

Wheatland Charter Academy School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Wheatland Charter Academy
Street	123 Beale Hwy.
City, State, Zip	Beale AFB, CA 95903
Phone Number	(530) 788-0248
Principal	Jodie Jacklett
E-mail Address	jjacklett@wheatland.k12.ca.us
Web Site	www.wheatland.k12.ca.us
CDS Code	58727516118806

District Contact Information	
District Name	Wheatland Elementary School District
Phone Number	(530) 633-3130
Superintendent	Craig Guensler
E-mail Address	cguensler@wheatland.k12.ca.us
Web Site	www.wheatland.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

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 was founded in 2001 as a dual program model that allowed us to have a K-5 onsite Montessori-blend program as well as a K-12 Independent Study Program. Since that time, programmatic changes have taken place to bring the school to its current configuration of a K-5 Montessori-blend onsite program, however, for 2015/16 the enrollment demand did not result in a 5th grade class. The school received a five-year renewal from the authorizing district in the spring of 2016 to continue as a K-5 onsite program.

We are a past California Distinguished School honoree. We review our scope of Montessori instruction in relation to the California Common Core 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. Our school enjoys ongoing collaboration with effective instructional strategies, careful curricular programmatic planning and sequencing, Response to Intervention (RTI) academic programs, and social/school skills supports that are in place for students. We share a campus and all academic support systems with Lone Tree School. Together, Wheatland Charter Academy and Lone Tree School operate with Renaissance as our school culture and incentive program. We hold student rallies and recess activities to recognize student achievement with academics, social growth, and behavior elements that, together, help us to encourage and support the growth and success of the whole child.

All four of Wheatland School District schools offer an ASES after school program. WSD's After School C.A.R.E. (Clubs, Academics, Recreation and Enrichment) Programs start on the first day of school and end on the last day of school, open Monday through Friday from the end of the school day until 6:00 PM. C.A.R.E. is open on minimum days at the early dismissal time and is closed on school holidays. After School C.A.R.E. offers cycles of intervention academic and enrichment components. Students enrolled in the district and who are entering grades Transitional Kindergarten through 8 in the fall are eligible to participate. Furthermore, the After School Program sponsors a highly recognized Camp program (a full day program of at least 6 hrs), offering the only intercession and/or summer activity option for most district children.

Wheatland Charter Academy welcomes parents and community volunteers on our campus. It is our goal to team with families to create the best educational environment possible for our students.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	14
Grade 3	19
Grade 4	13
Total Enrollment	94

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	3.2
Asian	1.1
Filipino	4.3
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0
White	57.4
Two or More Races	10.6
Socioeconomically Disadvantaged	54.3
English Learners	5.3
Students with Disabilities	14.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	5	69
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill/2017	Yes	0%
Mathematics	McGraw-Hill/2015	Yes	0%
Science	Houghton Mifflin/2006		0%
History-Social Science	Scott Foresman-Pearson/2005		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Wheatland Charter Academy's onsite program shares facilities with Lone Tree School (built in 1948) located at Beale Air Force Base. In 2002, all roofs and heating, ventilating, and air-conditioning systems were replaced. In 2007, all electrical transformers were replaced and major electrical work was conducted under critical hardship funds. Projects for 2010–2011 included a parking lot renovation, further playground updates, replaced all outdoor water fountains, installed campus cabling for technology, overhaul of classroom electrical supply and sources, and a kitchen upgrade with flooring and equipment. We work hard to ensure that our school is clean, safe, and functional within the available resources. Our site has established cleaning standards. A summary of these standards is available through the site administrator. We give food service and rest room facilities the highest priority on a daily basis to ensure the health and safety of students and staff.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/12/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	50	53	45	47	48	48
Mathematics (grades 3-8 and 11)	40	53	40	38	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	32	91.43	53.13
Male	15	13	86.67	38.46
Female	20	19	95	63.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	16	88.89	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	15	88.24	46.67
English Learners	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	32	91.43	53.13
Male	15	13	86.67	46.15
Female	20	19	95	57.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	16	88.89	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	15	88.24	46.67
English Learners	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)						

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents have a representative on the Governing Council that oversees the charter school. Our District English Language Advisory Committee is a collaborative opportunity to have input for school programs to support English Learners while encouraging family and student connectivity to school. We encourage parent attendance at back-to-school night, student progress conferences, music programs, fall carnival, and student Renaissance rallies. Our parents are active volunteers and we enjoy the positive support with reading and math tutoring for students, parking lot and sidewalk to school monitors, classroom helpers, fund-raiser assistance, Jump Rope for Heart, field trip chaperones, and more. Our school network of volunteers is centrally managed through a parent-led Team Lone Tree Volunteer network. Classroom and campus volunteers are always welcome and needed. To find out how you can volunteer at our school, please contact Mrs. Jacklett, campus administrator, at (530)788-0248.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.9	1.0	0.9	3.7	4.2	3.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

On campus, our 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. For 2010 and ongoing, we work with Beale Air Force Base to review and practice elements of our safety plan. Our classrooms are open 15 minutes before school begins. We have a supervised breakfast program. Staff members monitor the parking lot immediately after dismissal. We have a closed campus, and all visitors must register with the office. We hold monthly fire drills and have an earthquake and disaster drill once a year. Livescan fingerprinting is a district wide requirement for campus volunteers. We hold a minimum of three campus lockdown exercises annually.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		1		24		1		24		1	
1					11	2			12	1	1	
2	22		1									
3	24		1		23		1		23		1	
4					19	1			23		1	
5	21		1									

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.33	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8351.71	1556.48	6795.23	69663.84
District	N/A	N/A	8394.06	\$77,533
Percent Difference: School Site and District	N/A	N/A	-19.0	-10.1
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	3.4	-6.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

The Wheatland School District allows Wheatland Charter Academy to use facilities on an established school campus as we are a dependent charter school. We receive funding for class-size reduction for kindergarten through third grade. Funds are expended to maintain our evolving student-success centered programs. Portions of the money are spent on staff training programs, such as Montessori Instruction, Essential Skills of Instruction, and Common Core. We also place classroom teaching assistants in every classroom. Dollars are spent to ensure student progress software upgrades, purchase library books for continual student use and literary experiences, keep student-centered materials up to date and in ample supply, and maintain a media room to house school wide virtual field trips. Technology plays a vital role on our campus, and funds are continuously set aside for technology maintenance and upgrades. Classroom technology that incorporates student participation, such as document cameras and televisions for visual presentations, are in place. Classrooms are outfitted with computer centers and our all 2nd grade through 5th grade students are supplied with a one to one tablet. Finally, Wheatland Charter Academy supports several incentive programs that have been crucial to our students' continued success.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,869	\$47,034
Mid-Range Teacher Salary	\$75,871	\$73,126
Highest Teacher Salary	\$89,484	\$91,838
Average Principal Salary (Elementary)	\$123,775	\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$208,362	\$178,388
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Wheatland Charter Academy and Wheatland School District are dedicated to the educational development of teachers and staff. Seven staff development minimum days are scheduled yearly, designed to enhance the educational experience of our students. Through after school workshops, staff evaluates student data to develop a continuing educational plan to meet the needs of the constantly changing student population. Teachers tackle the areas of Common Core curriculum, school safety, state testing demands, and social-emotional student needs to develop a program that looks to educate the whole student. In addition to these on campus opportunities, staff attends best practice conferences ranging in topics from Response to Intervention (RtI) and special education law, Common Core standards, child-centered learning, military student support classes, as well as county developed trainings. The Wheatland Charter Academy team works hard to not only collaborate with campus staff, but with the surrounding communities to develop a top notch program. Teachers are supported throughout the implementation process through a combination of peer led trainings and meetings, district-sponsored training, workshops as well as administrative observations. Data is evaluated often to ensure the continued growth of our programs and provide opportunities to address student needs through our continued professional development.