Wheatland Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Wheatland Elementary School
Street	111 Hooper Street
City, State, Zip	Wheatland, CA 95692-0818
Phone Number	530.633.3140
Principal	Jim Evans,
E-mail Address	jevans@wheatland.k12.ca.us
Web Site	http://wes.wheatlandsd.com/
CDS Code	58727516056840

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 2016-17)

During the 2015-2016 school year, Wheatland Elementary celebrated its fourth year of being reopened with small class sizes. Class size reduction is instituted, allowing Wheatland Elementary to have highly desirable teacher to student ratios. Our parents have expressed great appreciation for the small class sizes. SBAC results for the spring of 2016 show that all AYP criteria were met. We attribute our academic success to our focus on the California Common Core State Standards. We provide our teachers with ongoing staff training in effective instructional strategies, which result in supporting numerous programs for students at all academic levels.

One of our school's assets is our student motivation and rewards program called Renaissance. We recognize our students for their efforts as well as their achievement by giving rewards at break, at lunch, and at our trimester Renaissance Rallies. Another wonderful component of our school is the Family Resource Center (FRC), which provides assistance and resources for families. The FRC is also a haven at lunch time, break, and after school for students. The FRC facilitates case management for students, including connecting families to county resources and acting as a liaison between parents and school. The FRC monitors grades, behavior, and attendance for at-risk students. They also provide supervision of recreational activities and translation services in Spanish and Hmong.

All four schools in the Wheatland School District 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, and are 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 academic (e.g. homework, remedial, and GATE-like classes) and enrichment (e.g. theme-based arts and crafts, STEM, and physical education activities) 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.

The atmosphere on the Wheatland Elementary campus is calm, positive and nurturing. We invite parents and community volunteers to join us in the education of our students. It is our goal to partner with families to create the best educational environment possible for our students. Our wonderful students, families, and dedicated teaching team and support staff make our school a fabulous place to work and learn.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	85
Grade 1	60
Grade 2	73
Grade 3	83
Total Enrollment	301

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Asian	2.3
Filipino	0
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.3
White	56.8
Two or More Races	8
Socioeconomically Disadvantaged	51.2
English Learners	13
Students with Disabilities	9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	16	15	16	72
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	0	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.3	0.8
High-Poverty Schools in District	99.3	0.8
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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/2002	No	0%
Mathematics	McGraw-Hill/2015	Yes	0%
Science	Houghton-Mifflin/2004	No	0%
History-Social Science	Pearson Scott Foresman/2006	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Wheatland Elementary was relocated to the Wheatland Elementary School campus beginning with the 2012-2013 school year. The campus was originally opened in 1963. It is a beautiful and immaculate campus. The campus has a wide-open feel and is equipped with appropriate lighting and security cameras in strategic areas to promote safety. Wheatland Elementary has site established cleaning standards with two full-time custodians and one half-time custodian. The campus is always well maintained and classrooms and bathrooms are cleaned daily. Only minor repairs to the carpet and weather stripping in some of our classrooms are necessary due to usual wear and tear. There is adequate room for all students in classrooms, on the playground, and in the eating areas. We have a fully functioning kitchen and multipurpose room with plenty of tables and room to sit. Our multi-purpose room is used for school sports programs, community sports programs and for community events. There is room behind our campus for future expansion of our school or for sports fields and other extracurricular activities.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/13/2016				
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			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/13/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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: 7/13/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	42	33	41	45	44	48
Mathematics	39	41	36	40	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	81	79	97.5	32.9
Male	3	47	45	95.7	31.1
Female	3	34	34	100.0	35.3
Hispanic or Latino	3	20	19	95.0	42.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	49	49	100.0	28.6
Socioeconomically Disadvantaged	3	41	40	97.6	30.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	79	97.5	40.5
Male	3	47	45	95.7	44.4
Female	3	34	34	100.0	35.3
Hispanic or Latino	3	20	19	95.0	36.8
White	3	49	49	100.0	38.8
Socioeconomically Disadvantaged	3	41	40	97.6	37.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Our school's annual site plan and school site budget approvals are made by our School Site Council. The School Site Council is comprised of parent members, certificated staff, classified staff, and site administration. We have a District English Language Advisory Committee to help students and their families who are learning English feel welcome at our school. At Back-to-School Night parents can sign up to volunteer in their areas of interest at our school. Teachers compile the lists of parents who are interested in volunteering in their classroom or for particular events. Parents have the opportunity to volunteer in classrooms, the school office, and our library. Classroom and campus volunteers are always needed. We recognize volunteers at trimester rallies for their service and donations. All parent volunteers are required to be cleared through a comprehensive background check prior to volunteering. To find out how you can volunteer at our school, please contact our school at 530-633-3140.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.8	1.1	3.1	3.5	3.7	4.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

All teachers and noon duty supervisors are scheduled so that at least two monitors are on duty during each recess. We provide before school, during school, and after school supervision. Fire drills are held once per month and a lockdown drill is held once during the year. The Safety Committee reviews and approves our school safety plan each October. We distribute the plan to each teacher and it is reviewed and approved by the School Site Council. We work collaboratively with the Wheatland Fire and Police Departments to coordinate emergency plans. The school's new state of the art surveillance system, fencing and the involvement of the Wheatland Police Department ensure a safe environment for all.

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 2	
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	2013-14				2014-15				2015-16			
	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	23		4		20	1	3		21	1	3	
1	24		3		22		3		20	3		
2	22		4		22	1	3		19	4		
3	21		3		23		4		20	3	1	
Other									3	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 2015-16)

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)		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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8040.12	938.78	7101.33	78113.41
District	N/A	N/A	8017.59	$75,277
Percent Difference: School Site and District	N/A	N/A	-11.4	3.9
State	N/A	N/A	$5,677	$71,610
Percent Difference: School Site and State	N/A	N/A	32.8	13.1

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

Types of Services Funded (Fiscal Year 2015-16)

State and federal money is spent on supplemental instructional programs such as Accelerated Reader and Accelerated Math, staff development in technology, and classroom assistant positions in kindergarten and first grade, Life Skills, and the English Learner Program. Each year funding is invested in the Accelerated Math and Accelerated Reading programs with continued support for Math Facts in a Flash. The MobyMax software system was implemented for the first time during the 2015-2016 school year.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,650	$44,507
Mid-Range Teacher Salary	$73,661	$68,910
Highest Teacher Salary	$86,877	$88,330
Average Principal Salary (Elementary)	$118,300	$111,481
Superintendent Salary	$170,827	$169,821
Percent of Budget for Teacher Salaries	34%	39%
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 Elementary School and the 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. During after school workshops, staff evaluate student data to develop a continuing educational plan that meets the needs of the constantly changing student population. Teachers tackle the areas of the California Common Core State Standards, school safety, state testing demands, and the students' emotional needs to develop a program that educates the whole student. In addition to these on campus opportunities, our staff attend best practice conferences including topics from 504 Plan and special education law, as well as county developed trainings focused on integrating the California Common Core State Standards with a variety of student learners and learning modalities. The Wheatland Elementary School team works hard to collaborate with campus staff and surrounding communities to develop an exemplary academic program.

Teachers are supported throughout the implementation process through a combination of peer led trainings and meetings, 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.