Wheatland Charter Academy School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Wheatland Charter Academy

Contact Information (School Year 2014-15)

123 Beale Hwy.

Beale AFB, CA 95903

(530) 788-0248

Principal:	Justin Guzman, Director
Contact E-mail Address:	jguzman@wheatland.k12.ca.us
County-District-School (CDS) Code:	58727516118806

Wheatland Elementary

Contact Information (School Year 2014-15)

(530) 633-3130

www.wheatlandsd.com

Superintendent:	Craig Guensler
Contact E-mail Address:	cguensler@wheatland.k12.ca.us

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year

School Name	Wheatland Charter Academy
Street	123 Beale Hwy.
City, State, Zip	Beale AFB, CA 95903
Phone Number	(530) 788-0248
Principal	Justin Guzman, Director
E-mail Address	jguzman@wheatland.k12.ca.us
Web Site	charter.wheatlandsd.com
County-District-School (CDS) Code	58727516118806

School Description and Mission Statement- Most Recent Year

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. The school received a five-year renewal from the authorizing district in the spring of 2011 to continue as a K-5 onsite program.

We are a past California Distinguished School honoree. We continually review our scope of Montessori instruction in relation to the California Content Standards and work to intertwine the curriculum. Our onsite Montessori classrooms have a state-credentialed teacher and a full-day teaching assistant in the classroom. 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. This was year three of a three year Department of Defense Education Activity Grant that affords us additional staff and supplemental activities for the support of reading development. 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.

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 2013-14)

Grade Level	Number of Students
Kindergarten	18
Grade 1	16
Grade 2	16
Grade 3	9
Grade 4	14
Grade 5	8
Total Enrollment	81

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	1.2
Asian	0
Filipino	1.2
Hispanic or Latino	24.7
Native Hawaiian/Pacific Islander	2.5
White	63
Two or More Races	1.2
Socioeconomically Disadvantaged	38.3
English Learners	7.4
Students with Disabilities	13.6

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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	5	4	5	63
Without Full Credential	5	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97.3	2.7
High-Poverty Schools in District	96.67	3.33
Low-Poverty Schools in District	100	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 – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:October 2014

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Prentice Hall/2002		0%
Mathematics	McDougall-Little/2001		0%
Science	Holt, Rinehart, Winston/2007		0%
History-Social Science	Holt, Rinehart, Winston/2005		0%
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)			N/A

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 recent 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	
Interior: Interior Surfaces	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✔	—	—	
Electrical: Electrical	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✔	—	—	
Safety: Fire Safety, Hazardous Materials	✔	—	—	
Structural: Structural Damage, Roofs	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	✔	—	—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	N/A	N/A	N/A	77%	69%	77%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	77%
All Students at the School	N/A
Male	N/A
Female	N/A
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	N/A
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	63%	68%	61%	61%	64%	61%	54%	56%	55%
Mathematics	54%	71%	78%	63%	66%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	64%	76%	73%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	6	7	7
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	31	22	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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 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 – Most Recent Year

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, the art/science/literature/social science shows, fall carnival, and student celebration rallies. Our parents are active volunteers and we enjoy the positive support with reading and math tutoring for students, Art Docents to extend curricular vision, 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 Mr. Guzman, campus administrator, at (530)788-0248.

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		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	1.7	2.8	0.9	3	3.6	3.5	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

School Safety Plan – Most Recent Year

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. 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

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 NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	0	0	22		1		18	1		
1	20	1	0	0	21		1		16	1		
2	10	2	0	0	17	1			8	2		
3	21	1	0	0	19	1			5	2		
4					6	2			14	1		
5	24	0	1	0	9	1			4	2		
Other												

* 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 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)	0.5	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	$73,588
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$4,690	$67,289
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2013-14)

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, DataWise, and Step Up to Writing. We also place classroom teaching assistants in every classroom. Dollars are spent to ensure student progress software upgrades, purchase Accelerated Reader books for continual student use, 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 Mimeo and Neo, are in place. Finally, Wheatland Charter Academy supports several incentive programs that have been crucial to our students' continued success. These programs include Accelerated Reader, Accelerated Math, and Math Facts in a Flash.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,320	$41,535
Mid-Range Teacher Salary	$69,439	$64,101
Highest Teacher Salary	$81,898	$82,044
Average Principal Salary (Elementary)	$120,442	$104,336
Average Principal Salary (Middle)	$0	$107,911
Average Principal Salary (High)	$0	$102,488
Superintendent Salary	$140,080	$155,309
Percent of Budget for Teacher Salaries	37%	41%
Percent of Budget for Administrative Salaries	8%	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. Eight 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 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 504 and special education law, 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, 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.