

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	https://wes.wheatlandsd.com/
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	https://www.wheatlandsd.com/

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	82.35	60.4	88.84	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.7	1.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	11.76	4.3	6.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	1	5.88	2.5	3.68	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	88.89	59.6	86.24	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.45	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.56	6.4	9.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.5	0.77	11746.9	4.23
Unknown/Incomplete/NA	1	5.56	1.5	2.17	14303.8	5.15
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.3	81.25	59.6	85.17	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.1	0.19	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.2	18.69	8.2	11.79	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.9	2.83	13705.8	4.91
Total Teaching Positions	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
Permits and Waivers	0.00	0	0
Misassignments	2.00	1	3.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	1	3.2

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6	7.1	20
No credential, permit or authorization to teach (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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	45	40	46	49	47	48
Mathematics (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
All Students	96	95	98.96	1.04	40.00
Female	41	41	100.00	0.00	39.02
Male	55	54	98.18	1.82	40.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	46.15

White	54	54	100.00	0.00	44.44
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	61	98.39	1.61	29.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
All Students	96	95	98.96	1.04	43.16
Female	41	41	100.00	0.00	36.59
Male	55	54	98.18	1.82	48.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	46.15
White	54	54	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	62	61	98.39	1.61	37.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (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
Beginning Teacher Salary	\$56,040	\$61,516
Mid-Range Teacher Salary	\$101,551	\$95,479
Highest Teacher Salary	\$126,229	\$125,208
Average Principal Salary (Elementary)	\$205,168	\$152,668
Average Principal Salary (Middle)	\$214,843	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$284,515	\$242,781
Percent of Budget for Teacher Salaries	28.35%	29.76%
Percent of Budget for Administrative Salaries	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
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7