

# Wheatland Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Wheatland Elementary School
<b>Street</b>	111 Hooper Street
<b>City, State, Zip</b>	Wheatland, CA 95692-0818
<b>Phone Number</b>	530.633.3140
<b>Principal</b>	Peter Towne
<b>Email Address</b>	ptowne@wheatland.k12.ca.us
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	58-72751-6056840

## 2023-24 District Contact Information

<b>District Name</b>	Wheatland School District
<b>Phone Number</b>	(530) 633-3130
<b>Superintendent</b>	Craig Guensler
<b>Email Address</b>	cguensler@wheatland.k12.ca.us
<b>District Website</b>	www.wheatland.k12.ca.us

## 2023-24 School Description and Mission Statement

Wheatland Elementary School's Vision and Mission Statements Our goal is to inspire learning and foster success for all students, in a caring school community with involved staff, committed to a goal of excellence in teaching. In collaboration with parents and the educational community, we strive to meet each student's needs - academic, social, emotional and physical. We recognize, respect, and develop each student's unique potential. Our curriculum and instructions are aligned with National, State and District Standards and we measure our achievement through standardized assessments. We provide a flexible learning environment that prepares our students for the challenges of a changing world.

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. Our FRC annually holds Parenting classes for the community. In fall of 2022 we were able to offer the Nurtured Heart program completely in Spanish for our Spanish speaking parents. They also provide ongoing translation services in both Spanish and Hmong.

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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111

Grade 1	84
Grade 2	85
Grade 3	89
Total Enrollment	369

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	0.3%
Asian	1.4%
Filipino	0.3%
Hispanic or Latino	29.3%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	9.5%
White	55.8%
English Learners	8.4%
Homeless	11.4%
Socioeconomically Disadvantaged	56.1%
Students with Disabilities	12.2%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.20	92.45	55.10	91.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.90	3.17	11216.70	4.08

<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.30	0.50	12115.80	4.41
<b>Unknown</b>	1.00	7.55	2.60	4.43	18854.30	6.86
<b>Total Teaching Positions</b>	13.20	100.00	60.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.00	82.35	60.40	88.84	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.70	1.10	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	11.76	4.30	6.37	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	1.00	5.88	2.50	3.68	15831.90	5.67
<b>Total Teaching Positions</b>	17.00	100.00	68.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	2.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00

<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	16.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September, 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill/2017	Yes	0%
Mathematics	McGraw-Hill/2015	Yes	0%
Science	Amplify/ 2021	Yes	0%
History-Social Science	Pearson Scott Foresman/2006	No	0%

## School Facility Conditions and Planned Improvements

The campus was originally opened in 1963. It is a beautiful, tree-lined 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. The Principal and Lead Custodian do routine walks of the campus to identify items that need to be repaired, replace or improved. An ongoing document is kept to monitor projects and ensure completion. Minor repairs to door stops, and door lockdown latches are necessary due to usual wear and tear. We have continued on our school improvement plan of replacing four rooms' carpets each year. 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.

Year and month of the most recent FIT report

07/11/2023

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	48	30	53	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	54	37	43	43	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus



the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	90	89	98.89	1.11	30.34
<b>Female</b>	40	40	100.00	0.00	35.00
<b>Male</b>	50	49	98.00	2.00	26.53
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	24	24	100.00	0.00	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	10	90.91	9.09	--
<b>White</b>	51	51	100.00	0.00	31.37
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	55	54	98.18	1.82	24.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100.00	0.00	8.33

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	90	100.00	0.00	36.67
Female	40	40	100.00	0.00	35.00
Male	50	50	100.00	0.00	38.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	9.09
White	51	51	100.00	0.00	39.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100.00	0.00	30.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	16.67

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			34.22	34.40	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

## 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 regarding the school district and at each school site.

### 2023-24 Opportunities for Parental Involvement

We integrate parent volunteers on field trips, in classroom support, and appreciate their attendance at school events such as the Fall harvest parade, RENI Rallies, and Distinguished Student Lunches.

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.

Our District English Language Advisory Committees helps students and families who are learning English, with academic support and to feel welcome in our school community. Our Desayuno Breakfast socials help Spanish speaking families network and tap into local resources.

Parents have the opportunity to volunteer in classrooms, the school office, and our library. Classroom and campus volunteers are always needed.

All parent volunteers are required to be cleared through fingerprinting and 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.

### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	392	388	95	24.5
Female	184	184	48	26.1
Male	208	204	47	23.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	5	5	2	40.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	119	118	34	28.8
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	38	38	7	18.4
White	215	212	46	21.7
English Learners	35	35	11	31.4
Foster Youth	3	3	2	66.7
Homeless	46	45	18	40.0
Socioeconomically Disadvantaged	233	231	78	33.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	60	25	41.7

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.54	0.77	0.07	1.30	2.71	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.77	0
<b>Female</b>	0	0
<b>Male</b>	1.44	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	1.68	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0.47	0
<b>English Learners</b>	2.86	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	2.17	0
<b>Socioeconomically Disadvantaged</b>	1.29	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	3.28	0

## 2023-24 School Safety Plan

The 2023-2024 School Safety Plan has been able to reflect a transition from addressing deficits created by COVID, to a more comprehensive look at student academic achievement as well as staff and campus safety.

Our School Safety Plan is updated annually and is reviewed and approved by the School SITE Council and the Wheatland School District School Board. School faculty have active roles within the plan in case of an emergency. These roles, and the enclosed procedures we would follow, are reviewed at a Staff Meeting each year. Further details can be found in our district and our school plans, which are available online or in the school office. The 2023-2024 School Safety Plan was last reviewed, updated and approved by the Wheatland School District Board of Trustees in October 2023.

All teachers and noon duty supervisors are scheduled so that at least two monitors are on duty during each recess. We provide before school and after school supervision. Safety drills are held once per month rotating Fire drills, Earthquake drills, and Lockdown drills throughout the year. We enlist the participation of the Wheatland Police Department as well as the Wheatland Fire Authority in drills to ensure our processes and procedures are the most current and safe procedures possible. 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. The school's surveillance system and cameras are scheduled for an upgrade and replacement in 2024.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	21		3	
2	29	1	1	1
3	21		3	
Other	19	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	22		3	
2	24		3	
3	21	1	2	
Other	14	2	2	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	3	0
1	23	0	3	0
2	31	0	2	1
3	22	1	3	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	19	1	1	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	369

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,163.03	934.78	\$7,228.25	\$82,284.02
District	N/A	N/A	\$8,394.06	\$89,233
Percent Difference - School Site and District	N/A	N/A	-14.9	-4.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	9.2	-2.8

## Fiscal Year 2022-23 Types of Services Funded

State and federal money is spent on core instructional materials in all areas of our curriculum; (English Language Arts, Mathematics, Social Studies/History, Science, Fine Arts, and P.E.. Additionally, supplemental instructional programs are funded such as Counseling and an afterschool intervention support program.

Title 1 support funding is targeted toward identified groups of students at risk of not succeeding in school for academic or social emotional challenges. Funding provides personnel support for learning through the use of classroom assistants and paraprofessionals in transitional kindergarten, kindergarten, first grade classes, a dedicated Intervention Teacher, as well as in Life Skills, and the English Language Learner Program.

Each year funding is invested for progress monitoring programs such as Accelerated Reading, MobyMax, iReady and ESGI programs. Student progress is shared with students and their parents in both formal and informal methods. Progress is celebrated at the Reni Rallies.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,605	\$54,046
<b>Mid-Range Teacher Salary</b>	\$86,265	\$84,515
<b>Highest Teacher Salary</b>	\$107,228	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$152,146	\$136,841
<b>Average Principal Salary (Middle)</b>	\$168,021	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$243,926	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	30.17%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	4.73%	5.62%

## Professional Development

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.

A series of Minimum Days were installed in the school calendar to facilitate ongoing Professional Growth activities. These opportunities have been used to further teacher learning in all curriculum areas. A focus for the 2023-24 school year has been the professional development and support for the implementation of iReady in both ELA/Reading and Math. These all-staff trainings were supplemented by sending individual teachers to conferences and workshops during the year after which they shared their learnings with the entire teaching staff.

During regular staff meetings, 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 Common Core State Standards, school safety, state testing demands, and the students' social 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 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	