

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Wheatland Elementary

Address: 111 Hooper St. Wheatland, CA 95692-8215

Principal: Jim Evans, Principal

Phone: (530) 633-3140

Email: jevans@wheatland.k12.ca.us

Web Site: www.wheatland.k12.ca.us

CDS Code: 58727516056840



Wheatland

Superintendent: Craig Guensler

Phone: (530) 633-3130

Email: cguensler@wheatland.k12.ca.us

Web Site: www.wheatland.k12.ca.us



I DATA AND ACCESS

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 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 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, 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

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

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: www.wheatland.k12.ca.us
 County-District-School
 (CDS) Code: 58727516056840

School Description and Mission Statement – Most Recent Year

During the 2014-2015 school year, Wheatland Elementary celebrated its third year of being reopened with small class sizes. Class size reduction was instituted, 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 and 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, translation services in Spanish and Hmong, and support families in the application process for CalFresh.

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 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 2014-15)

Grade Level	Number of Students
Transitional Kindergarten	15
Kindergarten	65
Grade 1	77
Grade 2	78
Grade 3	91
Total Enrollment	326

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.3%
Asian	2.1%
Filipino	0%
Hispanic or Latino	26.1%
Native Hawaiian/Pacific Islander	0%
White	62.3%
Two or More Races	8%
Socioeconomically Disadvantaged	50%
English Learners	12%
Students with Disabilities	7.4%
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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	16	15	17	75
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	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 2014-15)

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	95.93%	4.07%
High-Poverty Schools in District	95.93%	4.07%
Low-Poverty Schools in District	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 – 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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption ?	Percent students lacking own assigned copy
Reading/Language Arts	McGraw Hill/2002		0%
Mathematics	McGraw-Hill/2015		0%
Science	Holt, Rinehart, Winston/2007		0%
History-Social Science	Holt, Rinehart, Winston/2005		0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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 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

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

Month and year in which data were collected: January 2016

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

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); 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 Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	42%	40%	44%
Mathematics (grades 3-8 and 11)	39%	36%	33%

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.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	97	93	95.9%	23%	35%	31%	11%
Male	97	48	49.5%	29%	35%	23%	13%
Female	97	45	46.4%	16%	36%	40%	9%
Black or African American							
American Indian or Alaska Native							
Asian	97	2	2.1%	--	--	--	--
Filipino							
Hispanic or Latino	97	18	18.6%	22%	28%	39%	11%
Native Hawaiian or Pacific Islander							
White	97	61	62.9%	23%	34%	31%	11%
Two or More Races	97	11	11.3%	18%	45%	27%	9%
Socioeconomically Disadvantaged	97	42	43.3%	33%	33%	31%	2%
English Learners	97	6	6.2%	--	--	--	--
Students with Disabilities	97	10	10.3%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	97	93	95.9%	24%	38%	35%	3%
Male	97	48	49.5%	21%	38%	38%	4%
Female	97	45	46.4%	27%	38%	33%	2%
Black or African American							
American Indian or Alaska Native							
Asian	97	2	2.1%	--	--	--	--
Filipino							
Hispanic or Latino	97	18	18.6%	22%	50%	22%	6%
Native Hawaiian or Pacific Islander							
White	97	61	62.9%	23%	33%	43%	2%
Two or More Races	97	11	11.3%	18%	45%	27%	9%
Socioeconomically Disadvantaged	97	42	43.3%	29%	40%	31%	0%
English Learners	97	6	6.2%	--	--	--	--
Students with Disabilities	97	10	10.3%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

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

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.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

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

California Physical Fitness Test Results (School Year 2014-15)

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			
7			
9			

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 school site.

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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.56	1.75	1.14	3.57	3.49	3.72	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0.14	0.13	0.1	0.09

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 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	3	2		23	4			20	1	3	
1	22		4		24	3			22		3	
2	22		3		22	4			22	1	3	
3	21	1	2		21	3			23		4	
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 2014-15)

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)		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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$75,173
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$69,086
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,086	\$42,723
Mid-Range Teacher Salary	\$70,828	\$65,936
Highest Teacher Salary	\$83,536	\$84,545
Average Principal Salary (Elementary)	\$115,000	\$106,864
Average Principal Salary (Middle)	\$0	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$144,282	\$159,133
Percent of Budget for Teacher Salaries	37%	40%
Percent of Budget for Administrative Salaries	8%	6%

NOTE: 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. 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 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 and special education law, as well as county developed trainings focused on integrating Common Core State Standards 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.