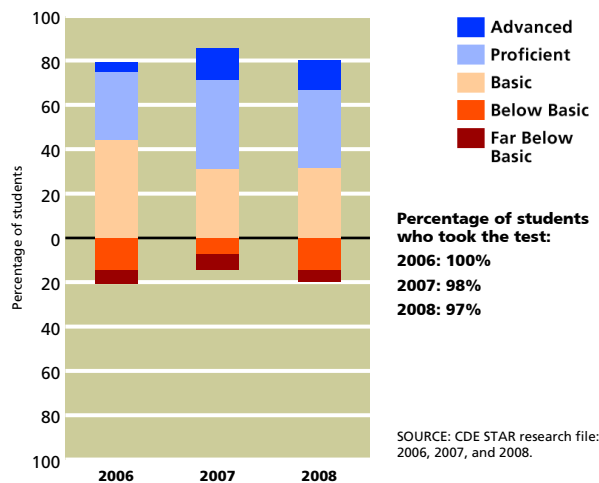
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			59%	39	GENDER: About 21 percent more boys than girls at our school scored Proficient or Advanced.
Girls			38%	37	
English proficient			56%	64	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	11	
Low income			34%	32	INCOME: About 25 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			59%	44	
Learning disabled	NO DATA AVAILABLE		N/A	7	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			49%	69	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	13	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			57%	51	

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)	23%	15%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	48%	37%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	19%	16%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	52%	42%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	36%	25%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	64%	50%	56%

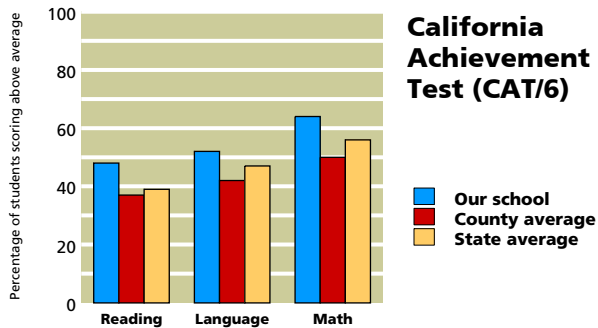
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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, 48 percent of students scored at or above average in reading (compared to 39 percent statewide); 52 percent scored at or above average in language (compared to 47 percent statewide); and 64 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, 23 percent of students scored at the top in reading (compared to 15 percent statewide); 19 percent scored at the top in language (compared to 19 percent statewide); and 36 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 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 (CELDT). Two instructional assistants tutor our English Learners and give them extra support. Three progress reports and three report cards are sent home each year. Parents are notified and encouraged to attend a parent-teacher conference after the first reporting period in November, and teachers hold additional conferences in the spring for students who are identified as at-risk.

STUDENTS

Students’ English Language Skills

At Wheatland, 87 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	87%	76%	68%
English Learners	13%	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 56 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	82%	73%	85%
Vietnamese	0%	0%	3%
Cantonese	0%	0%	1%
Hmong	5%	20%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	7%	1%	0%
All other	6%	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	8%	9%	11%
Hispanic/Latino	24%	29%	50%
White/European American/Other	65%	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, 48 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	48%	57%	55%
Parents with some college	65%	57%	54%
Parents with college degree	27%	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 65 percent of the students at Wheatland have attended college, and 27 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 56 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 18 students to a high of 32. Our average class size schoolwide is 22 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	19	19	19
Second grade	19	19	19
Third grade	18	18	20
Fourth grade	31	29	28
Fifth grade	32	28	29

SOURCE: CBEDS census, October 2007. 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, which meets monthly, reviews and approves our school safety plan each October. We distribute the plan to each teacher and include it in the student handbook. We work collaboratively with the Wheatland Fire and Police Departments 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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	12	9	6
2006–2007	13	8	6
2005–2006	2	2	5
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	0	0	0
2005–2006	0	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.

During the 2007–2008 school year, we had 55 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. Please note that multiple incidents may involve the same student.

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.

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., and lunch is served in four settings from 11:30 a.m. to 12:20 p.m. We hold an academic afterschool program Tuesday through Thursday that provides extra help until 3 p.m. and an afterschool care program until 6 p.m. every day. Office hours are 7 a.m. to 4 p.m.

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 WPC parent group. WPC 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 our principals, at (530) 633-3140.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Teachers and administrators are partners in decision making at our 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	17	12	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	17%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	4%	13%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	96%	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.

None of our teachers has fewer than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 17 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	100%	92%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	4%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	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.

All of the faculty at Wheatland hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Wheatland holds 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 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	0%	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. None of our teachers was 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

Wheatland Elementary teachers participate in ongoing staff development in effective instruction as well as mastery of subject matter. For the past six years, our school has been working on developing effective instructional strategies with Dr. Marilyn Bates. In 2007–2008 Dr. Bates spent three half days with each grade level. She met with teachers and administrators for 12 days using “reflective walk-through observations and conferences.”

Our kindergarten through fifth grade teachers attended three half-day Step Up to Writing workshops. A literacy coach also supports our teachers and provides systematic training for our instructional assistants in delivering reading instruction.

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

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.

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 2007.

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 minilabs. We also have a full-time and part-time librarian. A part-time music teacher serves our second 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. GATE programs are based on trimesters and are supported after school by certificated teachers.

GIFTED AND TALENTED EDUCATION (GATE): 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: Wheatland Elementary has two full-time special education teachers. We also have 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: Approximately 18 percent of Wheatland Elementary students are classified as English Learners. Students are assessed annually using the California English Language Development Test (CELDT). If appropriate, these students are placed with teachers who have Cross-cultural Language and Academic Development (CLAD) or similar certification. Classroom assistants also give these students extra help. These students may also participate in programs such as Fast4Word, Rosetta Stone, Read Naturally, and English in a Flash. This group of learners may also receive extra help after school. Instruction emphasizes reading, math, and verbal skills for these students.

RESOURCES

Buildings

Wheatland Elementary School (formerly Bear River Middle School) was built in 1954. Four 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, with three full-time custodians. Food service and rest room facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. We resurfaced the blacktop part of our playground last year, and the teaching staff coordinated the design of new lines and boundaries for game activities. Technology continues to be updated, and our second student computer lab is finished. Our maintenance team continues to wire and install LCD projector mounts in each classroom, and we are currently working with the State Department of Forestry to plant 36 new trees to beautify the campus and provide shade.

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

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 computer-based Accelerated Reader program. Last year we spent over \$7,500 updating books and multimedia and purchasing Accelerated Reader quizzes.

Computers

We have 226 computers available for student use, which means that, on average, there is one computer for every two students. There are 28 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	2	3	4
Internet-connected classrooms	28	18	29

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Currently, two classrooms and the teacher staff development room have SMART board presentation stations. We are in the process of outfitting additional classrooms with this technology. We have two computer labs 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 Accelerated Reader, Accelerated Math, Math Facts in a Flash, English in a Flash, Fast 4Word, Rosetta Stone, Read Naturally, and Auto Skills to enhance our programs for all learners.

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

State and federal money is spent on supplemental instructional programs such as Accelerated Reader and Accelerated 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 \$15,000 was invested in Accelerated Math and Altered Reading programs with continued support for Math Facts in a Flash and incentives for program participation. Technology plays a vital role on our campus, and funds are continually set aside for technology maintenance.

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 433 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)	\$6,140	\$7,240	-15%	\$5,300	16%
Restricted funds (\$/student)	\$1,253	\$3,029	-59%	\$2,817	-56%
TOTAL (\$/student)	\$7,393	\$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	\$1,608,660	\$108,171	\$1,716,831	54%
Other staff salaries	\$322,103	\$139,813	\$461,916	14%
Benefits	\$533,777	\$53,621	\$587,398	18%
Books and supplies	\$74,093	\$182,611	\$256,704	8%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$120,133	\$58,121	\$178,254	6%
TOTAL	\$2,658,766	\$542,337	\$3,201,103	

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 22 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$71,043	\$61,876	15%	\$62,157	14%
Retirement benefits	\$6,270	\$5,758	9%	\$6,557	-4%
Health and medical benefits	\$9,894	\$7,929	25%	\$10,416	-5%
Other benefits	N/A	N/A	N/A	\$453	N/A
TOTAL	\$87,207	\$75,563	15%	\$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	\$1,562,943	81%
Retirement benefits	\$137,939	7%
Health and medical benefits	\$217,677	11%
Other benefits	N/A	N/A
TOTAL	\$1,918,559	

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.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2006–2007	2007–2008	2008–2009
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	0	0	22
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Wednesday, November 19, 2008.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2006–2007	2007–2008	2008–2009
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Wednesday, November 19, 2008.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%

NOTES: This report was completed on Wednesday, November 19, 2008. This information was collected on Friday, October 31, 2008.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
Overall Rating	Good	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 85 and 97 percent on the 15 categories of our evaluation.
1. Gas Leaks	Good	No apparent problems.
2. Mechanical Problems (Heating, Ventilation, and Air Conditioning)	Good	
3. Windows, Doors, Gates, Fences (Interior and Exterior)	Fair	Rooms have upper windows with minor cracks. Boys restroom paint peeling off ceiling. Room 9 has a upper window with minor crack.
4. Interior Surfaces (Walls, Floors, and Ceilings)	Good	No apparent problems.
5. Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	Fair	Paint stored on floor in basement.
6. Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	Good	No apparent problems.
7. Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	Good	No apparent problems.
8. Electrical Systems and Lighting	Good	No apparent problems.
9. Pest or Vermin Infestation	Good	No apparent problems.
10. Drinking Fountains (Inside and Out)	Good	No apparent problems.
11. Bathrooms	Good	No apparent problems.
12. Sewer System	Good	No apparent problems.
13. Roofs	Good	No apparent problems.
14. Playground/School Grounds	Good	No apparent problems.
15. Overall Cleanliness	Good	No apparent problems.
Other Deficiencies	N/A	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Thursday, January 22, 2009 by Gary Hawk (District Maintenance). The facilities inspection occurred on Thursday, December 11, 2008. There were no other inspectors used in the completion of this form. The Facilities Inspection Tool was completed on Thursday, January 22, 2009.

» 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.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	442
African American	4%
American Indian or Alaska Native	1%
Asian	6%
Filipino	1%
Hispanic or Latino	24%
Pacific Islander	0%
White (not Hispanic)	63%
Multiple or no response	0%
Socioeconomically disadvantaged	50%
English Learners	15%
Students with disabilities	10%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	78
Grade 1	79
Grade 2	67
Grade 3	66
Grade 4	71
Grade 5	81
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2007.

Average Class Size by Grade Level

GRADE LEVEL	2005–2006	2006–2007	2007–2008
Kindergarten	18	18	19
Grade 1	18	18	19
Grade 2	18	20	19
Grade 3	19	17	18
Grade 4	23	27	31
Grade 5	27	30	32
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	19	N/A	20
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	25
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2007.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2005–2006			2006–2007			2007–2008		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	0	0	5	0	0	4	0	0
Grade 1	3	0	0	5	0	0	5	0	0
Grade 2	4	0	0	2	1	0	3	0	0
Grade 3	3	0	0	3	0	0	2	0	0
Grade 4	1	3	0	0	3	0	0	2	0
Grade 5	0	3	0	0	4	0	0	2	0
Grade 6	0	0	0	0	0	0	0	0	0
Combined K–3	1	0	0	0	0	0	1	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Combined 4–8	0	0	0	0	0	0	0	2	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2007.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2005–2006	2006–2007	2007–2008	2007–2008
With Full Credential	22	23	23	73
Without Full Credential	1	1	0	4

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

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 below shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our 2007–2008 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	44%	21%	26%
Girls in Fitness Zone	43%	28%	32%
Fifth graders in Fitness Zone	43%	23%	29%
Seventh graders in Fitness Zone	N/A	28%	30%
Ninth graders in Fitness Zone	N/A	27%	27%
All students in Fitness Zone	43%	24%	29%

SOURCE: 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.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/ language arts	48%	53%	51%	55%	53%	54%	42%	43%	46%
Mathematics	62%	69%	65%	52%	56%	56%	40%	40%	43%
Science	35%	55%	49%	41%	55%	57%	35%	38%	46%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2007–2008	MATHEMATICS 2007–2008	SCIENCE 2007–2008
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	62%	69%	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	38%	58%	23%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	56%	71%	57%
Boys	45%	66%	59%
Girls	54%	65%	38%
Economically disadvantaged	47%	60%	34%
English Learners	17%	39%	0%
Students with disabilities	36%	50%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2005–2006	2006–2007	2007–2008
Statewide rank	8	7	8
Similar-schools rank	8	6	7

SOURCE: The API Base Report from August 2008.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2005–2006	2006–2007	2007–2008	2007–2008
All students at the school	-1	+16	-8	814
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-13	+8	-2	765
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-5	+30	-4	846
Economically disadvantaged	-2	+21	-8	781
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests;
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and
- (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	No
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in November 2008.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2008.

DISTRICT EXPENDITURES

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](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2006–2007			
Total expenses	\$13,843,423	N/A	N/A
Expenses per student	\$10,511	\$7,789	\$8,117
FISCAL YEAR 2005–2006			
Total expenses	\$14,506,844	N/A	N/A
Expenses per student	\$10,659	\$7,229	\$7,521

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2006–2007

This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE’s SARC Data Definitions, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09.” 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	\$37,565	\$39,773
Midrange teacher’s salary	\$68,070	\$61,167
Highest-paid teacher’s salary	\$80,284	\$78,093
Average principal’s salary (elementary school)	\$111,150	\$97,851
Superintendent’s salary	\$135,035	\$140,582
Percentage of budget for teachers’ salaries	36%	41%
Percentage of budget for administrators’ salaries	7%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS**Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
McGraw-Hill Open Court	Language Arts	2002	2002
Harcourt Brace	Math	2001	2001
Harcourt Brace	Science	2000	2000
Pearson Scott Foresman	Social Science	2005	2005