

# **Wheatland Elementary School**

## **2024-2025 School Accountability Report Card**

### **(Published During the 2025-2026 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/fq/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.

## 2025-26 School Contact Information

|                                   |   |
|-----------------------------------|---|
| School Name                       | Wheatland Elementary School   |
| Street                            | 111 Hooper Street   |
| City, State, Zip                  | Wheatland, CA 95692-0818  |
| Phone Number                      | 530.633.3140  |
| Principal                         | Shari Guzman  |
| Email Address                     | sguzman@wheatland.k12.ca.us   |
| School Website                    | <a href="https://wes.wheatlandsd.com/">https://wes.wheatlandsd.com/</a> |
| Grade Span                        |   |
| County-District-School (CDS) Code | 58-72751-6056840  |

## 2025-26 District Contact Information

|                  |   |
|------------------|---|
| District Name    | Wheatland School District   |
| Phone Number     | (530) 633-3130  |
| Superintendent   | Craig Guensler  |
| Email Address    | cguensler@wheatland.k12.ca.us   |
| District Website | <a href="https://www.wheatlandsd.com/">https://www.wheatlandsd.com/</a> |

## 2025-26 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. Our FRC annually holds Helping Hands breakfast for our EL families. In 2025 we have added two mental health interns to help our students in times of need.

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

### 2024-25 Student Enrollment by Grade Level

| Grade Level                    | Number of Students |
|--------------------------------|--------------------|
| Transitional Kindergarten (TK) | 50                 |
| Kindergarten                   | 75                 |
| Grade 1                        | 86                 |
| Grade 2                        | 84                 |
| Grade 3                        | 89                 |

### 2024-25 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 46.3                        |
| Male                             | 53.7                        |
| American Indian or Alaska Native | 0.5                         |
| Asian                            | 0.8                         |
| Black or African American        | 0.3                         |
| Filipino                         | 0.3                         |
| Hispanic or Latino               | 29.5                        |
| Two or More Races                | 8.9                         |
| White                            | 57.1                        |
| English Learners                 | 6.6                         |
| Homeless                         | 6.6                         |
| Socioeconomically Disadvantaged  | 65.8                        |
| Students with Disabilities       | 20                          |

### 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.

## 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            | 82.35          | 60.4            | 88.84            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 0.7             | 1.1              | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 2             | 11.76          | 4.3             | 6.37             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0             | 0              | 0               | 0                | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 1             | 5.88           | 2.5             | 3.68             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 17            | 100            | 68              | 100              | 279044.8     | 100           |

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.

## 2022-23 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> | 16            | 88.89          | 59.6            | 86.24            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 1               | 1.45             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 1             | 5.56           | 6.4             | 9.38             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0             | 0              | 0.5             | 0.77             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 1             | 5.56           | 1.5             | 2.17             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 18            | 100            | 69.2            | 100              | 277698       | 100           |

Note: The data in this table is based on 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.

## 2023-24 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> | 14.3          | 81.25          | 59.6            | 85.17            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 0.1             | 0.19             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 3.2           | 18.69          | 8.2             | 11.79            | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 0               | 0                | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 1.9             | 2.83             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 17.6          | 100            | 70              | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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                                     | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 0       |
| <b>Misassignments</b>  | 2.00    | 1       | 3.2     |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 2.00    | 1       | 3.2     |

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

| Indicator   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 0.00    | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.00    | 0       | 0       |

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 16.6    | 7.1     | 20      |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       | 0       |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | September, 2024  |  |
|---|--|--|
| Subject   | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts                           | McGraw Hill/2017   | 0%   |
| Mathematics                                     | iReady/McGraw Hill Reveal Math (pilot year)  | 0%   |
| Science   | Amplify/ 2021  | 0%   |
| History-Social Science                          | Pearson Scott Foresman/2006  | 0%   |

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

## 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

08/26/2025

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                | X         |           |           |   |

## School Facility Conditions and Planned Improvements

|   |   |  |  |  |
|---|---|--|--|--|
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation       | X |  |  |  |
| <b>Electrical</b>   | X |  |  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                | X |  |  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                        | X |  |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                            | X |  |  |  |
| <b>External:</b><br>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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject  | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 45             | 40             | 46               | 49               | 47            | 48            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 41             | 43             | 39               | 42               | 35            | 37            |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups                      | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                        | 96                      | 95                   | 98.96                 | 1.04                      | 40.00                          |
| <b>Female</b>                              | 41                      | 41                   | 100.00                | 0.00                      | 39.02                          |
| <b>Male</b>                                | 55                      | 54                   | 98.18                 | 1.82                      | 40.74                          |
| <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>                            | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                  | 26                      | 26                   | 100.00                | 0.00                      | 30.77                          |
| <b>Native Hawaiian or Pacific Islander</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                   | 14                      | 13                   | 92.86                 | 7.14                      | 46.15                          |

|  |    |    |        |      |       |
|--|----|----|--------|------|-------|
| <b>White</b>   | 54 | 54 | 100.00 | 0.00 | 44.44 |
| <b>English Learners</b>                              | -- | -- | --     | --   | --    |
| <b>Foster Youth</b>                                  | -- | -- | --     | --   | --    |
| <b>Homeless</b>                                      | -- | -- | --     | --   | --    |
| <b>Military</b>                                      | -- | -- | --     | --   | --    |
| <b>Socioeconomically Disadvantaged</b>               | 62 | 61 | 98.39  | 1.61 | 29.51 |
| <b>Students Receiving Migrant Education Services</b> | 0  | 0  | 0      | 0    | 0     |
| <b>Students with Disabilities</b>                    | 17 | 17 | 100.00 | 0.00 | 17.65 |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups                      | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                        | 96                      | 95                   | 98.96                 | 1.04                      | 43.16                          |
| <b>Female</b>                              | 41                      | 41                   | 100.00                | 0.00                      | 36.59                          |
| <b>Male</b>                                | 55                      | 54                   | 98.18                 | 1.82                      | 48.15                          |
| <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>                            | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                  | 26                      | 26                   | 100.00                | 0.00                      | 30.77                          |
| <b>Native Hawaiian or Pacific Islander</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                   | 14                      | 13                   | 92.86                 | 7.14                      | 46.15                          |
| <b>White</b>                               | 54                      | 54                   | 100.00                | 0.00                      | 50.00                          |
| <b>English Learners</b>                    | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                        | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                            | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                            | --                      | --                   | --                    | --                        | --                             |

|  |    |    |        |      |       |
|--|----|----|--------|------|-------|
| <b>Socioeconomically Disadvantaged</b>               | 62 | 61 | 98.39  | 1.61 | 37.70 |
| <b>Students Receiving Migrant Education Services</b> | 0  | 0  | 0      | 0    | 0     |
| <b>Students with Disabilities</b>                    | 17 | 17 | 100.00 | 0.00 | 23.53 |

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) |                   |                   | 29.78               | 25.75               | 30.73            | 32.33            |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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.

#### 2025-26 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. This year, we combined our Helping Hands Breakfast socials with our ELAC/DELAC meeting to 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.

We also have a PTC that meets monthly. They put on large events on campus such as the Fall Festival, book fair, and Jog-A-Thon. Parents volunteer their time on projects such as tower gardens in the classroom, campus beautification and assemblies.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 413                   | 409                                     | 61                        | 14.9                     |
| Female  | 195                   | 192                                     | 27                        | 14.1                     |
| Male  | 218                   | 217                                     | 34                        | 15.7                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 121                   | 118                                     | 24                        | 20.3                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 37                    | 37                                      | 8                         | 21.6                     |
| White   | 238                   | 237                                     | 26                        | 11.0                     |
| English Learners                              | 30                    | 30                                      | 5                         | 16.7                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 37                    | 37                                      | 15                        | 40.5                     |
| Socioeconomically Disadvantaged               | 275                   | 272                                     | 50                        | 18.4                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 92                    | 92                                      | 19                        | 20.7                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.77           | 0.75           | 0.97           | 2.71             | 2.47             | 1.37             | 3.6           | 3.28          | 2.94          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0              | 0              | 0              | 0                | 0                | 0                | 0.08          | 0.07          | 0.06          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.97             | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 1.83             | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.83             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 1.26             | 0.00            |
| English Learners                              | 3.33             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 2.70             | 0.00            |
| Socioeconomically Disadvantaged               | 1.09             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 1.09             | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The 2025-2026 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 2025-2026 School Safety Plan was last reviewed, updated and approved by the Wheatland School District Board of Trustees in October 2025.

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 were upgraded 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.

## 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                                   |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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                                    | 3                                     | 0                                   |
| 1           | 24                 | 0                                    | 3                                     | 0                                   |
| 2           | 23                 | 0                                    | 3                                     | 0                                   |
| 3           | 23                 | 0                                    | 3                                     | 0                                   |
| 4           | 0                  | 0                                    | 0                                     | 0                                   |
| 5           | 0                  | 0                                    | 0                                     | 0                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 13                 | 2                                    | 1                                     | 0                                   |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK          | 19                 |                                      |                                       |                                     |
| K           | 14                 | 5                                    |                                       |                                     |
| 1           | 17                 | 3                                    | 2                                     |                                     |
| 2           | 22                 |                                      | 3                                     |                                     |
| 3           | 25                 |                                      | 3                                     |                                     |
| Other       | 20                 | 1                                    | 1                                     |                                     |

## 2024-25 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 | 362   |

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

| 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  | 1                                |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 1                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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                            | \$99,918               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -14.9                                 | -16.7                  |
| State   | N/A                          | N/A                                 | \$11,146                              | \$100,089              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -39.4                                 | -13.4                  |

## Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>                      | \$56,040        | \$61,516                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$101,551       | \$95,479                                     |
| <b>Highest Teacher Salary</b>                        | \$126,229       | \$125,208                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$205,168       | \$152,668                                    |
| <b>Average Principal Salary (Middle)</b>             | \$214,843       | \$156,487                                    |
| <b>Average Principal Salary (High)</b>               |                 | \$165,427                                    |
| <b>Superintendent Salary</b>                         | \$284,515       | \$242,781                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 28.35%          | 29.76%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.89%           | 5.74%  |

## 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. A focus for the 2025-2026 school year has been the Math pilot for both iReady and McGraw Hill's Reveal Math. As a district we will also take part in a series of trainings on both Math programs.

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  | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 7       | 7       | 7       |