Wheatland Elementary School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Wheatland Elementary Contact Information (School Year 2014-15)

111 Hooper St.

Wheatland, CA 95692-8215

(530) 633-3140

Principal:	Jim Evans, Principal
Contact E-mail Address:	jevans@wheatland.k12.ca.us
County-District-School (CDS) Code:	58727516056840

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 Elementary
Street	111 Hooper St.
City, State, Zip	Wheatland, CA 95692-8215
Phone Number	(530) 633-3140
Principal	Jim Evans, Principal
E-mail Address	jevans@wheatland.k12.ca.us
Web Site	wes.wheatlandsd.com
County-District-School (CDS) Code	58727516056840

School Description and Mission Statement- Most Recent Year

During the 2013-2014 school year, Wheatland Elementary celebrated its second year of being reopned with the intent of maintaining small class sizes. Class size reduction was continued, allowing Wheatland Elementary to have highly desirable teacher to student ratios. Our parents have expressed great appreciation for the small class sizes. The most recent available Academic Performance Index (API) was 831, exceeding the state goal of 800. We attribute our academic success to our focus on the California Content Standards. We provide our teachers with ongoing staff training in effective instructional strategies, which results 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, translation services in Spanish and Hmong, and support families in the application process for CalFresh.

The atmosphere of the campus is calm, positive and nurturing. 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 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 2013-14)

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	93
Grade 1	71
Grade 2	89
Grade 3	64
Total Enrollment	317

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

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.9
Asian	3.5
Filipino	0
Hispanic or Latino	25.2
Native Hawaiian/Pacific Islander	0
White	61.8
Two or More Races	7.6
Socioeconomically Disadvantaged	46.1
English Learners	13.9
Students with Disabilities	6.9

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	15	16	15	63
Without Full Credential	0	0	1	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	1
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

Wheatland Elementary was relocated to the Wheatland Elementary School campus for 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 but is equipped with appropriate lighting and security cameras in strategic areas to promote safety. Wheatland Elementary has site established cleaning standards and two full-time custodians. 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

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)	62%	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	N/A
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	57%	59%	48%	61%	64%	61%	54%	56%	55%
Mathematics	70%	68%	66%	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	6	6
Similar Schools	4	6	3

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	0	12	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-26	29	
Native Hawaiian or Pacific Islander			
White	-2	-1	-6
Two or More Races			
Socioeconomically Disadvantaged		32	-18
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

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; the sign-up form is also available online. We give teachers 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 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		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	2.5	1.6	1.8	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

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 afterschool 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, front fence 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.

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	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 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	28	0	3	0	16	3	2		23		4	
1	29.5	0	2	0	22		4		24		3	
2	26	0	3	0	22		3		22		4	
3	26.3	0	3	0	21	1	2		21		3	
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	0.4	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)	1	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	$8,780	$2,105	$6,675	$70,372
District	N/A	N/A	N/A	$73,588
Percent Difference – School Site and District	N/A	N/A	N/A	-4.37
State	N/A	N/A	$4,690	$67,289
Percent Difference – School Site and State	N/A	N/A	42.32	4.58

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

Types of Services Funded (Fiscal Year 2013-14)

State and federal money is spent on supplemental instructional programs such as Accelerated Reader and Accelerated Math, staff development such as Step Up to Writing, 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 and incentives for program participation. Technology plays a vital role on our campus, and funds are continually set aside for technology maintenance.

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 Elementary School 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, our staff attends best practice conferences including topics from 504 and special education law, as well as county developed trainings focused on integrating Common Core with a variety of student learners and learning styles. The Wheatland Elementary School team works hard to collaborate with campus staff and 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.