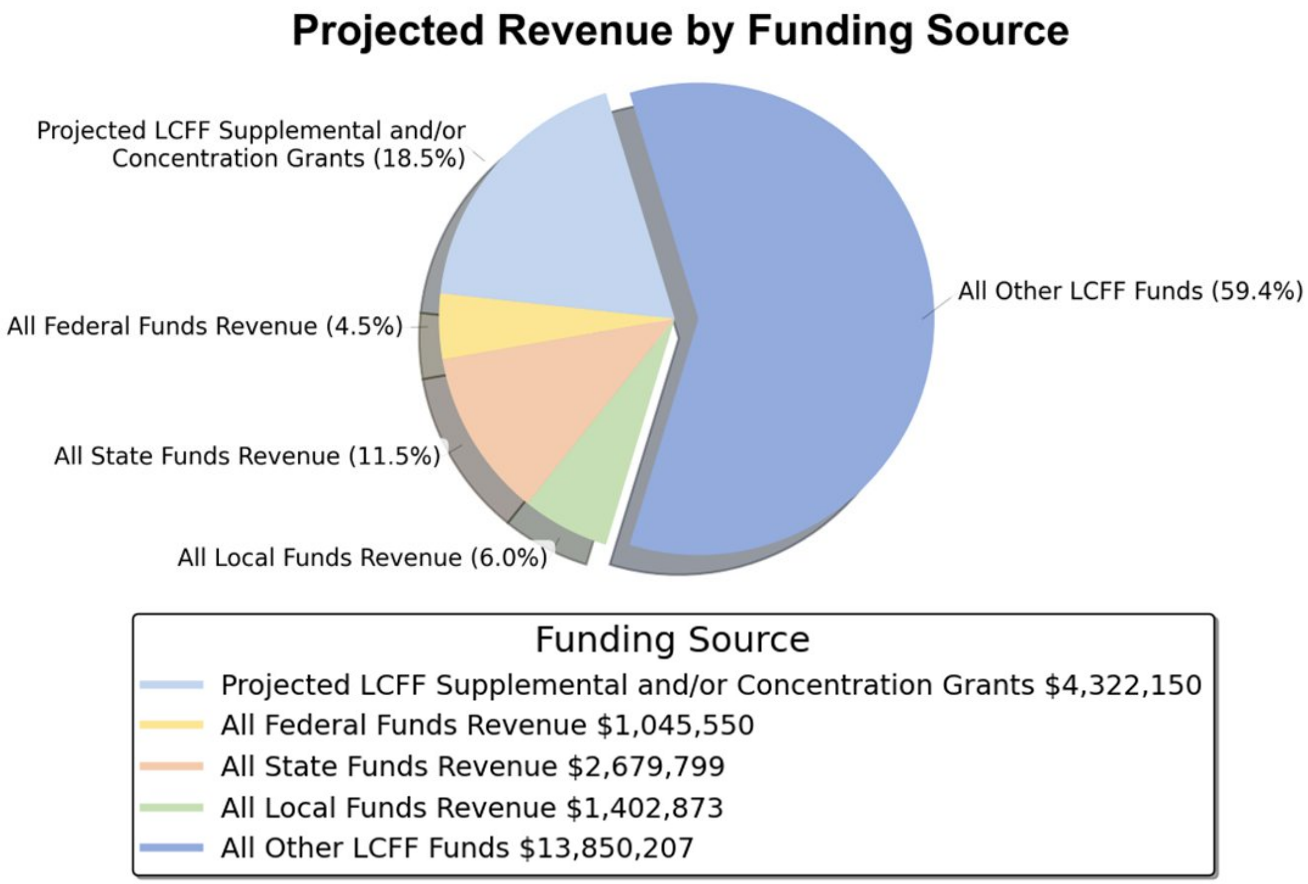
Local Educational Agency (LEA) Name: Wheatland Union High School District
CDS Code: 58727690000000
School Year: 2025-26
LEA Contact Information:
Dr. Nicole Newman
Superintendent
nnewman@wheatlandhigh.org
530-633-3100

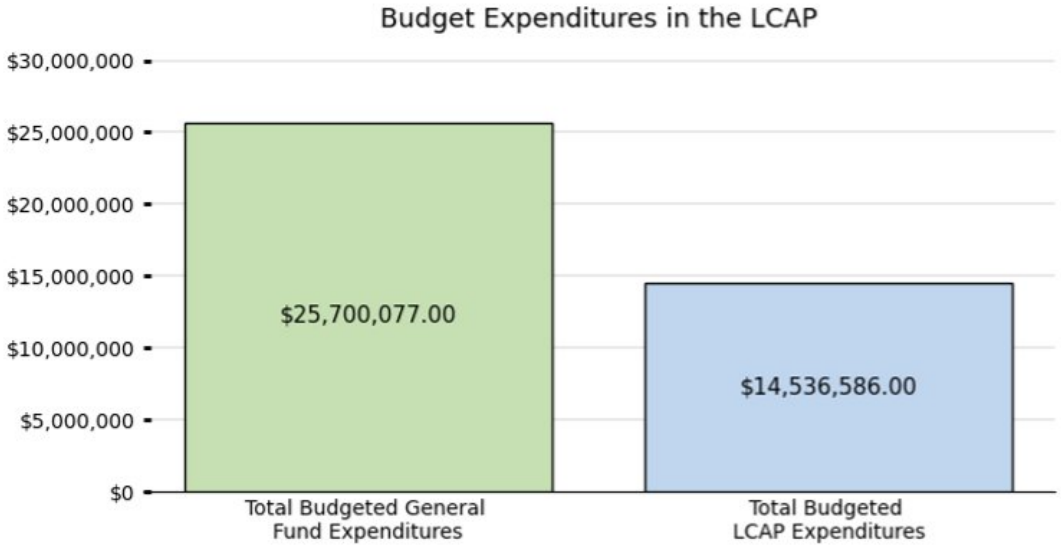
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).



This chart shows the total general purpose revenue Wheatland Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wheatland Union High School District is $23,300,579, of which $18,172,357.00 is Local Control Funding Formula (LCFF), $2,679,799.00 is other state funds, $1,402,873.00 is local funds, and $1,045,550.00 is federal funds. Of the $18,172,357.00 in LCFF Funds, $4,322,150.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Wheatland Union High School District plans to spend for . It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wheatland Union High School District plans to spend $25,700,077.00 for the 2025-26 school year. Of that amount, $14,536,586.00 is tied to actions/services in the LCAP and $11,163,491.00 is not included in the LCAP. The budgeted General Fund expenditures, both restricted and unrestricted, that are not a part of the LCAP, cover the district's primary functions and management costs. These expenses incorporate teaching and services for 9th-12th grade students, district and school administration, library and media services, custodial and maintenance work, utility bills, data processing, general administrative costs, and debt service payments that are not related to LCAP initiatives.

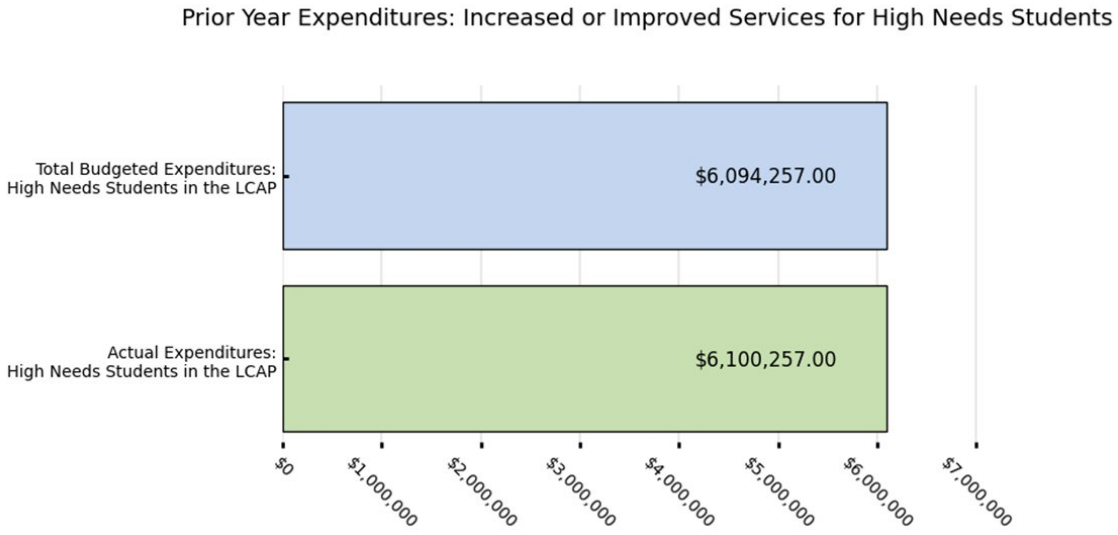
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Wheatland Union High School District is projecting it will receive $4,322,150.00 based on the enrollment of foster youth, English learner, and low-income students. Wheatland Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wheatland Union High must describe how it intends to increase or improve services for high needs students in the LCAP. Wheatland Union High plans to spend $6,212,942.75 towards meeting this requirement, as described in the LCAP.

The Wheatland Union High School District has prioritized a wide range of enhanced services aimed at addressing the academic, social-emotional, and college- and career-readiness needs of all students. These improvements have led to increased service expenditures that exceed the Local Control Funding Formula (LCFF) Supplemental and Concentration (S&C) grant funds. Among the key drivers are expanded special education services that go beyond the support provided by AB 602 funding, and significantly enhanced mental and health services to meet rising student wellness needs. Additional investments have been made in maintaining qualified teachers, expanding campus supervision, and ensuring comprehensive counseling support, all of which contribute to a safe and supportive learning environment.

The district has also expanded programs designed to enhance student engagement and academic achievement. Sustaining Career Technical Education (CTE) pathways, dual enrollment opportunities through partnerships with the local community college, and experiential learning initiatives have enriched college and career readiness. Resources have also been allocated to instructional coaching, targeted professional development for new teachers, and supplemental tutoring to accelerate learning recovery. Furthermore, the district continues to support its independent study program, integrate technology into instruction, and fund a school resource officer to maintain campus safety. These combined efforts reflect a commitment to providing equitable, high-quality educational opportunities beyond what LCFF S&C grant funds alone can support.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Wheatland Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Wheatland Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Wheatland Union High School District's LCAP budgeted $6,094,257.00 for planned actions to increase or improve services for high needs students. Wheatland Union High School District actually spent $6,100,257.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wheatland Union High School District	Dr. Nicole Newman Superintendent	nnewman@wheatlandhigh.org 530-633-3100

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Wheatland Union High School District (WUHSD), located in the rural southeastern region of Yuba County, spans approximately 150 square miles. Due to the district's remote setting and limited access to external services, WUHSD plays a critical role in connecting students and families with essential resources including school-provided meals, clothing, healthcare, and mental health services. WUHSD embodies its motto, "Every Day, Every Child, Whatever It Takes," through a steadfast commitment to whole-child development and educational equity.

The district comprises Wheatland Union High School, Edward P. Duplex Continuation High School, and Wheatland Community Day High School—both of which receive Equity Multiplier funding to support targeted student needs. Combined, these schools serve an estimated 1,191 students in the 2024–25 school year. Demographically, the student population reflects a diverse community: Hispanic (34.68%), White (37.36%), American Indian–Alaska Native (0.76%), Asian (7.89%), Pacific Islander (0.67%), Black (4.37%), Multi-Ethnic (11.59%), and students of undisclosed ethnicity (2.69%).

WUHSD has experienced significant enrollment growth—from 784 students in 2018–19 to 1,126 in 2024–25—demonstrating rising demand for high-quality educational services. While this upward trend is expected to continue, economic conditions may moderate the pace of growth.

In alignment with its core values of respect, trust, inclusion, transparency, and collaboration, the district has implemented the four pillars of community schools. Supported by the California Community Schools Partnership Program and local funds, this initiative addresses chronic absenteeism, suspensions, and academic disparities, while promoting graduation, wellness, and equitable student outcomes. Schools serve as hubs that unify community partnerships to provide wraparound supports for students and families.

The district's Local Control and Accountability Plan (LCAP) outlines a comprehensive strategy that emphasizes academic rigor, career and college readiness, socio-emotional support, cultural and enrichment programming, and strong family and community engagement. This work earned WUHSD the 2023 CSBA Golden Bell Award for Access and Equity, recognizing its holistic and student-centered approach.
In sum, Wheatland Union High School District remains unwavering in its mission to cultivate resilient, prepared, and well-supported students. This LCAP reflects the district's continued progress and its strategic investments in equitable access, academic excellence, and inclusive opportunity—ensuring that every child is known, valued, and empowered to thrive. Also, in the summer of 2025 WUHSD was recognized as a Deep Dive Transformation Partnership Program through UCLA.

Building on the momentum of prior years—including reductions in chronic absenteeism and expanded access to mental health services—WUHSD's 2024–25 LCAP continues to leverage Equity Multiplier funding, state and federal grants, and the California Community Schools Partnership Program to drive improvement. These strategic efforts lay the groundwork for further progress in co-teaching, student belonging, graduation outcomes, and meaningful career pathways and college opportunities—key priorities that will be detailed in the goals and actions that follow.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The annual performance evaluation of the Wheatland Union High School District revealed measurable progress in key academic areas, while

also identifying opportunities for continued growth. On the California School Dashboard, English Language Arts (ELA) outcomes demonstrated notable advancement, with an 8.7-point increase in the overall success rate, resulting in a Green performance level. Mathematics performance, while still requiring significant improvement, showed upward momentum. The current rate of -84 reflects a substantial gain from previous years, signaling that implemented strategies are beginning to yield results.

Despite this progress, students with disabilities continue to underperform in both ELA and Math, highlighting an urgent need for refined instructional practices. Encouragingly, the English Language Proficiency Index (ELPI) for students with disabilities showed a growth of 54.3, with a current rate of 45.7, indicating that while gains are being made, further support is required to accelerate progress.

Mathematics remains the predominant academic challenge across all subgroups, although all student subsets—with the exception of students with disabilities—have shown improvement. Local data reinforce these findings, pointing to the positive early impact of co-teaching, which was introduced in 9th grade courses during the 2023–24 school year. Due to the limited implementation and incomplete datasets (e.g., pending NWEA MAP assessment results), a comprehensive analysis of annual achievement is not yet possible and will be conducted in the Fall 2025.

In alignment with identified needs and stakeholder feedback, Goal 1 will be modified to include an additional instructional coach and new wellness initiatives, such as the Link Crew course, Safe School Ambassadors Program, and mental health supports. The district secured three workforce grants totaling $1.5 million to fund services in mental health, sports medicine/kinesiology, and artificial intelligence (AI). While access to AI remains a challenge, significant program expansions were achieved in patient care, video game design, and automotive technology, supported by Golden State Pathways Program grants. Metrics revisions were considered, especially regarding co-teaching and universal design for learning (UDL). Learning Recovery Emergency Block Grant (LREBG) funds were directed and will be expended on staffing, including the instructional coach, and continue to be allocated under Action 1.1. One implementation challenge involved recruitment of fully credentialed teachers, while a success was the impactful professional development with Solution Tree for math instruction. Additionally, unspent restricted lottery funds were designated for Action 1.3, related to curriculum adoption.

Goal 2 was enhanced with the implementation of a Link Crew class and a Safe School Ambassadors program aimed at improving student connectedness and school climate. No metric changes were necessary. LREBG funds supported Action 2.8, addressing school safety and student mental health. Key successes included the launch of a student awards program and installation of a Perry weather system. The district also received a $1.7 million Mental Health Demonstration Project Grant to fund interns and provide training for school counselors and mental health professionals.

Goal 3 was expanded with the addition of the Band App for communication and a Work-Based Learning Coordinator to support student career readiness. Goals 4 and 5 will remain status quo pending the receipt of Equity Multiplier funding, with continued focus on inclusive practices and UDL.

The district continues to maintain a deliberate and equity-centered approach, using local and state data to inform decisions. Although no new goals are planned for the current cycle, existing goals are being refined and strengthened through educational partner feedback and sustained grant support. Construction projects, including a multi-purpose room, additional portable classrooms, and a dedicated mental health hub, are underway to accommodate growing enrollment and expanded services.

Implementation challenges continue to include staffing shortages and technology access, while successes include strong professional development, student engagement programs, and expanded career pathway options. The district holds unexpended LREBG funds for the 2025–26 school year, which remain allocated under Action 1.1. The needs assessment reaffirms the district's focus on students with disabilities, co-teaching, and UDL. These areas remain central to Action 1.1, which reflects allowable expenditures aligned with professional development and student support services.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

At present, technical assistance is not being provided.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	• Conducted ThoughtExchange analyses with teachers. Teacher meetings with the opportunity for input were held on the following dates: 8/26,9/16,10/21,11/4,13/9,1/13,2/18,3/24,4/28. • Participated in a series of departmental meetings with the teaching body to exchange ideas and monitor progress. These meetings took place on: 8/26,9/16,10/21,11/4,12/9,1/13,2/18,3/24,4/28. • Regularly analyzed data to identify underrepresented groups among teachers during meetings. • Implemented staff surveys in January and May to solicit their views on student needs, probable solutions, and potential LCAP updates. Their feedback was incorporated into the plans. [January May]
School Site Council	• The School Site Council engaged in SPSA/LCAP meetings to discuss and formulate objectives during the months of August, October, February, and April. [August - April] • An extensive review of data was conducted in February to identify underrepresented groups. [February]
WHEAT	• The ThoughtExchange was conducted to garner feedback from the educational partner, WHEAT, regarding the existing actions of the school

Educational Partner(s)	Process for Engagement
	district as well as any potential recommendations. [Fall/Spring] • Relevant data was analyzed to pinpoint any possible gaps in communication and representation between the school district and WHEAT and added to the LCAP. [Post-Spring ThoughtExchange]
CSEA	• Facilitated the ThoughtExchange process with the California School Employees Association, serving as a medium for open discussion and idea sharing. [Fall/Spring] • Evaluated the responses received from the above-mentioned ThoughtExchange initiatives. [May]
Parents	• Engaged parents in a ThoughtExchange to foster discussion on educational issues and concerns. [Fall, Spring] • Parent feedback for the 2024–25 school year reflects strong support for the district's commitment to academic excellence and student opportunity. Families praised the variety of Career Technical Education (CTE) pathways, dual enrollment offerings, and accelerated coursework that help prepare students for both college and career. The counseling department, access to athletics, and welcoming school environment were also highlighted as key strengths that contribute to student success and well-being. • Parents expressed a desire for continued growth in several areas. Suggestions included enhancing communication systems to ensure families receive timely, centralized updates, and expanding access to work-based learning opportunities such as tutoring roles. Many parents advocated for increased instructional consistency in advanced math courses and expressed interest in a potential CTE program in sports medicine to support student-athletes. • Families also emphasized the importance of maintaining a positive and accountable school culture. They encouraged continued efforts to foster respectful behavior, accurate and timely grading practices, and meaningful student support systems, especially for students who may need additional social or emotional guidance. Overall, parent input affirmed the school's

Educational Partner(s)	Process for Engagement
	many strengths while offering thoughtful ideas to further support student engagement, achievement, and readiness for the future. • Arranged a unique event for Military Parents, providing a forum for them to express their ideas and proposals for school enhancements. [October] · Engaged parents in a survey on the ASSETS (after school program) on February 27.
Students	• Conducted ThoughtExchange sessions with students during the fall and spring to gather insights on education-related subjects. These sessions were analysis-based, focusing on events, activities, and concerns directly impacting the students. [Fall/Spring] • Analyzed data from the ThoughtExchange sessions meticulously. Identified and addressed potential underrepresentation of certain groups within this data. [Post ThoughtExchange sessions] • Conducted survey's on belonging, connectedness, and engagement to assist in making programmatic changes Septemeber 30, December 9th, and February 3. • Student input for the 2024–25 school year reflects appreciation for the school's efforts to provide a welcoming environment, diverse academic offerings, and supportive programs. Students praised access to college-level classes, Career Technical Education (CTE) pathways, tutoring services, and extracurricular activities such as athletics, rallies, and clubs. Many noted that these programs foster school connectedness, encourage engagement, and help prepare students for future college and career opportunities. • Students also shared ideas for continued improvement. Frequently mentioned suggestions included expanding AP and hands-on elective options, offering more personalized academic support, and enhancing mental health resources. While counseling services were generally appreciated, students expressed interest in clearer pathways to access support and more consistent teacher communication. Improving the quality and variety of school meals, maintaining clean and safe facilities—

Educational Partner(s)	Process for Engagement
	particularly restrooms—and ensuring a positive classroom environment were also recurring themes. • Several students suggested adding programs like marching band or color guard to increase school spirit and engagement. Others noted a desire for more real-world learning experiences and better preparation for life after high school. While students recognized many positive aspects of the school's academic and extracurricular programming, they encouraged continued efforts to strengthen communication, ensure consistent expectations, and support a safe, respectful, and inclusive school culture. • As part of the Local Control Accountability Plan (LCAP) stakeholder engagement process, the Superintendent Student Advisory Council (SSAC) held two key meetings to provide student voice and input on districtwide priorities. The first meeting, held on October 21, 2024, focused on identifying schoolwide strengths, challenges, and areas for improvement. Students raised concerns about the closure of the Zen Den, the need for counselors to respond more promptly, and the importance of support with college applications and personal insight questions (PIQs). Additional topics included classroom rules and management, access to tutoring, student motivation for CAASPP testing, and school culture—specifically regarding safety and student altercations. • Students proposed action steps to improve CAASPP performance, including schoolwide test prep strategies, countdowns, and incentives such as trips and rewards. They also voiced a need for fair grading practices, more responsive counseling, greater access to qualified tutors, and better-maintained facilities, including improved lighting and bathroom conditions. Students identified both strengths—such as dual enrollment programs, clubs, the Pirates @ SEA initiative, sports, and tutoring labs—and opportunities, including more interactive classrooms, paid peer tutoring, refinement of Pirate Focus, and expanded work experience. They also acknowledged persistent threats to student well-being and engagement, such as the enforcement of schoolwide rules via Minga, facility issues like leaking roofs and limited access to feminine hygiene

Educational Partner(s)	Process for Engagement
	products, and continued reports of student conflicts. • The second meeting, held on May 13, 2025, focused specifically on the district's upcoming implementation of California's new statewide cell phone policy. Governor Gavin Newsom signed Assembly Bill 3216 (the Phone-Free School Act) on September 23, 2024, requiring all schools to develop policies that limit or prohibit student smartphone use during school hours by July 1, 2026. Although implementation is not legally required until 2026, the district plans to enact the policy at the start of the 2025–26 school year. During the meeting, SSAC members shared their perspectives on the proposed policy, emphasizing the importance of student involvement in its development. They voiced concerns about access to phones during emergencies and suggested approaches such as using secure pouches to restrict phone use while maintaining accessibility. Their input will guide how the district balances policy enforcement with student needs and safety. These SSAC meetings exemplify meaningful student engagement and have significantly influenced LCAP goals, especially in the areas of school climate, academic support, and student well-being.
Businesses	• Meetings with the Career and Technical Education (CTE) Advisory were conducted to facilitate communication with businesses as integral components of the educational partners' group. This meetings took place on November 20th. Throughout November, substantial feedback was gathered, further bolstering the school district's dedication towards achieving academic objectives. · An Agricultural (AG) Advisory Meeting was organized at the commencement of the year with local businesses also on Novermeber 20th. The objective of this meeting was to deliberate on potential enhancements in the agricultural curriculum, thereby providing students with a comprehensive educational experience. • A subsequent AG Advisory Meeting was held towards the conclusion of the academic year with businesses on the 30th of May. The emphasis of this meeting was to evaluate the improvements implemented and to strategize for the forthcoming academic session. [May]

Educational Partner(s)	Process for Engagement
	• A comprehensive data review was carried out to pinpoint areas necessitating enhanced engagement. Following this, outreach initiatives were implemented to adequately represent the identified areas. This process is undertaken on a monthly basis. [Ongoing]
Colleges	• The school district conducted engagement sessions with Yuba College for the purpose of career and college planning and student transition (post secondary) and offer insight for the LCAP. These sessions took place in March. • Meetings were scheduled with Sierra College for the same purpose, with the aim of further enhancing students' awareness about potential future career paths. These meetings were held in March. • The school district, in collaboration with Sacramento State, organized sessions to guide students in their career and college goals. These sessions took place in November. • In order to determine the effectiveness of these sessions, the school district collected and reviewed data in April to inform the LCAP.
Community School Partnerships	• Conducted bi-weekly interactions with the Yuba County Action Team, thereby strengthening the educational collaboration between the school district and Community School Partnerships. [Bi-Weekly] • Participated in the Sutter-Yuba Behavioral Health Stakeholder Meetings, ensuring the development of effective strategies for student mental health in conjunction with Community School Partnerships. [September] • Engaged bi-weekly with the Displaced Youth Multidisciplinary Team, aiming to optimally address the requirements of displaced students within the partnership. [Bi-Weekly] • Organized and facilitated advisory meetings, promoting an ongoing open dialogue with Community School Partnerships. [December] • Scheduled Equity/Anti Bias Engagement Meetings to enhance an inclusive environment within the school district, in line with Community School Partnerships' objectives. [September, February] (all to inform the LCAP development)

Educational Partner(s)	Process for Engagement
Military	• Streamlined the recruitment process by conducting Air Force Recruiter Engagement Meetings, resulting in mutual benefits for both the students and the military. Two meetings were conducted to foster a shared understanding and collaborative relationship and allowed the opportunity for LCAP input. [October] • Worked in collaboration with the Air Force Recruiting team to better comprehend their requirements and how the school district could meet those needs, thereby fortifying the partnership. [October] • Arranged subsequent meetings with the military partner to ensure enduring engagement and mutual growth. [October]
Classified and Other School Personnel	• Engaged Classified and Other School Personnel in ThoughtExchange session to gather their perspectives on various educational issues. • Analyzed data from the post-ThoughtExchange period to identify underrepresented groups and employed a targeted approach to solicit their feedback. • Administered staff surveys to identify student needs, potential action plans, and possible updates to the LCAP. [January]
SELPA	• The Executive Director of Student Services engaged with the identified educational partners through a series of collaborative meetings and workshops, specifically involving the Special Education - SELPA Director, to ensure a comprehensive development of the LCAP. [Ongoing]
EPD/WCDHS Focus Goals (Equity Multiplier)	• Engaged with EPD/WCHDS staff to discuss and establish Focus Goals, grounded in Equity Multiplier, to augment the educational experience and equity for all students [May]. • Meetings were conducted with EPD/WCHDS staff, seeking to streamline the implementation process, solidify partnerships and address any arising challenges [May]. • Identified disparity in representation, which led to a comprehensive evaluation of collected data. As a result, underrepresented groups were contacted through phone calls and local meetings to ensure their active

Educational Partner(s)	Process for Engagement
	participation. [Ongoing]
All Staff	• Staff input for the 2024–25 school year reflects strong appreciation for the district's focus on student well-being, mental health, and individualized support. Positive highlights included programs like new student tours, the Family Resource and Community Therapy Centers, the PBIS Days and incentives, and schoolwide recognition efforts such as the Anchors Aweigh Awards. Staff also noted the benefits of Universal Design for Learning (UDL) strategies and effective communication tools like ParentSquare. • Suggestions for continued growth included increasing student engagement through more hands-on and relevant instructional practices and enhancing academic rigor for all students, particularly those on college preparatory tracks. Staff expressed interest in creating a structured "WIN" (What I Need) period to offer academic support, mental health check-ins, and relationship-building opportunities during the school day. • To better support teachers, feedback emphasized the need for more collaborative planning time, opportunities for shared learning across departments, and improved two-way communication systems. Staff also noted that consistent expectations for behavior and instruction would strengthen both student outcomes and staff morale. • Overall, staff voiced a strong commitment to helping students succeed and offered thoughtful ideas to strengthen instructional practices, campus culture, and teacher collaboration, ensuring that all students are well-prepared for their next steps after graduation.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the 2024–25 LCAP was grounded in robust engagement with a diverse group of educational partners, including students, families, staff, community organizations, bargaining units, and members of the Wheatland Union High School District Board. Feedback was collected through surveys, advisory meetings, parent engagement events, and School Site Council discussions at each school site. Special attention was given to elevating voices from underrepresented groups, including foster and homeless youth, English learners, and students with disabilities.

Educational partners consistently emphasized the need for:

- Expanded access to mental health supports
- Increased academic interventions and co-teaching in inclusive classrooms
- Improved communication between schools and families
- Continued investment in career technical education (CTE) and postsecondary readiness
- Greater student voice in school decision-making

In response, the adopted LCAP prioritizes these stakeholder-driven goals. This includes continued implementation of Tier 2 and 3 mental health supports, co-teaching in English, improved family engagement platforms, and expanded CTE offerings. Additionally, student voice has been amplified through advisory groups and input opportunities embedded in site-level planning. These efforts reflect the district's commitment to continuous improvement and to honoring the perspectives of those most directly impacted by our work.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Wheatland Union High School District students will graduate high school career and college ready. Ensure that all students graduate not only with a high school diploma, but also prepared for career and college demands. Steps are underway to blend practical skills training, collegiate preparatory courses, and career guidance into the standard curriculum. Implementation and achievements are projected to span a full academic year, with significant progress expected throughout. The strategic goal's success will be measured by a marked increase in students' readiness for college and career advancement post-graduation. Outcome criteria will include rising college admission rates and successful job placements after graduation. We'll also consider student and staff survey data on perceived preparedness for life after high school. These metrics should provide a clear picture of the initiative's effectiveness and scope in preparing students for life after high school.	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District's objective has been carefully formulated to address a broad spectrum of State-based priorities. At the forefront of these is State Priority 1: Basic (Conditions of Learning). Under this umbrella, the District's goals guarantee that teachers are not only appropriately assigned but have suitable credentials in their respective subject areas. This serves to promote equity and elevate the standard of professional learning. Furthermore, action has been taken to ensure students can access instructional resources aligned with standards, a measure designed to foster consistent and effective pedagogy. The maintenance of school facilities, an element indispensable for curating a positive learning landscape, is another area the District's goal focuses on. State Priority 2: State Standards (Conditions of Learning) is another cornerstone that the District's objective bolsters. In this context, the goal amplifies the practical application of academic and performance standards, a strategy aimed at ensuring all students can engage in an equitable, top-quality, and vigorous educational experience. This antecedent also segues into State Priority 4: Pupil Achievement (Pupil Outcomes), as it involves evaluating the performance on standardized tests and indicators of preparedness for higher education. As part of State Priority 5: Pupil Engagement, the District's commitment to fostering a supportive school climate comes to the fore. This involves encouraging high attendance rates and low student dropout numbers, both factors indicative of robust student engagement. The District realizes this by providing a comprehensive course offering, as mandated by State Priority 7: Course Access (Conditions of Learning). Finally, State Priority 8: Other Pupil Outcomes is addressed specifically through the District's ambition to ensure efficient outcomes across a wide array of subject domains. The ultimate goal is to prepare students for a spectrum of potential futures, from higher education and military service to immediate entry into the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of highly qualified teachers LCFF Priority: 1	2023-24 Data 94.34% of teachers are fully credentialed	2024-25 Data 82.06% of teachers are fully credentialed		95%	Local data needed to Calculate
1.2	Percentage of teacher misassignments Prty: 1	2023-24 Data 94% of teachers are appropriately assigned 6% are	2024-25 Data 87.39% of teachers are appropriately assigned 12.61%		95% of teachers will be appropriately assigned	Local data needed to Calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		misassigned	are misassigned			
1.3	Percentage of pupils completing Articulated and Dual Enrollment Courses Number of students participating in the Pirates at SEA (College Access) Program	2023-24 Data 69% of students enrolled at WUHS completed at least 1 Articulated or Dual Enrollment Course with a C or better (768 students out of 1115 enrolled including Virtual Academy).	2024-25 Data 68.8% of students enrolled at WUHS completed at least 1 Articulated or Dual Enrollment Course with a C or better.		70% of students will complete at least 1 Articulated or Dual Enrollment Course with a C or better Maintain % of students scored 3 or better (AP)	Local data needed to Calculate
1.4	Student Performance on the ELA CAASPP/SBAC Standardized Test - LCFF Priority 1, 2, 4, 5, 7, 8	2022-23 Academic Performance for Multiple Grade Levels: - Level 4 Performance: 25.97%, Level 3 Performance: 34.11%, Level 2 Performance: 21.71%, Level 1 Performance: 18.22%	2023-24 Academic Performance for Multiple Grade Levels: - Level 4 Performance: 18.53% - Level 3 Performance: 31.66% - Level 2 Performance: 25.10% - Level 1 Performance: 24.71%		CAASPP, 11th Grade Decrease Level 1 and Level 2 by 10%	ALL: +24.03%
1.5	Student Performance on the Math	2022-23 Academic Performance for Multiple Grade	2023-24 Academic Performance for		Decrease Level 1 and Level 2 by 10% EAP-Math:	ALL Level 4 Performance: +19.84% ALL Level 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP/SBAC Standardized Test	Levels: - Level 4 Performance: 3.24% - Level 3 Performance: 28.42% - Level 2 Performance: 60.07% - Level 1 Performance: 8.27%	Multiple Grade Levels: - Level 4 Performance: 5.41% - Level 3 Performance: 15.83% - Level 2 Performance: 23.94% - Level 1 Performance: 54.83%		40%	Performance: -28.42% ALL Level 2 Performance: -60.07% ALL Level 1 Performance: +68.65%
1.6	Percentage of Standard Met or Exceeded: Science (CAST)	2022-23 CAST, Multiple Grade Levels – No data to report from the state	2023-24 CAST, Multiple Grade Levels - Informational Data only Students scored an average of 14.1 points below the standard on the Science assessment (CAST or California Alternate Assessment for Science), indicating performance below grade-level expectations.		CAST, Multiple Grade Levels Decrease Level 1 and Level 2 by 10%	ALL: Local data needed to calculate EL: Local data needed to calculate SED: Local data needed to calculate AA: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Rit Growth NWEA: Reading Prty: 1, 2, 4, 5, 7, 8	2023-24 (Fall) NWEA Rit Score: Reading 9th Grade: 220.7 10th Grade: 221.0 11th Grade: 223.1 (Spring) 9th Grade: 218.4 10th Grade: 223.3	2024-25 (Fall) NWEA Rit Score: Reading 9th Grade:217.6 10th Grade:217.9 11th Grade:220.9 2024-25 (Spring) NWEA Rit Score: Reading 9th Grade:220.3 10th Grade:221.2		NWEA Rit Score: Reading (Spring Score) 9th Grade: 221.4 10th Grade: 223.51 11th Grade Outcome from CAASPP	ALL: Local data needed to calculate
1.8	Rit Growth NWEA: Language Prty: 1, 2, 4, 5, 7, 8	2023-24 (Fall) NWEA Rit Score: Language 9th Grade: 219.7 10th Grade: 218.4 11th Grade: 220.3 2023-24 (Spring) NWEA Rit Score: Language 9th Grade: 217 10th Grade: 222.8	2024-25 (Fall) NWEA Rit Score: Language 9th Grade: 214.8 10th Grade:216.4 11th Grade:219.9 2024-25		NWEA Rit Score: Language (Spring Score) 9th Grade: 219 10th Grade: 220.86	Local data needed to Calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Spring) NWEA Rit Score: Language 9th Grade:219.3 10th Grade:221.0			
1.9	Rit Growth NWEA: Math Prty: 1, 2, 4, 5, 7, 8	2023-24 (Fall) NWEA Rit Score: Math 9th Grade: 226.7 10th Grade: 228.4 11th Grade: 231.1 2023-24 (Spring) NWEA Rit Score: Math 9th Grade: 228.5 10th Grade: 235.4	2024-25 (Fall) NWEA Rit Score: Math 9th Grade: 227.2 10th Grade:227.1 11th Grade:231.4 2024-25 (Spring) NWEA Rit Score: Math 9th Grade:230.4 10th Grade:232.8		NWEA Rit Score: Math (Spring Score) 9th Grade: 230.03 10th Grade: 232.42 11th Grade Outcome from CAASPP	ALL: Local data needed to calculate
1.10	Rit Growth NWEA: Science Prty: 1, 2, 4, 5, 7, 8	2023-24 (Fall) NWEA Rit Score: Science 9th Grade: 216.4 10th Grade: 212.6 11th Grade: 217.0 2023-24	2024-25 (Fall) NWEA Rit Score: Science		NWEA Rit Score: Science (Spring Score) 9th Grade: 213.99 10th Grade: 215.29 11th/12th	9th Grade: -2.3 10th Grade: +6.4 11th Grade: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Spring) NWEA Rit Score: Science 9th Grade: 214.1 10th Grade: 219	9th Grade: 213.4 10th Grade:212.8 11th Grade:218.8 2024-25 (Spring) NWEA Rit Score: Science 9th Grade:214.9 10th Grade:216.8		Grade Outcome from CAST	
1.11	Percentage of students districtwide completing A - G Prty: 1, 2, 4, 5, 7, 8	2023-24 Data WUHS - 41.8% of students completed A-G Requirements EPD - 0% of students completed A-G Requirements District - 39.2% of students completed A-G Requirements	2024-25 Data WUHS - 41.3%of students completed A-G Requirements EPD - 0% of students completed A-G Requirements District - 39.4% of students completed A-G requirements		District - 50% of students completed A-G Requirements	ALL: Local data needed to calculate WUHS: Local data needed to calculate EPD: Local data needed to calculate District: Local data needed to calculate
1.12	Student access to standards aligned instructional	District is Williams Act Compliant	District is Williams Act Compliant		Maintain Williams Act 'Compliant' status	ALL: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials Prty: 1, 2, 4, 5, 7, 8					
1.13	Broad course of study offered for all students, including unduplicated pupils and students with special needs Prty: 1, 2, 4, 5, 7, 8	All students are offered a broad course of study at WUHSD.	All students are offered a broad course of study at WUHSD.		The District will maintain access to a broad course of study for all students.	All: Local data needed to calculate
1.14	Implementation of State Academic Standards - Including ELs Access to ELD and Core *English Learner progress towards English proficiency (ELPAC) - towards English proficiency (ELPAC) *EL reclassification rate *Metric includes	State standards are fully implemented within the District; including, ELs access to ELD and core classes. The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4 = 45.7% The percentage of current EL students (LTEL disaggregated) who progressed at least	State standards are fully implemented within the District; including, ELs access to ELD and core classes. The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4 = 48.5% The percentage of current EL students (LTEL		State standard implementation will be maintained within the District. English Learner progress towards English proficiency: 50% English Learner progress towards English proficiency (LTEL disaggregated): Maintain EL reclassification rate: Maintain Reclassification	EL: +2.80% LTEL: +2.40% EL: Local data needed to calculate LTEL: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	disaggregated rates for LTELS Prty: 1, 2, 4, 5, 7, 8	one ELPI level, maintained ELPI level 4 = 45.7% # of ELs: 35 # of Reclassifications: 13 (from Spring 2023 ELPAC administration) = 38% Reclassifications of LTELS: 5 (from Spring 2023 ELPAC administration - 16 total LTELS) = 31%	disaggregated) who progressed at least one ELPI level, maintained ELPI level 4 = 48.1% # of ELs: 35 # of Reclassifications: 13 (from Spring 2024 ELPAC administration) = 38% Reclassifications of LTELS: 5 (from Spring 2024 ELPAC administration - 16 total LTELS) = 31%		rate of LTELS: Maintain	
1.15	Students receiving the CA State Seal of Biliteracy Prty: 1, 2, 4, 5, 7, 8 Students receiving the CA Golden State Seal Merit Diploma Prty: 1,	2022-23 4 students receiving the CA State Seal of Biliteracy	2023-24 20 students receiving the CA State Seal of Biliteracy 2024-25 8 students receiving the CA		80% of the student enrollment in AP Spanish or other Language will be evaluated	ALL: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2, 4, 5, 7, 8		State Seal of Biliteracy			
1.16	None	2022-23 57 students receiving the CA Golden State Seal Merit Diploma	2023-24 69 students receiving the CA Golden State Seal Merit Diploma 2024-25 115 students receiving the CA Golden State Seal Merit Diploma		Increase to 80 students receiving the CA Golden State Seal Merit Diploma	Local data needed to Calculate
1.17	Students receiving the CA State Seal of Civic Engagement	2022-23 0 students receiving the CA State Seal of Civic Engagement	2023-24 0 students receiving the CA State Seal of Civic Engagement 2024-25 4 students receiving the CA State Seal of Civic		15 students receiving the CA State Seal of Civic Engagement	ALL: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Engagement			
1.18	Number of Dual Enrollment Course Offerings	Dual Enrollment 23-24: 21 DE Subject Agreements in Place 28 sections Articulation 11 Articulation Agreements in Place 22 sections of Articulated courses	Dual Enrollment 24-25: 18 DE Subject Agreements in Place 33 DE Section Agreements in Place 31 Articulated sections Articulation 14 Articulation Agreements in Place		Maintain	ALL: Local data needed to calculate
1.19	Students participating in concurrent enrollment courses	2023-24 (Fall) 82 students took Concurrent Online courses; 29 of those took 2 courses 2023-24 (Spring) 94 students took Concurrent Online courses; 40 of those took 2 courses	24-25 (Fall) 96 students took Concurrent Online courses; 20 of those took 2 courses 24-25 (Spring) 92 students took Concurrent Online courses; 23 of those took 2 courses		Maintain	ALL: Local data needed to calculate
1.20	Percentage	2023-24	2024-25		Maintain	ALL: Local data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reduction of gap between rates of youth in foster care enrolled in alternative schools (including continuation or independent study schools) and the rates of the general population enrolled in such schools (10% from baseline)	Data 2 out of 9 were enrolled in alternative schools - 22.2% 54 of 1116 students enrolled in alternative education within the district - 4.8% Class of '22 '23 100% Graduation Rate for Foster Youth; significantly higher than the state average of 61.2%	Data 1 out of 8 were enrolled in alternative schools - 12.8% (improvement from 22.2% in 23/24 SY). 58 of 1137 students enrolled in alternative education within the district - 5.1% 100% Graduation Rate for Foster Youth; significantly higher than the state average of 61.2%			needed to calculate FOS: Local data needed to calculate

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 1 in the school district's Local Control and Accountability Plan (LCAP) involved a complex interplay of successes and challenges, as evidenced by data-driven metrics. Action 1.1, which focused on maintaining certificated staff FTE due to enrollment, resulted in 82.06% of teachers being fully credentialed and 87.39% being appropriately assigned, with 12.61% misassigned. Challenges in

finding fully credentialed teachers led to a reliance on interns. Recruitment difficulties impacted the overall effectiveness of this action. Despite these challenges, the district's efforts in professional development, particularly through collaboration with Solution Tree to support math teachers, were successful in building capacity and maintaining high levels of certified staff.

Budget and funding constraints posed significant challenges, particularly with the anticipated overspending on certain actions, such as the construction of a multi-purpose room, which was expected to exceed the initial budget. The failure of bonds meant that certain planned projects, like the Plumas Lake High School, could not proceed at this time, impacting the district's ability to fully implement planned actions. Despite these financial hurdles, the district successfully acquired several grants, including strong workforce grants and Golden State Pathways grants, which allowed for the expansion of programs in mental health services, sports medicine, kinesiology, and AI. This grant acquisition enabled the district to expand its offerings and support new initiatives.

Action 1.3, which involved curriculum and assessment/data analysis, was linked to a 68.8% completion rate of students in articulated or dual enrollment courses with a C or better. Curriculum improvements enhanced course completion rates, and the district noted an increase in student participation in dual enrollment and articulated classes, indicating success in engaging students in career pathways. Additionally, the action was associated with a 23.08% Level 4 performance in academic assessments across multiple grade levels, indicating a positive impact on standardized test performance. The district was planning to adopt a new math curriculum, which required budget adjustments and planning for future implementation, presenting a challenge in aligning resources with curriculum needs.

Technology and resource allocation also presented challenges, particularly in providing students with access to AI and other advanced technologies, due to age restrictions and resource limitations. Despite these challenges, the district maintained a one-to-one Chromebook program for students, ensuring access to technology for all, which was a significant success in technology integration.

The district's application for the Purple Star designation for military-connectedness was renewed, highlighting success in supporting military families. However, actions such as 1.8, involving technology replacement, and 1.12, focusing on facility improvements, did not have clear metric matches, indicating minimal observable progress in the data. Similarly, Action 1.17, promoting military connectedness, did not align with specific academic performance metrics. Actions 1.15, 1.16, 1.18, and 1.19, which focused on various educational programs and schools, were expected to impact metrics related to course completion and enrollment gaps, but specific data was not available to show progress.

Learning Recovery Block Grant (LREBG): Academic Achievement, Instructional Quality & College/Career Readiness

In alignment with Wheatland Union High School District's ongoing focus on academic achievement and equitable access to college and career pathways, Goal 1 actions were expanded and refined during the 2024–25 school year based on stakeholder input and performance data. To address persistent disparities in ELA and mathematics outcomes—especially among students with disabilities and historically underserved groups—the district prioritized investments in high-leverage strategies funded by the Learning Recovery Emergency Block Grant (LREBG).

A key component of this work is the deployment of an instructional coach (Action 1.3 and 1.13), who provides embedded professional development and instructional support grounded in Universal Design for Learning (UDL) and co-teaching practices. These efforts are directly aimed at improving instructional quality and academic outcomes, especially in foundational subjects. The coach also plays a critical role in supporting teachers new to the profession and refining academic interventions.

The district also added an additional social science teacher (Action 1.1) to support enrollment growth and reduce class sizes in A–G aligned courses, ensuring broader access to standards-based instruction and improving graduation readiness. LREBG funds also supported the expansion of the Patient Care Pathway (Action 1.9), allowing students to engage in a rigorous, hands-on CTE experience that prepares them for certification and real-world medical careers. This initiative not only enhances college and career readiness but also increases student engagement through meaningful, industry-aligned coursework.

These efforts are monitored through Metric 1.1 (% of fully credentialed teachers), Metric 1.3 (% of students completing articulated or dual enrollment courses), Metric 1.4 and 1.5 (CAASPP performance), and Metric 1.18 (dual enrollment opportunities). Taken together, these LREBG-funded actions represent a coordinated, evidence-based strategy to accelerate learning recovery, close opportunity gaps, and prepare students for success beyond high school.

Improving Academic Outcomes and Readiness for Students with Disabilities

To address persistent disparities in academic performance and postsecondary readiness for Students with Disabilities (SWD), Wheatland Union High School District will continue to implement a multi-pronged strategy grounded in inclusive instructional practices, professional development, and expanded access to rigorous coursework.

In response to the identified decline in college and career readiness for SWD—from 13.9% in 2022–23 to 8.7% in 2023–24—the district will continue to:

- Maintain certificated staffing to ensure students, including those with IEPs, are taught by fully credentialed educators (Action 1.1).

- Provide site-based instructional coaching focused on Universal Design for Learning (UDL), co-teaching, and differentiated instruction to support general education and special education teachers (Action 1.3 and 1.13).
- Support new teacher development through TCIP and PIP, with a focus on inclusive strategies and collaboration with special education teams (Action 1.4).
- Expand CTE Pathways, making it more accessible to SWD by incorporating hands-on, skills-based learning aligned to postsecondary goals (Action 1.9).

These strategies will be monitored using:

- Metric 1.1 – Credentialed teacher percentage
- Metric 1.3 – Dual enrollment/articulated course completion
- Metric 1.4/1.5 – CAASPP scores (ELA/Math) for SWD
- Metric 1.11 – A–G completion
- Metric 1.20 – Gap between SWD and non-SWD college/career readiness

Wheatland UHSD will also continue to analyze SWD academic data quarterly to adjust support and ensure continuous improvement in inclusive access, achievement, and graduation readiness.

Overall, the implementation of Goal 1 involved navigating various challenges related to staffing, funding, and technology, while also achieving successes in grant acquisition, program expansion, and professional development. The district demonstrated adaptability and strategic planning in addressing these factors, with external funding and grants playing a crucial role in enabling program expansions and supporting new initiatives. Community and stakeholder involvement, as well as regulatory and policy considerations, also influenced the implementation process, requiring careful navigation of policy requirements and ongoing efforts to maintain existing programs and initiatives.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district's financial management for Goal 1 of the LCAP has been influenced by several key factors, resulting in material differences between budgeted and actual expenditures.

The receipt of three strong workforce grants totaling approximately $1.5 million has significantly impacted the budget. These grants foster student interest in fields such as mental health services, sports medicine, kinesiology, and artificial intelligence. Additionally, the acquisition of three Golden State Pathways grants has facilitated the expansion of programs in patient care, video game design, and auto mechanics. These funding sources have expanded the scope of educational programs, enhancing student services and contributing positively to goal achievement.

Challenges in recruiting fully credentialed teachers have necessitated reliance on interns, impacting budget allocations and spending patterns. This staffing issue has constrained the district's ability to deliver planned services at the intended scale, affecting the quality of instruction and student outcomes.

The district's preparation for a significant construction project, estimated at $13-14 million, has been influenced by the failure of bonds expected to fund certain projects. This has required adjustments in planning and spending, potentially delaying or altering the scope of facilities improvements. Such changes impact the learning environment and the district's ability to meet its educational goals; however, we anticipate moving forward with the construction of the multipurpose room (fall 2025) and we are also adding 4 portables (summer 2025)

Professional development initiatives, particularly ongoing work with Solution Tree for math teachers, have been supported by county assistance due to the district's status in Differentiated Assistance. This external support has mitigated potential budget constraints, allowing for continued investment in teacher training, which is crucial for improving instructional quality and student achievement.

The district's commitment to maintaining a one-to-one ratio of technology for students through the purchase of new Chromebooks has been sustained. This investment in technology ensures that students have access to necessary resources, supporting digital literacy and learning outcomes.

The expansion of Career Technical Education (CTE) pathways, including kinesiology, sports medicine, mental health, and computer science and AI, has been facilitated by expansion grants. These programs enhance career readiness and provide students with valuable skills, aligning with the district's educational objectives.

Overall, the district has effectively managed its budget for Goal 1, with some areas of overspending anticipated and adjustments made to accommodate changes in funding and project needs. These budget variances have collectively impacted goal implementation by enabling program expansion and maintaining essential services. The implications for student outcomes are positive, with enhanced educational opportunities and support services contributing to improved achievement, particularly for unduplicated pupils.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 – Maintain Certificated Staff FTE Due to Enrollment

Effectiveness Summary:
The action to maintain certificated staff FTE continues to be effective in supporting the district's core priorities of educational quality, student wellness, and postsecondary readiness. Maintaining and expanding certificated staffing has allowed Wheatland Union High School District to respond to enrollment growth, stabilize instruction, and enhance student support systems across all sites.

Foundational Support Structures:
Since 2022–23, the district has established a strong foundation of support through the addition of key roles in special education, mental health, instructional leadership, and career technical education. These positions helped launch inclusive practices such as co-teaching, provided critical social-emotional services, and supported alignment with A–G course access (**Metric 1.11**), dual enrollment opportunities (**Metric 1.18**), and the implementation of state academic standards (**Metric 1.14**). These efforts continue to anchor the district's commitment to whole-child development and equity, as reflected in the broad course of study available to all students (**Metric 1.13**).

Ongoing and Expanded Efforts:
In subsequent years, the district has sustained and strategically expanded its certificated workforce to meet evolving academic and social-emotional needs. Additions in areas such as English, social science, the arts, and CTE have supported broader access to rigorous coursework and enhanced student engagement. These actions align with goals for improving student performance on standardized tests in English Language Arts (**Metric 1.4**) and Mathematics (**Metric 1.5**), while also ensuring more students complete at least one articulated or dual enrollment course with a C or better (**Metric 1.3**). Expanded staffing also plays a critical role in reducing the opportunity gap for foster youth in alternative placements (**Metric 1.20**).

Challenges:
While progress has been made, challenges in hiring fully credentialed teachers persist, particularly in high-need subject areas. As reported, 82.06% of teachers are currently fully credentialed (**Metric 1.1**), and 12.61% are misassigned (**Metric 1.2**). The district continues to mitigate these gaps through intern support programs (TCIP, PIP), induction pathways, and embedded professional development.

Conclusion:
Action 1.1 remains a critical investment in the district's mission to ensure that all students are taught by highly qualified teachers in a supportive, engaging learning environment. The ongoing maintenance and strategic growth of certificated staff have strengthened instructional quality, increased access to A–G aligned and career-focused coursework, and advanced equity for all learners, particularly those from historically underserved populations.

Metrics Supported:
- **Metric 1.1**: Percent of highly qualified teachers
- **Metric 1.2**: Percentage of teacher misassignments
- **Metric 1.3**: Percentage of pupils completing articulated and dual enrollment courses
- **Metric 1.4**: Student performance on the ELA CAASPP/SBAC standardized test
- **Metric 1.5**: Student performance on the Math CAASPP/SBAC standardized test
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes
- **Metric 1.18**: Number of dual enrollment course offerings
- **Metric 1.20**: Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools and the rates of the general population

Action 1.2 – Maintain Classified Staff

Effectiveness Summary:
The action to maintain classified staff has been foundational in ensuring that school operations, instructional support, and student services remain consistent and effective across all campuses. While direct data to quantify the impact of classified staffing is still limited, the roles held by classified employees have clearly contributed to the district's ability to deliver a broad and equitable course of study (**Metric 1.13**) and to meet the diverse academic, behavioral, and wellness needs of students, including foster youth and students with disabilities (**Metric 1.20**).

Foundational Support Structures:
Since 2022–23, the district has staffed a range of classified positions that support both instruction and operational continuity. Positions such as SPED paraprofessionals, academic technology support staff, administrative assistants, campus supervisors, CALPADS/SIS support, and work-based learning coordinators have strengthened data systems, campus safety, instructional support, and pathways to college and career. These roles have underpinned the success of certificated staff and supported implementation of state standards and CTE initiatives (**Metric 1.14**).

Ongoing and Expanded Efforts:

In later years, the district expanded its classified staffing to include additional specialized health support (LVN (will not continue in 25-26) and specialized health paraprofessionals), medical billing and accounting specialists, and a Prevention & Intervention Coordinator. These additions directly support improved health services, data accuracy, and wellness coordination, especially for high-need student groups. Collectively, this staff expansion reinforces the infrastructure necessary to reduce equity gaps in alternative placements for foster youth and supports student readiness and retention (**Metric 1.20**).

Challenges:
While classified roles are crucial to the district's operations and student success, the lack of dedicated metrics to measure their effectiveness has made it difficult to assess the direct impact of this action. A future data collection process will be planned to better evaluate the influence of classified staff on student academic and engagement outcomes.

Conclusion:
Action 1.2 represents a strategic investment in the operational and instructional infrastructure of the district. The classified workforce has consistently supported instructional access, student wellness, alternative program coordination, and administrative efficiency. Continued investment in these roles is essential to ensuring equitable access and targeted support services for all students.
Metrics Supported:

- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes
- **Metric 1.20**: Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools and the rates of the general population

Action 1.3 – Curriculum and Assessment/Data Analysis

Effectiveness Summary:
The action to enhance curriculum and assessment/data analysis practices has been **effective** in supporting student achievement in articulated and dual enrollment courses. In the 2024–25 academic year, 68.8% of students completed at least one such course with a grade of C or better (**Metric 1.3**), reflecting alignment with the district's college and career readiness priorities.

Foundational Support Structures:
Over the past several years, the district has significantly expanded its use of instructional platforms, curricular programs, and assessment tools to improve learning opportunities and data-driven instruction. This includes foundational curriculum investments in math and SPED content, CTE-aligned courses such as Patient Care, Ag Mechanics, and Educator Pathways, and widely used digital platforms like Edmentum, Gizmos, CDS, Go Educate, IXL Learning, and Cardonex (**Metric 1.14**). These resources have supported broader access to a standards-aligned curriculum across core, elective, and specialized programs (**Metric 1.13**).

Ongoing and Expanded Efforts:

The district has also bolstered its capacity for assessment and progress monitoring. Tools such as the NWEA Map Growth Science Assessment, iCEV Certification Tests, SP2 Certifications, and the Princeton Review AP testing suite have supported a variety of student needs, from academic intervention to postsecondary preparation. However, the effectiveness in raising overall academic performance remains mixed: only 23.08% of students reached Level 4 on the CAASPP Math exam (**Metric 1.5**), and similar challenges are present in ELA performance (**Metric 1.4**). In addition, the district lacks consistent local growth data in reading (**Metric 1.7**), which limits its ability to evaluate the impact of literacy initiatives such as READ 180 and Solution Tree strategies.

Support Structures for Pathways and Programs:
Curricular investments have also directly supported career pathway programs such as Music, Patient Care, Ag Mechanics, and Education. Staff and non-personnel allocations in these areas—ranging from equipment and software to instructional coaching—ensure that students can complete rigorous CTE sequences aligned to workforce demands and college credit opportunities (**Metric 1.18**).

Challenges:
While instructional and assessment tools have been widely adopted, full integration into classroom practice and consistent use of data to guide instruction remain areas for growth. Additionally, without local pre- and post-growth benchmarks in reading and math, the district must continue to refine its assessment strategy to better measure student learning trajectories.

Conclusion:
Action 1.3 has enhanced instructional access, supported expanded learning options, and provided important tools for measuring academic growth. Continued alignment of curriculum and assessments with state standards and college/career readiness benchmarks remains essential to improving student achievement across academic performance bands.
Metrics Supported:

- **Metric 1.3**: Percentage of pupils completing articulated and dual enrollment courses
- **Metric 1.4**: Student performance on the ELA CAASPP/SBAC standardized test
- **Metric 1.5**: Student performance on the Math CAASPP/SBAC standardized test
- **Metric 1.7**: Reading Lexile growth or local reading assessments
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes
- **Metric 1.18**: Number of dual enrollment course offerings

Action 1.4 – Support New Teachers and Administration

Effectiveness Summary:

Action 1.4 has been **effective** in contributing to the district’s ability to maintain a strong pipeline of qualified educators and administrators.

Programs such as TCIP, PIP, STSP, CATIP, and the Induction Program have helped new teachers obtain full credentials and supported retention efforts. These initiatives contributed to the district's 82.06% rate of fully credentialed teachers (**Metric 1.1**) and align with broader goals of instructional quality and leadership development.

Foundational Support Structures:
Support for new staff includes both formal credentialing pathways and targeted professional learning. Teacher travel and conference funding has enabled new staff to access standards-aligned training in areas such as English, Math, Physical Education, and Career Education Initiative (CEI), which helps ensure that new hires can implement curriculum aligned to state standards (**Metric 1.14**) and participate in high-quality instructional programs (**Metric 1.13**). Additionally, training for community school leadership and instructional coaching fosters a culture of mentorship and ongoing development, which supports new administrators in applying inclusive, student-centered leadership practices.

Ongoing and Expanded Efforts:
Instructional coaches and CTE-specific professional development investments have helped teachers integrate content with workforce readiness goals and develop consistent instructional practices. These supports contribute to broader student access to rigorous and relevant coursework—particularly in CTE pathways and core content areas (**Metric 1.18**, **Metric 1.11**). While these supports are promising, the district currently lacks specific local data on the impact of these programs on the availability and use of standards-aligned instructional materials (**Metric 1.12**), indicating a need for targeted data collection.

Challenges:
The primary challenge lies in quantifying the downstream academic impact of support for new staff. While there is clear evidence of credentialing success and retention support, measuring the effect on student learning conditions and materials access remains a gap in current evaluation methods.

Conclusion:
Supporting new teachers and administrators continues to be a strategic and effective investment. The district has established robust systems of support through induction pathways, conference opportunities, instructional coaching, and targeted professional development. These systems not only build staff capacity but also advance the district’s broader instructional and equity goals.

Metrics Supported:
- **Metric 1.1**: Percent of highly qualified teachers
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.12**: Access to standards-aligned instructional materials
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes
- **Metric 1.18**: Number of dual enrollment course offerings

Action 1.5 – Intervention/Enrichment

Effectiveness Summary:
The district has developed and implemented a wide range of intervention and enrichment strategies intended to increase academic access, promote equity, and support students on the pathway to graduation. These efforts are specifically designed to help more students complete A–G requirements (**Metric 1.11**) and engage in supplemental learning opportunities beyond the traditional school day (**Metric 1.19**).

Foundational Support Structures:
The district has maintained a structured after-school tutoring program involving multiple certificated staff providing targeted academic assistance to students in need. In parallel, personnel, supplies, transportation, and conference resources have been allocated to support broader after-school programming, including both academic and enrichment activities. These services are designed to remove barriers to learning, particularly for unduplicated pupils, and to ensure students have structured, supported environments for academic reinforcement.

Ongoing and Expanded Efforts:
The presence of Academic Technology staff and a dedicated Transition Coordinator (Herring Kokua) reflects the district's commitment to helping students navigate academic transitions—such as moving between grade levels, re-engaging after interruptions, or accessing alternate programs. These positions are especially critical for students who need personalized supports or flexible entry points into rigorous coursework.
Curricular tools and digital platforms—such as Exact Path, Edmentum, and NWEA—are already in place, though they are tracked under Action 1.3. While these systems offer strong potential for diagnostic support and learning acceleration, their direct contribution to intervention outcomes under Action 1.5 is still emerging.

Challenges:
Metric 1.19, which measures student participation in extended learning opportunities, is still in development, and the district is continuning to refine attendance and outcome tracking to make reliable connections between program access and academic gains.

Conclusion:
While the district has laid a strong foundation for providing targeted academic and enrichment support, additional data collection is needed to assess the true impact of these programs. Action 1.5 reflects the district's ongoing commitment to equitable academic access, and future evaluation will help clarify which interventions have the strongest effect on A–G readiness and student engagement.

Metrics Supported:
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.19**: Percentage of students participating in extended learning, intervention, or enrichment programs

Action 1.6 – College-Going Culture

Effectiveness Summary:
The action to promote a college-going culture continues to be **effective**, particularly in supporting student participation in articulated and dual enrollment courses. In 2024–25, 68.8% of students completed at least one such course with a grade of C or better (**Metric 1.3**), reflecting strong alignment with the district's goal of improving postsecondary readiness.

Foundational Support Structures:
The district provides stipends to dual enrollment teachers, which has ensured consistent staffing and instructional continuity for college-aligned coursework. This staffing support has contributed to the availability of rigorous, credit-bearing opportunities for students, helping to increase the number of course offerings (**Metric 1.18**) and student A–G readiness (**Metric 1.11**).
College field trips—supported by the transportation budget—offer students first-hand exposure to postsecondary campuses and career pathways. These experiences are designed to help students, particularly first-generation college-goers and foster youth, visualize a future beyond high school and take actionable steps toward enrollment and persistence. These supports contribute to the broader goal of reducing equity gaps in access to postsecondary experiences (**Metric 1.20**).

Ongoing and Expanded Efforts:
The continued focus on early college exposure and guided academic planning, along with embedded supports in CTE pathways and academic counseling, strengthens the district's overall college-going infrastructure. These efforts are complemented by curriculum and assessment supports outlined in Actions 1.3 and 1.5.

Challenges:
While participation in dual enrollment is strong, the district lacks comprehensive data on how field trips and exposure activities translate into long-term college persistence or enrollment patterns. Additionally, the absence of local data on A–G completion for all alternative program students (**Metric 1.11**) limits a full evaluation of impact across all student groups.

Conclusion:
Action 1.6 supports both the practical and aspirational dimensions of college readiness. Through direct supports like transportation for field trips and stipends for dual enrollment staff, the district fosters a culture where all students—especially those from underserved backgrounds—can envision, plan for, and access postsecondary success.

Metrics Supported:
- **Metric 1.3**: Percentage of pupils completing articulated and dual enrollment courses
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.18**: Number of dual enrollment course offerings

- **Metric 1.20**: Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools and the rates of the general population

Action 1.7 – Special Education

Effectiveness Summary:
The action to improve special education has been **effective** in enhancing academic outcomes for students with disabilities. Notably, 50.00% of 11th-grade students in this subgroup achieved Level 4 on the ELA CAASPP assessment (**Metric 1.4**), demonstrating significant growth in standards-based performance. These gains reflect the positive impact of inclusive education strategies, co-teaching models, and targeted work-based learning experiences that align with individualized student needs.

Foundational Support Structures:
This action is supported by deliberate investments in both **certificated and classified staffing**. The district has expanded special education teaching assignments, increased paraprofessional support, and provided training in inclusive instructional practices. These staffing structures have strengthened IEP implementation, improved access to core instruction, and created more responsive classroom environments for diverse learners. These efforts align with the district's commitment to a broad course of study for all students (**Metric 1.13**) and the implementation of state academic standards for students with disabilities (**Metric 1.14**).

Ongoing and Expanded Efforts:
Professional learning and cross-training opportunities continue to ensure that SPED staff are equipped with evidence-based practices for academic and behavioral support. The district also integrates students with disabilities into career pathway programs and dual enrollment opportunities where appropriate, promoting equitable access to postsecondary preparation (**Metric 1.11**, **Metric 1.18**).
While student performance in ELA shows progress, science outcomes remain an area for further investigation. Current local data do not yet provide a clear picture of how inclusive instruction impacts science achievement (**Metric 1.6**), suggesting the need for more targeted data collection and instructional alignment in that content area.

Challenges:
Recruitment and retention of special education staff remain ongoing challenges, especially in rural or high-need settings. Sustaining co-teaching models and providing high-quality support services requires continued staffing stability, adequate training, and collaboration between general and special education teams.

Conclusion:
Action 1.7 continues to advance the district's equity and inclusion goals by investing in personnel and instructional practices that improve learning conditions and outcomes for students with disabilities. Continued focus on staff training, co-teaching expansion, and access to rigorous curriculum will be essential to closing achievement gaps across all academic areas.

Metrics Supported:

- **Metric 1.4**: Student performance on the ELA CAASPP/SBAC standardized test
- **Metric 1.6**: Student performance on the CAST (Science) assessment
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes
- **Metric 1.18**: Number of dual enrollment course offerings

Action 1.8 – Technology Replacement Rotation

Effectiveness Summary:
The implementation of a comprehensive technology replacement rotation has been **effective** in maintaining equitable access to instructional technology for both students and staff. The district has maintained a one-to-one student-to-device ratio across grade levels, ensuring that every student has the tools necessary to engage with digital curriculum, assessment platforms, and college and career readiness programs. This access supports standards-aligned instruction (**Metric 1.12**) and expands opportunities for participation in online dual enrollment courses and certification programs (**Metric 1.18**).

Foundational Support Structures:
Technology rotation procedures are now well established for both students and staff. The district prioritizes timely replacement of outdated student devices and ensures that certificated and classified staff have functional, current hardware to support instruction and data analysis. Instructional platforms like Edmentum, iCEV, and Kahnmigo—as supported in other actions—are dependent on reliable device access for implementation. Continued investment in technology infrastructure has allowed teachers to fully leverage digital curriculum and formative assessment tools aligned to state standards (**Metric 1.14**).

Ongoing and Expanded Efforts:
To prepare for the expiration of grant-funded hardware purchases, the district is implementing a long-term, districtwide technology plan to maintain and refresh equipment, including computer labs and specialized program hardware. This plan is designed to sustain current access levels and prevent disparities as older devices are retired.

Conclusion:
Action 1.8 ensures that technology is not a barrier to high-quality instruction, assessment, or college readiness programming. The district's technology rotation system supports equitable learning conditions, instructional efficiency, and digital literacy for all students and staff.
Metrics Supported:

- **Metric 1.12**: Access to standards-aligned instructional materials
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes

- **Metric 1.18**: Number of dual enrollment course offerings

Action 1.9 – Career and Technical Education

Effectiveness Summary:
The district's Career and Technical Education (CTE) programming continues to play a **central role** in preparing students for postsecondary success and aligning instruction with real-world industry demands. The expansion of CTE pathways and associated instructional supports has been **effective** in increasing student participation in articulated courses, dual enrollment, and hands-on work-based learning experiences. These efforts align directly with **Metric 1.11** (A–G completion) and **Metric 1.18** (dual enrollment offerings).

Foundational Support Structures:
CTE programs are supported through a combination of personnel and non-personnel investments, including CTE-specific teacher staffing, licensing, instructional supplies, and travel for certification and industry-aligned training. While the Director of CTE position was not retained, responsibilities were successfully distributed across the Director of Educational Services and the College and Career Readiness Coordinator, with an expanded role now supported by the **Work-Based Learning Coordinator** as of the 2024–25 school year.
CTE funding sources such as Perkins, CTEIG, and AIG continue to support pathway infrastructure, including ag department equipment, industry certifications, curriculum development, and specialized tools and sheds for programs such as auto, ag mechanics, and patient care. These supports expand students' access to a broad course of study (**Metric 1.13**) and help ensure instruction remains aligned to state academic standards (**Metric 1.14**).

Ongoing and Expanded Efforts:
CTE teachers receive professional learning and licensing support, including pathway-specific induction (e.g., Ag Teacher Induction). The Work-Based Learning Coordinator has strengthened relationships with local industry partners to support internships and pre-apprenticeship experiences that connect classroom instruction to real-world applications.
Beginning in the **2025–26 school year**, the district will launch **three new pathways**:

- A **Computer Science Pathway**, expanding STEM and tech-sector access
- A **Kinesiology Pathway**, linked to the existing Patient Care program for cross-training in sports medicine and rehabilitation
- A **Mental Health Pathway**, which integrates behavioral health careers with social-emotional learning and counseling fundamentals

These programs expand academic relevance, student choice, and postsecondary alignment while supporting early entry into high-demand fields.

Conclusion:
Action 1.9 reflects a comprehensive and adaptive approach to CTE. Through staffing realignment, targeted program investments, and an increased focus on industry certification and work-based learning, the district continues to expand student opportunity and career readiness. We are especially proud of the wide range of CTE pathways, articulation agreements, and dual enrollment partnerships we've built—many of

which allow students to graduate with **college credit, industry certifications, or even an associate's degree**. These opportunities directly increase students' employability, provide real-world experience, and ensure that more of our students leave high school truly **career- and college-ready**. Additionally, CTE coursework strengthens academic skills—particularly in technical reading, writing, data analysis, and applied mathematics—which supports improved performance on standardized assessments such as the CAASPP (**Metrics 1.4 and 1.5**).

Metrics Supported:

- **Metric 1.3**: Percentage of pupils completing articulated and dual enrollment courses
- **Metric 1.4**: Student performance on the ELA CAASPP/SBAC standardized test
- **Metric 1.5**: Student performance on the Math CAASPP/SBAC standardized test
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes
- **Metric 1.18**: Number of dual enrollment course offerings

Action 1.10 – Homeless and Foster Youth

Effectiveness Summary:
The district's action to support homeless and foster youth has been **effective** in improving academic performance and removing barriers to educational access. In the most recent year, **50.00% of 11th-grade students in this group achieved Level 4** on the ELA CAASPP (**Metric 1.4**), suggesting that targeted support services—including tutoring, transportation, and access to basic resources—are making a meaningful impact on academic success.

Foundational Support Structures:
The district provides dedicated funding for **transportation**, ensuring that homeless and foster youth can consistently attend school and participate in extended learning activities. This is especially critical for students in transition or placement changes who might otherwise be at risk of chronic absenteeism. In addition, funds are used for **supplies**, ensuring students have access to the materials they need to fully engage in instruction and classroom activities. These supports contribute to equitable access to standards-aligned materials (**Metric 1.12**) and a broad course of study (**Metric 1.13**).

Ongoing and Expanded Efforts:
Oversight and coordination of these supports is managed by the **Director of Educational Services**, who also helps ensure that homeless and foster youth are connected to academic interventions, credit recovery, and college/career readiness opportunities. This leadership role is essential in aligning services across departments and ensuring compliance with state and federal requirements for these priority student groups. Efforts are also underway to strengthen cross-enrollment supports and increase stability for foster youth at alternative education sites.

Conclusion:
Action 1.10 demonstrates the district's commitment to removing systemic barriers for homeless and foster youth. Through transportation, essential supplies, and administrative coordination, the district ensures that these students have equitable access to high-quality instruction and the opportunity to achieve at high levels. Continued attention to program tracking and placement trends will support further progress toward reducing gaps in enrollment and outcomes between foster youth and the general population (**Metric 1.20**).

Metrics Supported:
- **Metric 1.4**: Student performance on the ELA CAASPP/SBAC standardized test
- **Metric 1.12**: Access to standards-aligned instructional materials
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.20**: Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools and the rates of the general population

Action 1.11 – English Learner Supports

Effectiveness Summary:
The district's commitment to English Learner (EL) success is reflected in its investment in both **instructional access** and **family engagement**. Action 1.11 supports English learners through the maintenance of dedicated ELD course sections and proactive engagement with families, ensuring that EL students receive both linguistic and academic support aligned with their learning needs.

Foundational Support Structures:
The district employs a **Family Engagement Coordinator/English Learner Liaison**, who serves as a critical connector between schools, families, and instructional staff. This role helps ensure that EL students and their families receive timely information about academic expectations, access to translation and interpretation services, and support navigating school systems. These efforts foster a more inclusive and responsive environment, which improves access to both ELD instruction and core academic classes (**Metric 1.14**).

Ongoing and Expanded Efforts:
In addition to family engagement, the district ensures that EL students are enrolled in ELD-designated sections with curriculum aligned to state standards. Teachers receive support in providing integrated and designated ELD, which prepares students to progress toward English proficiency while also accessing A–G coursework and graduation requirements (**Metric 1.11**). The district also promotes EL representation in enrichment programs, dual enrollment, and leadership opportunities, expanding EL access to a broad course of study (**Metric 1.13**).

Conclusion:
Action 1.11 continues to support the district's goal of equity for English learners by providing the instructional access and family communication needed for success in both language development and academic achievement. The combination of ELD programming and

culturally responsive family engagement helps ensure that EL students are prepared for success in high school and beyond.

Metrics Supported:

- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes

Action 1.12 – Facility Improvements

Effectiveness Summary:
The district continues to invest in facilities that support safe, inclusive, and engaging learning environments. Improvements to school infrastructure—including portable classroom additions, modernization of career education spaces, and new multi-purpose construction—demonstrate a strategic focus on enhancing both academic and extracurricular learning conditions for students.

Foundational Support Structures:
Staffing for this action includes the continued employment of **RMA maintenance personnel**, who are essential to daily upkeep, project implementation, and ensuring campuses remain clean, safe, and fully functional. The district also allocates non-personnel funding for **repairs, maintenance**, and a variety of **site improvement projects** to support evolving student and program needs.

Ongoing and Expanded Efforts:
In recent years, the district has completed the **modernization of the welding shop and three agricultural classrooms**, significantly enhancing the instructional environment for CTE programs. Multiple **portable classrooms** have been installed to accommodate enrollment growth and reduce overcrowding, preserving smaller class sizes and instructional flexibility.
Looking ahead to the 2025–26 school year, the district is preparing to break ground on a **new multi-purpose room and cafeteria**, which will expand student access to indoor dining, large-group activities, and community use. This project directly supports student connectedness and equity by ensuring all students have access to clean, safe, and functional shared spaces.

Conclusion:
Action 1.12 reflects the district's long-term commitment to investing in physical infrastructure that promotes student learning, well-being, and access to diverse programs. While not directly tied to academic performance metrics, facility improvements contribute to broader goals of safety, engagement, and instructional access. These investments ensure students and staff work in environments that are conducive to high-quality teaching and learning.

Metrics Supported:
While Action 1.12 is not directly aligned to academic performance metrics, it indirectly supports the following areas:

- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – by maintaining facilities that support program implementation

Action 1.13 – Professional Development for Certificated Staff

Effectiveness Summary:
The district continues to prioritize high-quality professional development (PD) for certificated staff to improve instructional practices, promote equity, and expand student access to rigorous, standards-aligned learning. While formal local outcome data on professional development impact is still developing, the breadth and strategic focus of current PD efforts demonstrate strong alignment with the district's goals around college and career readiness, inclusive practices, and academic achievement.

Foundational Support Structures:
This action supports professional development across multiple departments and roles. PD offerings include:

- **Math instructional coaching** through **Solution Tree** and initial development of schoolwide **Professional Learning Communities (PLCs)**
- Training in **Universal Design for Learning (UDL)** and inclusive strategies for general and special education teachers
- Support for **AP and dual enrollment instructors** to ensure alignment with college-level rigor and student success expectations
- Targeted PD for **academic counselors**, **athletic directors**, and **administrators** focused on equitable scheduling, academic advising, and SEL-informed leadership practices
- Mental health PD for counseling staff and clinicians, aligning services with trauma-informed care and multi-tiered systems of support

Ongoing and Expanded Efforts:
Building on the success of math coaching in 2023–24, the district will **fully roll out PLCs in the 2025–26 school year**, beginning with continued support in math and expanding into English, science, and social studies departments. PLC structures will allow teachers to analyze student work, respond to formative data, and refine instruction collaboratively across content areas. These structures are aligned with best practices in instructional improvement and continuous learning.

PD outcomes are designed to improve:

- Student access to **standards-aligned instructional materials** and assessments (**Metric 1.12**)
- Consistent implementation of **state academic standards** across content areas (**Metric 1.14**)
- Student success in **AP and dual enrollment courses** (**Metric 1.3**)
- Increased performance on **CAASPP ELA and Math assessments** (**Metrics 1.4 and 1.5**)
- Equity of access to a **broad course of study**, especially for unduplicated students (**Metric 1.13**)

Conclusion:
Action 1.13 reflects the district's investment in instructional capacity, teacher leadership, and equity-driven improvement. Through structured

coaching, targeted content PD, and collaborative PLC systems, certificated staff are supported in delivering instruction that meets the needs of all students and strengthens academic achievement and college/career readiness.

Metrics Supported:

- **Metric 1.3**: Percentage of pupils completing articulated and dual enrollment courses
- **Metric 1.4**: Student performance on the ELA CAASPP/SBAC standardized test
- **Metric 1.5**: Student performance on the Math CAASPP/SBAC standardized test
- **Metric 1.12**: Access to standards-aligned instructional materials
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes

Action 1.14 – Professional Development for Classified Staff

Effectiveness Summary:
Classified staff are essential to providing equitable support for students across instructional and operational environments. Action 1.14 provides professional development that builds the capacity of paraprofessionals, bus drivers, and other classified employees to serve students effectively—particularly **students with disabilities**, **English learners**, and **foster youth**—in inclusive, safe, and academically rigorous settings.

Foundational Support Structures:
The district offers specialized training for **paraprofessionals and specialized support staff** who work directly with **students with disabilities**, helping them implement IEP accommodations, facilitate access to the general education curriculum, and support co-teaching and small group instruction. These efforts promote student success and access to a **broad course of study** (**Metric 1.13**) and reinforce the **implementation of state academic standards** for all students (**Metric 1.14**).
Additionally, **bilingual paraprofessionals** and support staff are trained to work with **English learners** in both designated ELD and integrated content-area classes. Their role includes scaffolding instruction, providing translation support, and helping ensure students have access to **standards-aligned instructional materials** (**Metric 1.12**). This support is crucial for EL students to engage meaningfully in both academic learning and school culture.

Ongoing and Expanded Efforts:
Professional development also includes:

- **Bus driver training** in trauma-informed and behavior support strategies
- Implementation of the **Safe School Ambassadors program**, which trains staff to foster positive peer culture and intervene in bullying
- Training for classified staff in inclusive practices and de-escalation techniques that improve school safety and climate

These investments directly contribute to improving experiences for students who rely on adult support for access, engagement, and

regulation—especially in alternative or transitional placements. This action supports the district's efforts to **reduce the equity gap between foster youth and their peers** in alternative school enrollment and placement outcomes (**Metric 1.20**).

Conclusion:
Action 1.14 reflects a districtwide commitment to supporting the **instructional access and inclusion** of all students through a well-trained, equity-minded classified workforce. By investing in professional development for paraprofessionals, bilingual aides, drivers, and other support staff, the district strengthens outcomes for students with disabilities, English learners, and foster youth—ensuring they receive the services, supervision, and care they need to thrive academically and socially.

Metrics Supported:
- **Metric 1.12**: Access to standards-aligned instructional materials
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes
- **Metric 1.20**: Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools and the rates of the general population

Action 1.15 – Pirates at SEA: Scholars Enrichment Academy

Effectiveness Summary:
The **Pirates at SEA (Scholars Enrichment Academy)** program is a cornerstone of the district's college and career readiness efforts. Designed to **increase access to dual enrollment and articulated coursework**, the program has shown strong results: **68.8% of participating students successfully completed at least one course with a grade of C or better** (**Metric 1.3**). These outcomes reflect the program's effectiveness in preparing students for post-secondary success.

Foundational Support Structures:
Pirates at SEA provides students with structured support—including access to **college-level courses**, **enrichment activities**, and **academic advising**—to ensure they are well-prepared for graduation and beyond. The program emphasizes rigorous coursework, goal setting, and pathways exploration in high-demand fields. Students are guided to complete A–G requirements and earn early college credits, supporting college entrance and workforce readiness (**Metric 1.11**).

Ongoing and Expanded Efforts:
The program also plays a critical role in supporting **equity of access to a broad course of study**, particularly for students who are historically underrepresented in college-going pipelines (**Metric 1.13**). Staff involved in the program provide wraparound supports, including tutoring, mentoring, and targeted outreach to ensure all students are positioned to succeed academically. Additionally, the program reinforces the **implementation of state academic standards** by aligning enrichment content to ELA, math, and science performance expectations

(**Metrics 1.4 and 1.5**).

Pirates at SEA students are encouraged to participate in multiple college-level experiences, increasing their confidence and competence in navigating post-secondary systems. This also supports the district's growth in **dual enrollment offerings** (**Metric 1.18**) and improves student readiness for higher education or technical certification programs.

Conclusion:
Action 1.15 continues to be a highly effective strategy for increasing **college and career readiness**, especially for first-generation college students and those needing structured support to access post-secondary opportunities. Through targeted enrichment and academic acceleration, Pirates at SEA ensures more students are leaving high school with both the mindset and the transcript credentials to succeed in college and career.

Metrics Supported:
- **Metric 1.3**: Percentage of pupils completing articulated and dual enrollment courses
- **Metric 1.4**: Student performance on the ELA CAASPP/SBAC standardized test
- **Metric 1.5**: Student performance on the Math CAASPP/SBAC standardized test
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.13**: Broad course of study offered for all students, including unduplicated pupils and students with special needs
- **Metric 1.18**: Number of dual enrollment course offerings

Action 1.16 – Wheatland Union High School Virtual Academy, EPD Independent Study, and Short-Term Independent Study

Effectiveness Summary:
The district's investment in independent study programs continues to support academic continuity, student flexibility, and equity in access to core services. Assigning fully credentialed FTEs to these programs ensures that students receive high-quality instruction, regardless of their learning setting. In 2024–25, **82.06% of teachers were fully credentialed** districtwide, affirming the quality of instruction provided in all independent learning environments (**Metric 1.1**).

Foundational Support Structures:
The **Wheatland Union High School Virtual Academy** provides students with access to a full A–G approved course sequence, allowing them to remain on track for college entrance requirements (**Metric 1.11**). Virtual students are also encouraged to participate in **work-based learning**, **college and career exploration**, and all **on-campus extracurricular and counseling services**, including access to academic counselors, social-emotional support from mental health professionals, and post-secondary advising (**Metrics 1.13 and 1.14**).
EPD Independent Study mirrors the structure and support of the district's continuation high school, offering students alternative pathways to credit recovery and graduation while maintaining access to the same high-quality curriculum and wraparound services.

Short-Term Independent Study is used as a strategic intervention to prevent students from falling behind due to illness, travel, or crisis. By allowing students to remain engaged in their coursework during temporary absences, the district reduces the number of students flagged for **chronic absenteeism** and keeps more students on-track for graduation (**Metric 1.2**).

Ongoing and Expanded Efforts:
These independent study programs uphold the district's goal of providing a **broad course of study** to all students, including those in non-traditional settings (**Metric 1.13**). Teachers in these programs receive the same access to standards-aligned instructional materials and collaborate with student services staff to ensure that instruction is personalized, aligned to academic standards, and supportive of students' post-secondary goals (**Metric 1.12**).

Conclusion:
Action 1.16 reflects the district's strong commitment to **academic equity and instructional flexibility**. By ensuring that independent study students receive credentialed instruction and full access to campus-based services and opportunities, the district is removing barriers to academic success and helping more students meet graduation and post-secondary readiness goals.

Supported:
- **Metric 1.1**: Percentage of fully credentialed teachers
- **Metric 1.2**: Percentage of appropriately assigned teachers
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.12**: Access to standards-aligned instructional materials
- **Metric 1.13**: Broad course of study offered for all students
- **Metric 1.14**: Implementation of State Academic Standards – Including ELs' access to ELD and core classes

Action 1.17 – Military Connectedness

Effectiveness Summary:
Military-connectedness initiatives are an essential part of the district's efforts to support students' social-emotional well-being and postsecondary readiness. While not directly tied to a specific academic metric, our work ensures that **military-connected families and students are identified, supported during transitions, and connected with school and community resources**.

Foundational Support Structures:
We designate a staff liaison for our military-connected students and families who receives regular professional development on military-specific transition needs. This role supports newcomers by coordinating smoother enrollment, connecting students to counseling and wellness services, and ensuring academic and cultural support.

Ongoing and Expanded Efforts:

This year, we continued the practice of displaying the **Purple Star insignia**, placing us alongside schools that commit to military-family support standards—such as transition planning, community coordination, and staff awareness. Schools designated through the Purple Star program nationally demonstrate dedication to easing school transitions and creating structures that help military-connected students feel welcomed and understood.

National Context:
National, state, and local efforts—such as the **Military Interstate Children's Compact (MIC3)** and state Purple Star School programs—underscore the importance of smooth transitions, culturally responsive staff, and visible recognition of military-connected status COVID-specific research has shown that high mobility and deployment-related stress can impact academic continuity and social-emotional readiness—making our support structures even more critical.

Conclusion:
Through a designated liaison, tailored training, visible recognition (Purple Star), and structured supports during enrollment and transitions, our work ensures that military-connected students and families receive the academic, emotional, and logistic support needed to thrive. These efforts connect students to school and community, maintain instructional continuity, and contribute to their overall readiness for success in high school and beyond.

Action 1.18 – Edward P. Duplex Continuation High School

Effectiveness Summary:
Edward P. Duplex Continuation High School continues to serve as a critical alternative education setting for students in need of personalized support, credit recovery, and flexible learning pathways. In 2024–25, **82.06% of teachers were fully credentialed** districtwide, demonstrating a commitment to providing high-quality instruction to all students, including those in continuation education (**Metric 1.1**). Maintaining credentialed and appropriately assigned staff also aligns with **Metric 1.2**, ensuring students have equitable access to qualified educators.

Foundational Support Structures:
The school supports student success by offering **personalized academic counseling**, **access to standards-aligned instructional materials** (**Metric 1.12**), and integrated **social-emotional and mental health services**. Students are also supported in completing graduation requirements and exploring post-secondary opportunities through **college and career readiness programming**, including **dual enrollment and articulated courses** (**Metric 1.3**, **Metric 1.11**).

Ongoing and Expanded Efforts:
In the 2024–25 school year, the district expanded its **career readiness infrastructure** by hiring a **Work-Based Learning Coordinator** to build stronger industry partnerships and facilitate real-world learning opportunities for students at Edward P. Duplex. This investment supports both certification and job-readiness outcomes, aligning with the district's broader emphasis on **career-connected learning** and an increase in

dual enrollment offerings (**Metric 1.18**).
Additionally, staff and programs at Edward P. Duplex work intentionally to reduce disproportionality in alternative placements. While data for **Metric 1.20** (gap between foster youth and general population enrollment in alternative schools) is still under development, the site remains focused on equity-driven placement practices and wraparound services for high-needs youth.

Conclusion:
Action 1.18 demonstrates the district's commitment to ensuring that **continuation high school students have access to the same high-quality instruction, career preparation, and post-secondary opportunities** as their peers. With the addition of a Work-Based Learning Coordinator, expanded access to college credit-bearing courses, and a continued focus on credentialed staffing, Edward P. Duplex provides meaningful, future-ready pathways for students in alternative education.

Metrics Supported:
- **Metric 1.1**: Percentage of fully credentialed teachers
- **Metric 1.2**: Percentage of appropriately assigned teachers
- **Metric 1.3**: Percentage of pupils completing articulated and dual enrollment courses
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.12**: Access to standards-aligned instructional materials
- **Metric 1.18**: Number of dual enrollment course offerings
- **Metric 1.20**: Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools and the rates of the general population

Action 1.19 – Wheatland Community Day High School

Effectiveness Summary:
Wheatland Community Day High School continues to serve as a vital intervention and support site for students who benefit from a more structured, restorative, and individualized learning environment. In 2024–25, **82.06% of teachers were fully credentialed** across the district, reflecting a sustained commitment to staffing the school with qualified professionals to maintain instructional quality and continuity (**Metric 1.1**). Additionally, staff assignments align to credential areas and program needs, supporting **Metric 1.2**.

Foundational Support Structures:
Wheatland Community Day students receive access to the **core curriculum**, aligned with California content standards, as well as **behavioral and social-emotional support systems**. These supports are critical for students who may have faced academic disruption or disciplinary challenges, and they ensure students are not only staying on track toward graduation, but also experiencing growth in self-regulation and academic engagement. Instruction is supported by **standards-aligned instructional materials** (**Metric 1.12**) and services are

individualized to student need.

Ongoing and Expanded Efforts:
The district is actively working to ensure that students at Wheatland Community Day have access to the same **college and career preparation** opportunities available to all high school students. This includes participation in **dual enrollment or articulated coursework** (**Metric 1.3**) and **career-connected learning experiences** facilitated in part through the **Work-Based Learning Coordinator** added in 2024–25. These opportunities support students in meeting A–G requirements (**Metric 1.11**) and gaining exposure to industry certifications and post-secondary pathways (**Metric 1.18**).
The school also plays a key role in advancing the district's efforts to address **disproportionality in alternative placements**, particularly for foster youth. While local data to fully evaluate progress under **Metric 1.20** is still being developed, the school's structure and staffing reflect a targeted commitment to providing responsive, trauma-informed, and equitable educational options.

Conclusion:
Action 1.19 reflects the district's unwavering commitment to ensuring that students placed in Community Day School receive **rigorous academics**, **personalized support**, and **post-secondary preparation**. With credentialed educators, improved access to dual enrollment, and a strategic focus on equity and transition, Wheatland Community Day is positioned to serve as a strong bridge back to the comprehensive high school or onward to graduation and beyond.

Metrics Supported:
- **Metric 1.1**: Percentage of fully credentialed teachers
- **Metric 1.2**: Percentage of appropriately assigned teachers
- **Metric 1.3**: Percentage of pupils completing articulated and dual enrollment courses
- **Metric 1.11**: Percentage of students districtwide completing A–G requirements
- **Metric 1.12**: Access to standards-aligned instructional materials
- **Metric 1.18**: Number of dual enrollment course offerings
- **Metric 1.20**: Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools and the rates of the general population

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain Certificated Staff FTE due to enrollment	**Action 1.1 – Maintain Certificated Staff FTE Due to Enrollment** **Description:** The district will maintain certificated FTE to support enrollment growth and sustain access to high-quality instruction and college/career readiness pathways. Positions include ongoing roles in English, SPED, CTE (including Game Design), Art, and a new Social Science teacher in 2025–26. These roles continue to support implementation of academic standards, A–G completion, and dual enrollment expansion. **Metrics Supported:** • **1.1** – Percent of highly qualified teachers • **1.2** – Percentage of teacher misassignments • **1.3** – Percentage of pupils completing articulated and dual enrollment courses • **1.4** – Student performance on ELA CAASPP • **1.5** – Student performance on Math CAASPP • **1.11** – A–G course completion • **1.13** – Broad course of study for all students, including unduplicated pupils and students with special needs • **1.14** – Implementation of State Academic Standards – Including ELs' access to ELD and core classes • **1.18** – Number of dual enrollment course offerings	$1,835,563	Yes

Action #	Title	Description	Total Funds	Contributing
		• **1.20** – Equity in alternative placements for foster youth		
1.2	Maintain Classified Staff	**Action 1.2 – Maintain Classified Staff** **Description:** The district will continue funding classified staff to support operations, instruction, and student services. This includes paraprofessionals (SPED and general education), academic tech aides, clerical and health services staff, and key roles such as the **Prevention & Intervention Coordinator** and a **new Wellness Coach** in 2025–26. The former PASS program has been restructured under this new staffing model. In addition, the district will contract with the **Yuba County Sheriff's Department for a School Resource Officer (SRO)** to enhance campus safety and wellness. These roles are foundational to supporting student engagement, access to learning, and safe, inclusive environments—especially for students with disabilities, English learners, and foster youth. **Metrics Supported:** • **1.13** – Broad course of study for all students, including unduplicated pupils and students with special needs • **1.14** – Implementation of State Academic Standards – Including ELs' access to ELD and core classes • **1.20** – Equity in alternative placements for foster youth	$1,066,847	Yes
1.3	Curriculum and Assessment/Data	**Action 1.3 – Curriculum and Assessment/Data**	$972,793	Yes

Action #	Title	Description	Total Funds	Contributing
	Analysis	**Analysis** **Description:** The district will continue to invest in curriculum resources and assessment tools that support standards-aligned instruction and data-informed teaching. In 2025–26, the district will maintain access to Edmentum, NWEA, iCEV, Gizmos, and other digital platforms. A key addition this year is **Khanmigo**, which integrates with NWEA scores to generate personalized learning paths that target academic gaps and accelerate student progress. Special education teachers will continue using **Goalbook** to support IEP development and individualized instruction. The district will also provide ongoing staff training in interim assessments, SBAC/CAASPP, CAST science assessments, and comprehensive data analysis. These tools and trainings support differentiation, equitable access to rigorous instruction, and expanded dual enrollment and certification opportunities across academic and CTE programs. **Metrics Supported:** • **1.3** – Percentage of pupils completing articulated and dual enrollment courses • **1.4** – Student performance on the ELA CAASPP • **1.5** – Student performance on the Math CAASPP • **1.6** – Student performance on the CAST (Science) • **1.7** – Reading Lexile growth/local reading assessments • **1.13** – Broad course of study • **1.14** – Implementation of State Academic Standards		

Action #	Title	Description	Total Funds	Contributing
		• **1.18** – Number of dual enrollment course offerings		
1.4	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies	**Action 1.4 – Support New Teachers and Administration** *(TCIP, PIP, STSP, Interns, and New Hires with Experience; Including Instructional Coaches and Supplies)* **Description:** The district will continue to support new teachers and administrators through credentialing and onboarding pathways, including the Teacher Candidate Intern Program (TCIP), Preliminary Intern Program (PIP), and Short-Term Staff Permit (STSP). New hires with or without experience benefit from induction programs, instructional resources, and ongoing mentoring. To further strengthen coaching support, a new **instructional coach** has been added through **Learning Recovery Block Grant funding**. In 2025–26, all instructional coaches will also participate in training with **Jim Knight**, focusing on strengthening instructional coaching practices across content areas. These supports ensure that new staff are equipped to deliver standards-aligned instruction, access inclusive practices, and contribute to academic growth and student wellness. **Metrics Supported:** • **1.1** – Percentage of fully credentialed teachers • **1.2** – Percentage of teacher misassignments • **1.11** – Percentage of students districtwide completing A–G requirements • **1.12** – Access to standards-aligned instructional	$289,974	Yes

Action #	Title	Description	Total Funds	Contributing
		materials • **1.13** – Broad course of study • **1.14** – Implementation of State Academic Standards		
1.5	Intervention/Enrichment	**Action 1.5 – Intervention/Enrichment** **Description:** The district will continue expanding its system of academic intervention and enrichment to support A–G completion, engagement, and academic recovery. A **dedicated tutoring lab** will serve as the hub for targeted academic support during and after school. Digital tools such as **Edmentum**, **Khanmigo** (which creates personalized learning paths based on NWEA scores and used to support reading, writing, and math interventions. Transportation and supplies will continue to be provided to support access to after-school tutoring, academic clubs, and extended learning opportunities. Enrichment programs such as Summer School, the Parent Project, and student interest-based clubs will also be maintained to foster whole-child development. **Metrics Supported:** • **1.11** – Percentage of students districtwide completing A–G requirements • **1.12** – Access to standards-aligned instructional materials • **1.13** – Broad course of study offered for all students, including unduplicated pupils and students with special needs • **1.14** – Implementation of State Academic Standards	$502,379	Yes

Action #	Title	Description	Total Funds	Contributing
		• **1.18** – Number of dual enrollment course offerings • **1.19** – Percentage of students participating in extended learning/intervention programs		
1.6	College Going Culture	**Action 1.6 – College Going Culture** **Description:** The district will continue to strengthen a college-going culture through dual enrollment teacher stipends, summer parent-student planning meetings, college field trips, and structured academic support throughout the school year. These supports promote early planning for students in grades 8–11, ensure equitable access to post-secondary resources, and enhance student participation in rigorous coursework. Key programs like CTEC, WE WORK, and tutoring labs are embedded within this effort. Students have access to support services year-round, including guidance for A–G planning, access to articulated courses, and transportation for enrichment opportunities. Teachers involved in dual enrollment will continue to receive stipends and professional learning to sustain instructional quality. **Metrics Supported:** • **Metric 1.3** – Percentage of pupils completing articulated and dual enrollment courses • **Metric 1.11** – Percentage of students districtwide completing A–G requirements • **Metric 1.12** – Access to standards-aligned instructional materials • **Metric 1.13** – Broad course of study offered for all students, including unduplicated pupils and	$42,449	Yes

Action #	Title	Description	Total Funds	Contributing
		students with special needs • **Metric 1.16** – Students receiving the CA Golden State Seal Merit Diploma • **Metric 1.18** – Number of dual enrollment course offerings • **Metric 1.19** – Students participating in concurrent enrollment courses		
1.7	Special Education	**Action 1.7 – Special Education** **Description:** The district continues to advance inclusive, high-quality special education services through co-teaching, alternate diploma pathways, and expanded work-based learning. Students in specialized programs—including those in the SAIL program and ages 18–22—receive instruction focused on both academic and functional goals. The Executive Director of Student Services coordinates support structures including Community-Based Instruction and partnerships with the Department of Rehabilitation to promote post-secondary transition readiness. Students with disabilities now benefit from targeted **work-based learning experiences** through coordination with the **Work-Based Learning Coordinator**, and life skills instruction delivered by the **Director of Health Services**, who pushes into classrooms to lead sessions on health, safety, and independent living. These experiences support greater independence, college and career readiness, and access to a broad course of study. To strengthen instructional effectiveness, **Goalbook** is used for IEP development and curriculum alignment, while staff receive professional development focused on	$2,462,432	Yes

Action #	Title	Description	Total Funds	Contributing
		inclusive practices, communication, service tracking, and behavior supports. Parent communication is supported through platforms like ParentSquare and regular data team collaboration. **Metrics Supported:** • **Metric 1.1** – Percentage of fully credentialed teachers • **Metric 1.2** – Percentage of appropriately assigned teachers • **Metric 1.4** – Student performance on the ELA CAASPP/SBAC standardized test • **Metric 1.5** – Student performance on the Math CAASPP/SBAC standardized test • **Metric 1.6** – Percentage of students meeting standard on the CAST (Science) • **Metric 1.7** – Reading Lexile growth or NWEA Reading RIT scores • **Metric 1.11** – Percentage of students completing A–G requirements • **Metric 1.13** – Broad course of study offered for all students, including unduplicated pupils and students with special needs • **Metric 1.14** – Implementation of State Academic Standards – Including ELs' and SPED access to core curriculum • **Metric 1.18** – Number of dual enrollment course offerings		
1.8	Technology Replacement Rotation	**Action 1.8 – Technology Replacement Rotation** **Description:** The district will maintain its Technology Replacement Rotation to ensure a **1:1 student-to-device ratio**, while	$120,000	Yes

Action #	Title	Description	Total Funds	Contributing
		also updating devices and technology tools for staff. The plan supports instructional access, digital curriculum, assessment systems, and college and career readiness programs. Devices are rotated on a schedule that ensures students and staff have consistent access to functional, up-to-date technology that aligns with the district's instructional goals and integrated curriculum efforts. This action also supports the implementation of software aligned with assessment tools like **NWEA**, platforms for dual enrollment, and content-specific instructional tools used across all school sites. Classroom and lab upgrades, including for CTE programs, are included in the rotation plan. **Metrics Supported:** • **Metric 1.12** – Access to standards-aligned instructional materials • **Metric 1.13** – Broad course of study offered for all students, including unduplicated pupils and students with special needs • **Metric 1.14** – Implementation of State Academic Standards – Including ELs' and SPED access to core instruction • **Metric 1.18** – Number of dual enrollment course offerings		
1.9	Career and Technical Education	**Action 1.9 – Career and Technical Education (CTE)** **Description:** The district continues to prioritize Career and Technical Education through expanded course offerings,	$2,507,187	Yes

Action #	Title	Description	Total Funds	Contributing
		articulation agreements, and work-based learning opportunities. All existing CTE pathways will be maintained, and new programs will be launched in **Kinesiology/Sports Medicine**, **Mental Health**, **Computer Science**, and **Artificial Intelligence** starting in 2025–26. These additions complement existing programs such as **Patient Care**, **Ag Mechanics**, and **Graphic Production**. The College and Career Readiness Coordinator, Work-Based Learning Coordinator, and We Work Center software are key components of the infrastructure that support career exploration, internships, and dual enrollment. Students in CTE pathways can earn college credit, industry-recognized certifications, and participate in internships that directly align with workforce demands. The district takes pride in offering pathways that help students graduate with credentials or an associate degree, ensuring they are **college- and career-ready upon graduation**. These experiences also build critical academic skills that support performance on standardized assessments. **Metrics Supported:** • **Metric 1.3** – Percentage of pupils completing articulated and dual enrollment courses • **Metric 1.4** – Student performance on the ELA CAASPP/SBAC standardized test • **Metric 1.5** – Student performance on the Math CAASPP/SBAC standardized test • **Metric 1.11** – Percentage of students completing A–G requirements • **Metric 1.12** – Access to standards-aligned		

Action #	Title	Description	Total Funds	Contributing
		instructional materials • **Metric 1.13** – Broad course of study offered for all students, including unduplicated pupils and students with special needs • **Metric 1.14** – Implementation of State Academic Standards • **Metric 1.18** – Number of dual enrollment course offerings • **Metric 1.19** – Students participating in concurrent enrollment or work-based learning		
1.10	Homeless and Foster Youth	**Action 1.10 – Homeless and Foster Youth** **Description:** The District will continue to support homeless and foster youth through dedicated services that improve stability, academic access, and postsecondary preparedness. Services include **transportation**, school supplies, meals, counseling, and tutoring. A **Homeless and Foster Youth Liaison** coordinates support systems and collaborates with site administrators to reduce unnecessary placement in continuation schools. New efforts will refine transfer and placement practices by ensuring decisions are made through transparent, student-centered processes. Additional supports—such as college tours and safe harbor meals—further ensure that homeless and foster youth are connected to comprehensive academic and wellness services. **Spending Items:** Transportation, supplies, meals, counseling supports, and Director of Ed Services oversight. **Metrics Supported:**	$58,337	Yes

Action #	Title	Description	Total Funds	Contributing
		• **Metric 4:** ELA CAASPP/SBAC performance • **Metric 5:** Math CAASPP/SBAC performance • **Metric 6:** Science (CAST) performance • **Metric 12:** Access to standards-aligned instructional materials • **Metric 14:** Implementation of State Academic Standards • **Metric 20:** Percentage reduction of gap between foster youth and general population enrolled in alternative schools		
1.11	English Learner Supports	**Action 1.11 – English Learner Supports** **Description:** The district will continue to support English Learners (ELs) by maintaining dedicated **ELD sections**, providing access to **core academic instruction**, and supporting families through the **Family Engagement Coordinator/English Learner Liaison**. This role ensures direct communication with families, academic planning, and the provision of key supports such as **translation pens**, language assistance, and culturally responsive services. These efforts promote language development and academic success while expanding equitable access to **A–G coursework**, intervention programs, and co-curricular opportunities. EL students are also included in tutoring and career-connected enrichment activities. **Spending Items:** English Learner Liaison, translation tools, ELD instructional support **Metrics Supported:** • **Metric 1.11:** Percentage of students districtwide	$104,788	Yes

Action #	Title	Description	Total Funds	Contributing
		completing A–G requirements • **Metric 1.12:** Access to standards-aligned instructional materials • **Metric 1.13:** Broad course of study offered for all students, including unduplicated pupils and students with special needs • **Metric 1.14:** Implementation of State Academic Standards – including ELs' access to ELD and core classes		
1.12	Facility Improvements	**Action 1.12 – Facility Improvements** **Description:** The District remains committed to maintaining and enhancing facilities to support a safe, inclusive, and future-ready learning environment. Annual repairs, updates, and deferred maintenance projects are scheduled during summer to address regular wear and tear. This year, the District will begin construction on the design and approval process for a new **multipurpose room** set to open in 2026–27, and has will add **three new portables** and a **mental health hub** to expand student access to programs and wellness services this summer. Recent capital improvements also include the **transformation of the woodshop into an auto shop**, broadening CTE offerings and increasing hands-on learning opportunities. **Spending Items:** Maintenance staff, facility repairs, mental health hub buildout, and auto shop conversion **Metrics Supported (Indirect Support):** • **Metric 1.13:** Broad course of study offered for all	$1,310,068	No

Action #	Title	Description	Total Funds	Contributing
		students, including unduplicated pupils and students with special needs • **Metric 1.14:** Implementation of State Academic Standards – by maintaining facilities that support program delivery		
1.13	Professional Development for Certificated	**Action 1.13 – Professional Development for Certificated Staff** **Description:** The district will continue its strong investment in professional development (PD) to support high-quality instruction, equity, and student achievement. In 2025–26, the district will formally implement **Professional Learning Communities (PLCs)** across core departments, supported by **26 scheduled late start days** to provide structured time for teacher collaboration and data analysis. PLCs will use the **four essential questions** to drive instructional decision-making: 1. What do we want students to learn? 2. How will we know if they've learned it? 3. What will we do if they haven't learned it? 4. What will we do if they already know it? The rollout will expand from Math into **English, Science, and Social Studies**, building on foundational PLC training that began in 2024–25. Teachers will participate in cycles of inquiry to review student work, analyze assessment data, and refine lesson design for rigor and differentiation. PD will also focus on: • **Advanced Placement and Dual Enrollment**	$211,706	Yes

Action #	Title	Description	Total Funds	Contributing
		course alignment • **Universal Design for Learning (UDL)** and trauma-informed practices • **Artificial Intelligence** in instruction • **Data-driven instruction using interim assessments** • **Co-teaching strategies and inclusive practices** for general and special education • **Instructional Playbook and Goalbook** tools to improve planning and support for diverse learners A **new instructional coach** was added via Learning Recovery Block Grant funds, and all instructional coaches will receive enhanced training with **Jim Knight**, an expert consultant in effective instructional coaching and adult learning. These efforts aim to build teacher capacity, close achievement gaps, and improve overall academic outcomes. **Spending Items:** • Instructional coaching and travel/conference for professional development • Departmental PLC facilitation and consultant training (e.g., Gem Knight) • Curriculum-aligned and AP/dual enrollment-focused PD **Metrics Supported:** • **Metric 1.1:** Percentage of fully credentialed teachers • **Metric 1.3:** Percentage of pupils completing articulated and dual enrollment courses • **Metric 1.4:** Student performance on the ELA CAASPP/SBAC standardized test		

Action #	Title	Description	Total Funds	Contributing
		• **Metric 1.5:** Student performance on the Math CAASPP/SBAC standardized test • **Metric 1.12:** Student access to standards-aligned instructional materials • **Metric 1.13:** Broad course of study offered for all students, including unduplicated pupils and students with special needs • **Metric 1.14:** Implementation of State Academic Standards – Including ELs' access to ELD and core classes • **Metric 1.18:** Number of dual enrollment course offerings • **Metric 1.20:** Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools and the general population		
1.14	Professional Development for Classified	**Action 1.14 – Professional Development for Classified** **Description:** The district continues to invest in high-quality, equity-centered professional development for classified staff, including paraprofessionals, bilingual aides, wellness personnel, and transportation staff. This support is especially critical for staff who serve **students with disabilities**, **English Learners**, and **foster/homeless youth**. Paraprofessionals and specialized aides receive training in inclusive practices, trauma-informed behavior strategies, and support for instructional access under IEPs and ELD plans. These trainings ensure students receive consistent, high-quality support in both general education and co-taught settings. Bilingual	$10,000	Yes

Action #	Title	Description	Total Funds	Contributing
		paraprofessionals are trained to provide academic scaffolding and translation support to ELs. New additions this year include: • **One full-time wellness coach** trained in SEL and trauma-informed practices • Transition from the **PASS program** to a **Prevention & Intervention Coordinator** • Contracted services with **Yuba County Sheriff's Department for an NSRO** • Ongoing training in **SWIS**, **PBIS**, and **anti-bias practices** • Bus driver training focused on **student wellness and safe transport** The district also offers the **"Question, Persuade, Refer"** model for suicide prevention and mental health response, alongside role-specific professional development for support staff who serve in academic coaching and supervision roles. **Spending Items:** • Classified staff PD (paraprofessionals, wellness, transportation, and safety) • Bus driver training and safety certification **Metrics Supported:** • **Metric 12:** Access to standards-aligned instructional materials • **Metric 13:** Broad course of study for all students, including unduplicated pupils and students with special needs • **Metric 14:** Implementation of State Academic Standards – Including ELs' access to ELD and		

Action #	Title	Description	Total Funds	Contributing
		core classes • **Metric 20:** Percentage reduction of gap between foster youth and the general population enrolled in alternative schools		
1.15	Pirates at SEA : Scholars Enrichment Academy	**Action 1.15 – Pirates at SEA: Scholars Enrichment Academy** **Description:** The Pirates at SEA program will continue to provide academic enrichment and early college access through articulated and dual enrollment courses. This program supports postsecondary readiness by offering students structured support, mentoring, and college credit opportunities. Students in this program engage in rigorous coursework, goal setting, and college/career exploration. **Spending Items:** • Program staffing • Supplies • Academic support for enrolled students **Metrics Supported:** • **Metric 3:** Pupils completing articulated and dual enrollment courses • **Metric 11:** A–G requirement completion • **Metric 16:** CA Golden State Seal Merit Diploma • **Metric 18:** Number of dual enrollment course offerings • **Metric 19:** Participation in concurrent enrollment courses	$330,022	Yes
1.16	Wheatland Union High	**Action 1.16 – Wheatland Union High School Virtual**	$1,043,619	Yes

Action #	Title	Description	Total Funds	Contributing
	School Virtual Academy, EPD Independent Study, Short Term Independent Study	**Academy, EPD Independent Study, and Short-Term Independent Study** **Description:** The district will continue supporting flexible instructional pathways through virtual, EPD, and short-term independent study options. These programs are staffed with fully credentialed teachers and supplemented by academic tech support. Students in these programs maintain access to A–G coursework, counseling, work-based learning, and wellness services. Short-term independent study helps reduce chronic absenteeism by keeping students on track during absences. **Spending Items:** • Independent Study Staff • EPD and Community Day School Staff • Supplies and Academic Technology support **Metrics Supported:** • **Metric 1:** Percent of highly qualified teachers • **Metric 2:** Percentage of teacher misassignments • **Metric 11:** A–G requirement completion • **Metric 13:** Broad course of study • **Metric 14:** Implementation of State Academic Standards • **Metric 15:** CA State Seal of Biliteracy • **Metric 16:** CA Golden State Seal Merit Diploma • **Metric 18:** Dual enrollment course offerings		
1.17	Military Connectedness	**Action 1.17 – Military Connectedness** **Description:** The district will continue to support military-connected students through SEL-informed programming and	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		targeted supports. Monthly events such as breakfasts, military-recognized outings, and back-to-school brigade activities will be organized with the help of two designated Military Liaisons. These activities promote connection, consistency, and readiness for postsecondary transitions. Academic and SEL progress for military-connected students will be monitored as part of the district's integrated curriculum plan. **Spending Items:** • Supplies for Military Connectedness events and programs **Metrics Supported:** • **Metric 13:** Broad course of study • **Metric 14:** Implementation of State Academic Standards		
1.18	Edward P. Duplex Continuation High School	**Action 1.18 – Edward P. Duplex Continuation High School** **Description:** Edward P. Duplex Continuation High School remains a key site for students requiring alternative academic settings and personalized pathways to graduation. The school is staffed with 2 FTEs, including a certificated math teacher who provides daily targeted support. Students benefit from standards-aligned instruction, wraparound counseling, and access to work-based learning and college/career readiness resources. The addition of a Work-Based Learning Coordinator supports real-world application of academic skills. **Spending Items:**	None	Yes

Action #	Title	Description	Total Funds	Contributing
		• Certificated and classified staff • Site-level instructional materials and supplies **Metrics Supported:** • **Metric 1:** Percent of highly qualified teachers • **Metric 2:** Percentage of teacher misassignments • **Metric 12:** Access to standards-aligned instructional materials • **Metric 13:** Broad course of study • **Metric 14:** Implementation of State Academic Standards • **Metric 20:** Reduction in foster youth disproportionality in alternative school enrollment		
1.19	Wheatland Community Day High School	**Action 1.19 – Wheatland Community Day High School** **Description:** Wheatland Community Day High School provides a structured, individualized academic setting for students needing alternative education placements. The school is supported by one full-time certificated teacher and one full-time academic technician. Students have access to standards-aligned curriculum, social-emotional learning supports, and opportunities to participate in dual enrollment and career exploration activities. Services are designed to maintain educational continuity and provide meaningful postsecondary preparation while addressing equity in placement and support. **Spending Items:** • Certificated FTE • Academic Tech support	None	No

Action #	Title	Description	Total Funds	Contributing
		• Instructional materials and operational costs **Metrics Supported:** • **Metric 1:** Percent of highly qualified teachers • **Metric 2:** Percentage of teacher misassignments • **Metric 12:** Access to standards-aligned instructional materials • **Metric 13:** Broad course of study for all students, including unduplicated pupils and students with special needs • **Metric 14:** Implementation of State Academic Standards • **Metric 20:** Reduction in foster youth disproportionality in alternative school enrollment		

Goal

Goal #	Description	Type of Goal
2	Goal 2: Students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools. The aim is to foster unity among students in their schools academically, socially, emotionally, and physically. The District continues to provide a comprehensive student engagement program to achieve this. The program seeks to create an inclusive atmosphere supporting the overall well-being of all students. The schedule for the initiative is strategically planned throughout the academic year for steady, long-term development of connectedness. The program's effectiveness and progress towards the target will be monitored. Evaluation indicators include, but are not limited to, higher student participation in after-school activities, decreased absenteeism, student satisfaction surveys, and improved academic performance. The District eagerly undertakes this duty to encourage a harmonious education environment where every student can flourish.	Broad

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The District has devised a plan aimed at advancing key state priorities, namely Parental Involvement, Pupil Engagement, and School Climate. In relation to Priority 3, Parental Involvement, the objective was established with the intent of fostering consistent, effective communication between school and home. This involves arranging parent-teacher meetings, using digital communication platforms, and establishing methods for parental feedback. In addition, educational workshops for parents have been proposed to bolster their children's home-based learning. To target Priority 5, Pupil Engagement, the objective strives to heighten students' connectedness by improving attendance and graduation rates as well as advancing a positive school culture. A focus on equality, familial involvement, and community engagement constitutes essential components of this strategy. As for Priority 6, School Climate, the objective highlights the establishment of a robust, encouraging school climate with minimized instances of suspensions and expulsions, which results due to impactful connectedness initiatives. Routine surveys to assess safety and connectedness forms part of the objective, alongside fostering a safer, more inclusive educational setting. By aligning this objective with these state-based priorities, the District seeks to address wider educational goals set by the state, with a focus on engagement, safety, equality, and the standard of the educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation Rate	2022-23 Four-Year Adjusted Cohort Graduation Rate Data District: 95.4%	2023-24 Four Year Cohort Graduation Rate Data District: 96.3% (260 out of	None	Maintain rates for District, WUHS, EPD Increase Graduation Rate for Students with	ALL: Local data needed to calculate WUHS: Local data needed to calculate EPD: Local data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(247 out of 259) WUHS: 96.9% (217 out of 224) EPD: 85.7% (30 out of 35) 2022-23 Graduation Rate for Students with Disabilities District: 86.5%, categorized as "High" on the Dashboard (Cohort = 37) - 13.2% increase from 2021-22 – 2023-24 Students Enrolled in Alternative Education Within the District 4.8% (54 of 1116)	270) WUHS: 97.6% (241 out of 247) EPD: 82.6% (19 out of 23) 2023-2024 Graduation Rate for Students with Disabilities: 87.5% categorized as “High” on the Dashboard (Cohort = 48) - 1% increase from 2022-23 – 2024-2025 Students Enrolled in Alternative Education Within the District 5.7% (65/1149)		Disabilities by 5%	needed to calculate SWD: Local data needed to calculate ALL: Local data needed to calculate
2.2	Dropout Rate	2022-23 Dropout Rate District: 2.7% (7 out of 259 students) WUHS: 1.8% (4 out of 224 students) EPD: 8.5% Dropout	2023-2024 Dropout Rate District: 3.7% (10 out of 270 students) WUHS: 2.5% (6 out of 241	None	Maintain rates for District, WUHS, EPD	Local data needed to Calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rate (3 out of 35 students)	students) EPD: 17.4% (4 out of 23 students)			
2.3	Facility Maintenance (measured by FIT tool)	2023-24 Scores Overall: "Good"	2024-25 Scores Overall: "Good"	None	Maintain FIT status	Local data needed to calculate
2.4	Chronic Absenteeism Rate Subgroup	2023-2024 (YTD) District: Overall (1114) - (161) 14.5% 504's (87) - (21) 24.1% Black (39) (NonHispanic) - (9) 23.1% EL (30) - (2) 6.7% Foster (20) - (6) 30% Hispanic (374) - (54) 14.4% Homeless (37) - (8) 21.6% · Redesignated FEP (174) - (24) 13.8%	2024-2025 (YTD) District: Overall (1163) - (161) 14.2% 504 (100) - (22) 22% Black (Non Hispanic) (51) - (7) 13.7% EL (55) - (13) 23.6% Foster (10) - (4) 40% Hispanic (404) - (53) 13.1% Homeless (46) - (18) 39.1% Redesignated	None	Decrease District Overall Rate to Below 10%	ALL: Local data needed to calculate 504's: Local data needed to calculate Black: Local data needed to calculate EL: Local data needed to calculate Foster: Local data needed to calculate Hispanic: Local data needed to calculate Homeless: Local data needed to calculate Redesignated FEP: Local data needed to calculate Socio-Economical: Local data needed to calculate Special Education: Local data needed to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economical (845) - (140) 16.6% Special Education (180) - (49) 27.2% White (458) (Non Hispanic) - (71) 15.5%	FEP (166) - (18) 10.8% Socio-Economical (891) - (135) 15.2% Special Ed (140) - (35) 25.0% White (Non Hispanic) (413) - (57) 13.8%			calculate White: Local data needed to calculate
2.5	Suspension Rate (% with at least 1 suspension)	2022-23 Dashboard No longer 'Very high', 'High', or 'Medium' in any subgroup. All ‘Low' and 'Very Low' for Discipline % of Students Suspended at Least Once by Subgroup 2.2% of students suspended at least once African American: 2.5% (Cohort = 40 students, Declined	2023-24 Dashboard No longer 'Very high', 'High', or 'Medium' in any subgroup. All ‘Low' and 'Very Low' for Discipline % of Students Suspended at Least Once by Subgroup 4.1% of students suspended at least once African American: 5.0%	None	Suspension Rate: Not to exceed 5% Number of Expulsions: Not to exceed 5 Discipline Distribution: Decrease baseline by a minimum of 20%	ALL: +1.9% AA: +2.5% Homeless: -0.7% Two or More Races: -3.9% SED: +2.7% SWD: +4.2% White: +2.2% Hispanic: 0.0% EL: -0.1% Asian: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20%) Homeless: 6% (Cohort = 50 students, Declined 5.4%) Two or More Races: 9.9% (Cohort = 147 students, Declined 8.5%) Socioeconomically Disadvantaged: 2.3% (Cohort = 931 students, Declined 7%) Students with Disabilities: 3.6 (Cohort = 192 students, Declined 8%) White: 1.6% (Cohort = 496 students, Declined 5.3%) Hispanic: 3.6% (Cohort = 386 students, Declined 4.8%) English Learners: 2.3% (Cohort = 43	Homeless: 5.3% Two or More Races: 6.0% Socioeconomically Disadvantaged: 5.0% Students with Disabilities: 7.8% White: 3.8% Hispanic: 3.6% English Learners: 2.2% Asian: 0% 2024-25: 3 Stipulated Expulsions 2024-25: WUHSD Discipline Distribution (Suspensions-			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students, Declined 3.3%) Asian: 0% (Cohort = 57 students, Declined 2%) 2023-24: 3 Stipulated Expulsions 2023-24: WUHSD Discipline Distribution (Suspensions-				
2.6	Attendance Rate	2023-24: 95.30% (P1); 94.48% (P2)	2024-25: 96.34% (P1); 95.89% (P2)	None	Increase to 95% (P2)	ALL: Local data needed to calculate
2.7	Students Participating in Sports	Total M Participation: 363 Football Varsity: 41 (M) Football JV: 34 (M) - Football Frosh: 28 (M) Cross Country Boys Varsity: 7 (M) Boys Basketball Varsity: 14 (M) Boys Basketball JV:	Total M Participation: 370 Football Varsity: 42 (M) Football JV: 67 (M) Cross Country Boys Varsity: 7 (M) Boys Basketball Varsity: 14 (M) Boys Basketball	None	Maintain or increase student participation counts in sports	Total M Participation: Local data needed to calculate Football Varsity: Local data needed to calculate Football JV: Local data needed to calculate Football Frosh: Local data needed to calculate Cross Country Boys Varsity: Local data needed to calculate Boys Basketball

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14 (M) Boys Basketball Frosh: 14 (M) Boys Soccer Varsity: 21 (M) Boys Soccer JV: 24 (M) Wrestling-Boys: 20 (M) Swimming-Boys: 9 (M) Track and Field-Boys: 69 (M) Baseball Varsity: 16 (M) Baseball JV: 17 (M) Golf-Boys: 9 (M) Tennis: 5 (M) Boys Volleyball Varsity: 12 (M) Boys Volleyball JV: 9 (M) Total F Participation: 241	JV: 17 (M) Boys Basketball Frosh: 17 (M) Boys Soccer Varsity: 19 (M) Boys Soccer JV: 21 (M) Wrestling-Boys: 19 (M) Swimming-Boys: 9 (M) Track and Field-Boys: 54 (M) Baseball Varsity: 14 (M) Baseball JV: 16 (M) Golf-Boys: 11 (M) Tennis: 5 (M) Boys Volleyball Varsity: 12 (M) Boys Volleyball JV: 14 (M) Total F Participation: 337			Varsity: Local data needed to calculate Boys Basketball JV: Local data needed to calculate Boys Basketball Frosh: Local data needed to calculate Boys Soccer Varsity: Local data needed to calculate Boys Soccer JV: Local data needed to calculate Wrestling-Boys: Local data needed to calculate Swimming-Boys: Local data needed to calculate Track and Field-Boys: Local data needed to calculate Baseball Varsity: Local data needed to calculate Baseball JV: Local data needed to calculate Golf-Boys: Local data needed to calculate Tennis: Local data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Girls Volleyball Varsity: 12 (F) Girls Volleyball JV: 12 (F) Girls Volleyball Frosh: 12 (F) Girls Basketball Varsity: 10 (F) Girls Basketball JV: 15 (F) Girls Soccer Varsity: 20 (F) Girls Soccer JV : 17 (F) Wrestling-Girls: 13 (F) Swimming-Girls: 13 (F) Track and Field-Girls: 47 (F) Softball Varsity: 15 (F) Softball JV: 12 (F) Golf-Girls: 9 (F) Tennis: 28 (F)	Girls Volleyball Varsity: 12 (F) Girls Volleyball JV: 12 (F) Girls Volleyball Frosh: 12 (F) Girls Basketball Varsity: 13 (F) Girls Basketball JV: 14 (F) Girls Soccer Varsity: 24 (F) Girls Soccer JV : 26 (F) Wrestling-Girls: 17 (F) Swimming-Girls: 14 (F) Track and Field-Girls: 63 (F) Softball Varsity: 14 (F) Softball JV: 11 (F) Golf-Girls: 14 (F)			needed to calculate Boys Volleyball Varsity: Local data needed to calculate Boys Volleyball JV: Local data needed to calculate Total F Participation: Local data needed to calculate Girls Volleyball Varsity: Local data needed to calculate Girls Volleyball JV: Local data needed to calculate Girls Volleyball Frosh: Local data needed to calculate Girls Basketball Varsity: Local data needed to calculate Girls Basketball JV: Local data needed to calculate Girls Soccer Varsity: Local data needed to calculate Girls Soccer JV: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Tennis: 17 (F)			Wrestling-Girls: Local data needed to calculate Swimming-Girls: Local data needed to calculate Track and Field-Girls: Local data needed to calculate Softball Varsity: Local data needed to calculate Softball JV: Local data needed to calculate Golf-Girls: Local data needed to calculate Tennis: Local data needed to calculate
2.8	Participation in ASSETS Program	Year 22-23 # of check ins: 4,284 # of days in session: 122 Fall '23 # of check ins: 12,108 # of days in session: 84	2024-25 Spring ’24: 13,102 with 94 days in session Fall ’24: 12,755 with 85 days in session Spring ’25: 13,744 with 92 days in session	None	Maintain rates and number of check-ins	Goal: 2 Metric: 8 - Participation in ASSETS Program

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Surveys/ Thought Exchanges of Students, Parents, Staff California Health Kids Survey (CHKS) - Students feel safe at school.	Theme is Goal 2 Focused: ThoughtExchanges for staff and parents 2023-24 Data: Inflexion BCE Survey Belonging: +68% (H) -13% (L) Connection: +74 (H) -14% (L) Engagement: +51% (H) -30% (L) Student Perception of School Safety and Connectedness (CHKS) 2022-23: 9th graders · School Safety: -School perceived as very safe or safe: 43% -Experienced any harassment or bullying: 39% -Had mean rumors or lies spread about you: 35% -There is a teacher or other	Thought Exchanges for staff and parents 2024-25 Data: 2024-25 Data: Inflexion Belonging: +68% (H) -13% (L) Connectedness: +72% (H) -18% (L)Engagement: +53% (H) -26% (L) CHKS Data has not been released (will report in mid-year LCAP report for 2025-26)	None	Maintain Student Surveys of 6, 18, 30-week surveys. These are Reported to the Board. Student Perception of School Safety and Connectedness (CHKS): Increase baseline by 15%	Inflexion Connectedness: Local data needed to calculate Connection: Local data needed to calculate Engagement: Local data needed to calculate 9th graders · School Safety: Local data needed to calculate 11th graders · School Safety: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		adult at school that notices when I'm not there: "not at all" + "a little true": 50% 2022-23: 11th graders · School Safety: -School perceived as very safe or safe: 50% -Experienced any harassment or bullying: 37% -Had mean rumors or lies spread about you: 36%				

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 2 in the Wheatland Union High School District’s Local Control and Accountability Plan (LCAP) continues to prioritize student engagement, mental health, wellness, school connectedness, and a safe, supportive campus climate. Building upon previous years' initiatives, the district is refining and expanding targeted supports aligned with stakeholder feedback and governance priorities.

Student Connectedness and School Culture (Actions 2.1, 2.3, 2.7):

Student engagement remains a central priority in addressing the lingering effects of pandemic-era disconnection. Programs such as Link Crew and Safe School Ambassadors have supported school culture by promoting peer mentorship and student leadership. For the 2025–26 school year, the district will implement a schoolwide Advisory period, with 26 sessions annually, designed to ensure every student has regular access to a caring adult mentor and structured peer group. This initiative aims to strengthen school belonging, provide socio-emotional learning, and support academic check-ins, directly addressing Governance Goal 1.

Mental Health and Student Wellness (Actions 2.6, 2.8):

The district faced staffing transitions in 2023–24, including the departure of Marriage and Family Therapists (MFTs) at the end of the 2024-25 school year. For 2025–26 and beyond, the district has secured a Licensed Marriage and Family Therapist (LMFT), hired an additional academic counselor, and is implementing a federal Mental Health Demonstration Project Grant (funds may not be renewed for 2026 due to federal cuts). This grant supports the training of interns, counselors, and psychologists to expand services districtwide and into feeder schools. These actions align with Governance Goal 2, ensuring robust access to wellness services and tiered mental health interventions for all students.

For the 2025–26 school year, WUHS is launching the ANCHORS program, a new support initiative for at-risk incoming 9th graders designed to ease the transition to high school through targeted academic support, SEL development, and relationship-building. Additionally, the school will implement a campus-wide advisory period aimed at increasing student connectedness and providing regular opportunities for personalized support. Together, these initiatives strengthen our commitment to student well-being, social-emotional learning, and academic success.

Law Enforcement Transition and Campus Safety (Actions 2.4, 2.8):

In 2024–25, the district transitioned its school safety partnership from the Wheatland Police Department to the Yuba County Sheriff's Department, requiring one-time costs such as the purchase and equipping of a patrol vehicle. Beginning in 2025–26, the district will suspend the PASS (Positive Alternatives for School Safety) office and fully consolidate law enforcement support through the Yuba County Sheriff's Department. This shift will streamline safety operations while maintaining restorative and proactive safety practices. The transition supports Governance Goal 3, focused on safe, inclusive, and responsive school environments.

Staff Wellness and Professional Culture (Actions 2.2, 2.5):
Wellness events for staff were implemented consistently, with monthly initiatives that promoted adult mental health and morale. These efforts will continue in 2024–25, aligned with Governance Goal 4, which emphasizes staff retention and a positive working climate. While graduation, dropout, and attendance data are still pending, staff engagement in wellness programming has shown qualitative gains.

Family Engagement and Chronic Absenteeism (Actions 2.10, 2.11):
The Parent Project will be maintained as a tool to strengthen school-home partnerships and support students facing barriers to attendance or academic success.

Learning Recovery Block Grant (LREBG): Student Engagement, Wellness & School Climate

Goal 2 centers on fostering a safe, supportive, and connected school environment where every student feels valued and supported. Feedback from students, families, and staff emphasized the importance of expanding mental health services, improving school connectedness, and supporting student well-being—especially for those impacted by trauma, chronic absenteeism, or disengagement.

To meet these needs, Wheatland Union High School District will utilize the Learning Recovery Emergency Block Grant (LREBG) funds to strengthen and expand the mental health infrastructure. This includes the addition of a Licensed Marriage and Family Therapist (LMFT) and an academic counselor (Action 2.8), both of whom provide timely and targeted supports for students navigating social-emotional challenges, stress, or barriers to learning. These roles are critical in reducing chronic absenteeism and enhancing school connectedness, particularly for students at risk of disengagement or placement in alternative programs.

These staff members also help facilitate crisis response, classroom support, and individual and group counseling, ensuring students can access mental health services in a confidential, school-based setting. As school climate data and ThoughtExchange input consistently highlighted wellness and emotional regulation as top priorities, the district's investment reflects a direct response to partner voice and demonstrated need.

The district monitors impact through Metric 2.1 (chronic absenteeism), Metric 2.3 (access to mental health supports), and Metric 2.4 or 2.5 (student survey results on engagement and well-being). These measures allow for ongoing evaluation of effectiveness, particularly for high-need student groups such as foster youth, students experiencing homelessness, and those requiring additional behavioral support.

Together, these coordinated actions reinforce Wheatland’s commitment to whole-child development, wellness-centered systems, and a positive, inclusive school culture.

Supporting Engagement, Wellness, and School Climate for Students with Disabilities

In response to Data Drilldown findings showing that the suspension rate for SWD remains in the “high” range (6.1–9.0%), with an increase from 22 suspensions in 2023–24 to 29 as of April 28, 2025, Wheatland Union High School District will continue to prioritize mental health supports and proactive behavior interventions to improve engagement and reduce exclusionary discipline for students with disabilities.

In 2024–25 and beyond, the district will:

Sustain funding for a Licensed Marriage and Family Therapist (LMFT) and an additional academic counselor to ensure mental health access and timely support for students exhibiting behavioral, emotional, or attendance-related challenges (Action 2.8).

Strengthen schoolwide behavior support systems, including Positive Behavioral Interventions and Supports (PBIS), and embed restorative practices to prevent discipline escalation for SWD.

Monitor disciplinary trends through ongoing data analysis and ensure that intervention plans for SWD are responsive to root causes and support inclusion in the least restrictive environment.

Key metrics that will be monitored include:

Metric 2.1 – Chronic absenteeism

Metric 2.3 – Access to mental health services

Metric 2.4/2.5 – Student perception of school connectedness

Metric 1.20 – Suspension and placement gap between SWD and non-SWD peers

Wheatland UHSD remains committed to reducing the use of suspension for students with disabilities, improving their connection to school, and ensuring all students are supported in safe, inclusive, and emotionally responsive environments.

Finally, Action 2.12 focused on cybersecurity and internet safety, but without specific metrics directly related to it, its impact on student connectedness or engagement cannot be measured. Overall, the implementation of Goal 2 involved navigating challenges related to budget management, staffing changes, and engagement, while also leveraging new programs and external funding to enhance student and staff well-being. The strategic shifts in resource allocation and program management, such as the elimination of the pass officer program and the creation of a new internal program, reflect the district's efforts to adapt to changing circumstances and priorities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.8 - School Safety Student Mental Health:

A material difference was identified in Action 2.8 due to the redirection of LEBG funds to support school safety and student mental health initiatives. The budget variance arose from utilizing these funds to cover the salaries of an academic counselor and a mental health counselor, who were existing hires rather than new additions. This reallocation of funds was necessary to maintain the current level of support services without increasing staffing levels. The impact of this budget deviation was that the scope of the action remained unchanged, as the existing counselors continued to provide essential services to students. The reliance on LEBG funds for these positions underscores the importance of securing ongoing funding sources to ensure the sustainability of these critical services. The implications for student services are significant, as maintaining these counseling positions is vital for addressing student mental health needs and ensuring a safe school environment, directly contributing to the achievement of Goal 2.

Action 2.12 - Cyber Security Internet Safety:

In Action 2.12, the cyber security budget was maintained for the next year, despite not being included in the midyear report. This decision reflects a strategic choice to prioritize ongoing cyber security and internet safety measures, ensuring the protection of student data and the integrity of school networks. The maintenance of this budget indicates a commitment to sustaining the current level of service, with no expansion or reduction in scope. The implications for student services are that the district continues to provide a secure digital environment, which is essential for the safe use of technology in educational settings. This stability in funding supports the overarching goal of maintaining a safe and secure learning environment, contributing to the successful implementation of Goal 2.

Collectively, these budget variances impacted the implementation of Goal 2 by ensuring that critical services related to school safety, student mental health, and cyber security were maintained without disruption. The strategic use of LEBG funds and the prioritization of cyber security measures demonstrate a commitment to addressing the immediate needs of students while planning for long-term sustainability. These actions have direct implications for student outcomes, particularly for unduplicated pupils who rely more heavily on mental health and safety services. The maintenance of these services supports the district's efforts to meet its planned percentages of improved services, ensuring that all students have access to a safe and supportive educational environment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 – Student Connectedness

Effectiveness Summary:
The action to promote student connectedness has been effective in improving school climate and engagement. Initiatives such as Link Crew and Safe School Ambassadors helped strengthen student belonging and culture, especially during the post-COVID recovery period. These programs, supported by student and staff feedback, have led to measurable improvements in local survey results, indicating increased student participation and engagement **(Metric 2.7)**.

Foundational Support Structures:
Programs like Link Crew were embedded into the master schedule through the creation of a leadership course. Safe School Ambassadors were trained to mediate peer conflict and promote inclusion. Schoolwide events and grade-level assemblies further enhanced a sense of belonging. These supports contributed to reductions in suspension rates **(Metric 2.5)** and chronic absenteeism **(Metric 2.3)**.

Ongoing and Expanded Efforts:
In 2025–26, the district will continue both programs and increase structured peer mentoring. The introduction of the Wellness Hub and the district’s alignment with MTSS and SEL supports will strengthen student relationships, school safety, and overall engagement.

Metrics Supported:
- Metric 2.3: Chronic Absenteeism
- Metric 2.5: Suspension Rate
- Metric 2.7: School Connectedness

Action 2.2 – Professional Development

Effectiveness Summary:

Professional development efforts have enhanced teacher capacity in social-emotional learning (SEL), classroom management, equity, and trauma-informed practices. These supports contributed to positive classroom climates and improved student outcomes across behavior and engagement indicators **(Metric 2.5, Metric 2.7)**.

Foundational Support Structures:
The district provided training in areas such as Anti-Bias practices, Universal Design for Learning (UDL), Positive Behavior Interventions and Supports (PBIS), and trauma-informed strategies. Bus drivers, paraprofessionals, and other classified staff received support as well, especially around mental health awareness and student behavior **(Metric 1.14)**.

Ongoing and Expanded Efforts:
For 2025–26, departments will continue to lead content-specific PLC training. New PLC late start days (26 across the school year) will provide dedicated time to analyze student data and adjust instruction. Coaches will work with Gem Knight to deepen implementation of coaching models across departments. These efforts are expected to enhance academic performance **(Metric 1.4, Metric 1.5)** and connectedness.

Metrics Supported:
- Metric 1.4: Student Performance – ELA CAASPP
- Metric 1.5: Student Performance – Math CAASPP
- Metric 1.14: Implementation of State Standards
- Metric 2.5: Suspension Rate
- Metric 2.7: School Connectedness

Action 2.3 – Athletics

Effectiveness Summary:
Maintaining and increasing access to athletic programs has positively impacted student health, engagement, and school connectedness. The district has seen consistent student participation in sports, which contributes to both physical well-being and the development of leadership and teamwork skills **(Metric 2.7).**

Foundational Support Structures:
The athletics program is supported through coaching stipends, facilities maintenance, and equipment upgrades. Students are encouraged to participate regardless of ability level, and partnerships with the community support program sustainability. Participation tracking shows steady or increasing numbers.

Ongoing and Expanded Efforts:
Athletic opportunities will be expanded where possible, including underclassmen teams and new program offerings. Cross-program collaboration with academic and mental health supports will help ensure that student-athletes receive whole-child support.

Metrics Supported:

- Metric 2.7: School Connectedness

Action 2.4 – Facility Improvements

Effectiveness Summary:
Facility upgrades have continued to enhance school safety, cleanliness, and usability. Feedback from staff and students indicates that improved facilities contribute to a positive school environment and greater student pride.

Foundational Support Structures:
Renovations include restroom modernization, HVAC upgrades, new portables, and design approval for the new Multipurpose Room/Cafeteria. A mental health hub has also been built to support Tier 2 and Tier 3 student needs **(Metric 2.7)**.

Ongoing and Expanded Efforts:
In 2025–26, construction is anticipated to begin on the Multipurpose Room. Additional facilities updates will target safety, including improved lighting, fencing, and ADA access. These actions contribute to a welcoming, safe, and equitable environment.

Metrics Supported:

- Metric 2.7: School Connectedness

Action 2.5 – Staff Wellness

Effectiveness Summary:
Staff wellness initiatives have contributed to improved morale and retention. Monthly wellness events and access to health-related resources have helped mitigate burnout and foster positive school culture.

Foundational Support Structures:
Staff wellness has been supported through monthly events, mental health check-ins, and climate surveys. The district also provides access to Employee Assistance Programs and actively responds to feedback.

Ongoing and Expanded Efforts:
For 2025–26, staff wellness programming will continue, with increased alignment to districtwide SEL and MTSS practices. A focus will be placed on ensuring classified and certificated staff feel supported in their roles and part of a cohesive school community.

Metrics Supported:

- Metric 2.7: School Connectedness

Action 2.6 – Marriage Family Therapist (MFT) and School-Based Social Workers

Effectiveness Summary:
The district's investment in mental health services has directly contributed to improvements in student well-being, attendance, and academic engagement. Referrals for external support have declined, and more students are receiving in-house social-emotional services.

Foundational Support Structures:
MFTs and social workers are embedded at school sites and participate in the MTSS referral process. They collaborate with teachers, families, and community partners to provide counseling, crisis support, and SEL integration. Coordination with the Director of Health Services strengthens service delivery.

Ongoing and Expanded Efforts:
For 2025–26, the mental health hub will be expanded with structured group sessions, SEL curriculum support, and continued access for unduplicated youth. The district will also explore telehealth partnerships to enhance service availability and reduce chronic absenteeism **(Metric 2.3).**

Metrics Supported:
- Metric 2.3: Chronic Absenteeism
- Metric 2.5: Suspension Rate
- Metric 2.7: School Connectedness

Action 2.7 – Surveys and Data Analysis

Effectiveness Summary:
Survey administration and data analysis have provided essential insights into school climate, student engagement, and program effectiveness. These data have informed resource allocation and districtwide improvement strategies.

Foundational Support Structures:
Surveys such as the CA Healthy Kids Survey and local wellness and engagement surveys are administered annually. Data analysis is performed by site teams and district leadership, guiding MTSS and SEL work.

Ongoing and Expanded Efforts:
In 2025–26, survey data will continue to drive decision-making, with new disaggregation tools added for subgroup analysis. Staff training will focus on interpreting data to enhance student supports. This will strengthen goal-setting and continuous improvement under LCAP and

Governance Goals.

Metrics Supported:
- Metric 2.3: Chronic Absenteeism
- Metric 2.5: Suspension Rate
- Metric 2.7: School Connectedness

Action 2.8 – School Safety / Student Mental Health

Effectiveness Summary:
School safety and mental health efforts have significantly improved campus climate, with reported decreases in behavior incidents and increased student perception of safety and support.

Foundational Support Structures:
Safety improvements include campus supervisors, updated emergency protocols, and training in de-escalation and trauma-informed care. A full-time SRO was contracted through the Yuba County Sheriff's Department, and staff received behavioral health training.

Ongoing and Expanded Efforts:
Safety audits and SEL screeners will continue to inform supports. The Wellness Hub and Safe School Ambassadors will remain active, and safety drills and procedures will be reviewed regularly to align with best practices.

Metrics Supported:
- Metric 2.3: Chronic Absenteeism
- Metric 2.5: Suspension Rate
- Metric 2.7: School Connectedness

Action 2.9 – PBIS Implementation

Effectiveness Summary:
The PBIS framework has improved behavior outcomes and school climate. Suspension rates have declined, and students report clearer expectations and improved interactions with staff.

Foundational Support Structures:
PBIS Tier 1 systems are fully implemented, including behavior matrices, reward systems, and consistent consequences. Tier 2 supports include check-in/check-out and social skills groups.

Ongoing and Expanded Efforts:

For 2025–26, continued training and progress monitoring will occur, with data used to refine interventions. New staff will be onboarded in PBIS through targeted training modules. Fidelity checks will guide continuous improvement.

Metrics Supported:

- Metric 2.5: Suspension Rate
- Metric 2.7: School Connectedness

Action 2.10 – Parent Project

Effectiveness Summary:
The Parent Project has effectively increased parent engagement and provided families with tools to support academic success and behavior management at home.

Foundational Support Structures:
Workshops are held in collaboration with community partners and led by trained facilitators. Participation is incentivized, and childcare and translation are provided to maximize attendance.

Ongoing and Expanded Efforts:
New cohorts will be launched in 2025–26 with expanded outreach to underserved families. Feedback will be used to refine content and ensure alignment with MTSS family engagement strategies.

Metrics Supported:

- Metric 2.3: Chronic Absenteeism
- Metric 2.5: Suspension Rate
- Metric 2.7: School Connectedness

Action 2.11 – Chronic Absenteeism

Effectiveness Summary:
The district's focused strategies on attendance have shown progress in reducing chronic absenteeism, particularly among unduplicated pupils and foster youth.

Foundational Support Structures:
Attendance teams monitor student data weekly. Tiered interventions include parent outreach, counseling referrals, and attendance contracts. The Prevention & Intervention Coordinator leads re-engagement efforts.

Ongoing and Expanded Efforts:
The district will implement positive attendance campaigns, increase early outreach, and refine systems for tracking and response. Data will continue to be disaggregated to ensure equity in interventions.

Metrics Supported:
- Metric 2.3: Chronic Absenteeism
- Metric 2.7: School Connectedness

Action 2.12 – Cybersecurity / Internet Safety

Effectiveness Summary:
Efforts in cybersecurity and digital citizenship have ensured safe technology use and protected student data. There have been no major incidents, and staff and students have been trained on responsible use.

Foundational Support Structures:
Cybersecurity infrastructure includes firewall protections, endpoint monitoring, and routine security audits. Digital citizenship curriculum is delivered through advisory and core classes.

Ongoing and Expanded Efforts:
For 2025–26, the district will expand staff cybersecurity training and review software compliance. Student education will emphasize AI ethics, digital footprints, and responsible device use.

Metrics Supported:
- Metric 2.7: School Connectedness

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Connectedness	**Action 2.1 – Student Connectedness** **Description:** The district will continue to strengthen student connectedness through programs such as Link Crew and Safe School Ambassadors. These initiatives are designed to promote a welcoming and inclusive culture, improve peer relationships, and elevate student voice. Link Crew leaders will continue mentoring incoming freshmen through the embedded leadership class, while Safe School Ambassadors mediate peer conflict and model prosocial behavior. Additional events like "Honor the Code," "Pirate Come About," “Anchors Aweigh,”and the "Depper Awards" will continue to reinforce positive behavior and school spirit. Student clubs, CTSOs, and diverse activity offerings like swimming and E-sports will ensure broad participation. **Spending Items:** Link Crew stipends, leadership advisor stipends, student awards, Safe School Ambassador training **Metrics Supported:** • Metric 2.3: Chronic Absenteeism • Metric 2.5: Suspension Rate • Metric 2.7: Students Participating in Sports • Metric 2.8: Participation in ASSETS Program • Metric 2.9: Surveys/ThoughtExchanges of Students, Parents, Staff	$33,933	Yes
2.2	Professional Development	**Action 2.2 – Professional Development** **Description:** The district highly encourages participation in	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development opportunities that support staff in fostering safe, inclusive, and responsive learning environments. Ongoing training includes social-emotional learning, trauma-informed practices, de-escalation strategies, leadership, and suicide prevention. Staff receive targeted instruction in welcoming schools strategies, equity and diversity, and implementation of restorative practices. Certificated staff collaborate during 26 late start days via Professional Learning Communities (PLCs), using data-driven inquiry centered around the four essential PLC questions. Instructional coaches will continue training with Gem Knight to improve site-based support. Classified PD also includes training in SWIS, PBIS, and the "Question, Persuade, Refer" model. **Spending Items:** Certificated and classified PD, PLC training, travel/conference costs, Gem Knight coaching **Metrics Supported:** • Metric 2.1: Graduation Rate • Metric 2.2: Dropout Rate • Metric 2.3: Chronic Absenteeism • Metric 2.5: Suspension Rate • Metric 2.6: Attendance Rate • Metric 2.7: School Connectedness		
2.3	Athletics	**Action 2.3 – Athletics** **Description:** The objective is to maintain and increase the athletic budgets of the District, including provisions for swimming and tennis despite facility constraints in partnership with	$342,241	Yes

Action #	Title	Description	Total Funds	Contributing
		MJUSD. An assessment will determine interest in additional sports teams. Home campus will be retained for student-athlete clearance. The use of band apps will ensure seamless communication between parents and students. Travel provisions for Automated External Defibrillators (AED) will be upheld. Collaboration with MJUSD for tennis and pool services remains a priority. A Perry weather system has been purchased to ensure safe play conditions based on temperatures and air quality. **Spending Items:** Athletic Stipends, Athletic Supplies, Athletic Dues/Memberships, Licenses, Other Expenditures **Metrics Supported:** • Metric 2.7: Students Participating in Sports • Metric 2.9: Surveys/ThoughtExchanges of Students, Parents, Staff		
2.4	Facility Improvements	**Action 2.4 – Facility Improvements** **Description:** The district will continue its commitment to ensuring safe, modern, and equitable learning environments through the execution of the Deferred Maintenance Plan and Facility Master Plan. Regular maintenance, furniture upgrades, cleaning, and transportation schedules are all aligned to optimize conditions for student learning. Emphasis will be placed on executing the Resource Maintenance Adjustment (RMA) to increase funding flexibility for facilities work. Updated facilities also promote student connectedness, as high-quality physical environments contribute to improved morale, increased participation,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and greater pride in school. **Spending Items:** Deferred Maintenance Plan, Developer Fees, Transportation and Custodial Planning **Metrics Supported:** • Metric 2.6: Attendance Rate • Metric 2.7: School Connectedness • Metric 2.9: Surveys/ThoughtExchanges of Students, Parents, Staff		
2.5	Staff Wellness	**Action 2.5 – Staff Wellness** **Description:** The district continues to support educator well-being through the implementation of a Teacher Satisfaction Survey and ongoing trauma-informed professional development. Staff feedback guides planning for leadership support, work-life balance, and daily workplace satisfaction. Mental health topics addressed through PD include student trauma, teacher resilience, and social-emotional wellness. These initiatives contribute to a more positive school culture, which is known to impact both staff retention and student connectedness. **Spending Items:** ThoughtExchange, Wellness-Related Professional Development **Metrics Supported:** • Metric 2.6: Attendance Rate • Metric 2.7: School Connectedness • Metric 2.9: Surveys/ThoughtExchanges of	$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Students, Parents, Staff		
2.6	Marriage Family Therapist (MFT) and School Based Social Workers	**Action 2.6 – Mental Health Services (MFTs & Social Workers)** **Description:** The district will continue employing Marriage and Family Therapists (MFTs) and School-Based Social Workers to support students' social-emotional and behavioral needs. These professionals are integral to the district's Multi-Tiered System of Supports (MTSS), offering individual and group counseling, family outreach, and mental health assessments. Services focus on improving student wellness, attendance, and readiness to learn. Collaboration with community agencies ensures referrals for more intensive services when needed. Mental health staff also support crisis response and coordinate care with site-based wellness teams. The district's new Mental Health Hub building, opening in the 2025–26 school year, will consolidate and expand access to services districtwide, offering a centralized location for preventative support and triage. **Spending Items:** Salaries for MFTs and Social Workers, Mental Health Supplies, Referral and Crisis Response Systems, Mental Health Hub Resources **Metrics Supported:** • Metric 2.1: Graduation Rate • Metric 2.2: Dropout Rate • Metric 2.3: Chronic Absenteeism • Metric 2.5: Suspension Rate • Metric 2.6: Attendance Rate • Metric 2.9: Surveys/ThoughtExchanges of	$305,077	Yes

Action #	Title	Description	Total Funds	Contributing
		Students, Parents, Staff		
2.7	Surveys and Data Analysis	**Action 2.7 – Surveys and Data Analysis** **Description:** The district will continue to administer annual surveys to gather insight from students, staff, and families about school climate, wellness, engagement, and connectedness. Results inform district initiatives, guide decision-making, and support continuous improvement efforts. Survey data is triangulated with academic and behavioral data sets to evaluate the effectiveness of programs and interventions. The district will focus on increasing participation rates and ensuring that results are accessible and actionable at each site. Results from ThoughtExchange and other feedback systems contribute to overall strategy development. **Spending Items:** ThoughtExchange Licenses, Survey Administration Tools, Data Analysis Software **Metrics Supported:** • Metric 2.3: Chronic Absenteeism • Metric 2.5: Suspension Rate • Metric 2.6: Attendance Rate • Metric 2.7: School Connectedness • Metric 2.9: Surveys/ThoughtExchanges of Students, Parents, Staff	$10,000.00	Yes
2.8	School Safety Student Mental Health	**Action 2.8 – School Safety & Student Mental Health** **Description:** The district prioritizes student safety and mental health through proactive programming, training, and staffing. The School Resource Officer (SRO), contracted via Yuba	$303,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
		County Sheriff's Department, will be maintained to provide a visible and trusted safety presence on campus. Additionally, the district's new Mental Health Hub building, opening in 2025–26, will provide preventative support and triage services for students. Safe School Ambassadors, trauma-informed practices, and safety drills help cultivate emotionally and physically safe environments. PBIS implementation continues to promote positive behavior expectations across all campuses, reduce disciplinary referrals, and foster inclusive and respectful climates. Threat assessments and emergency preparedness planning will remain part of the standard district response system. **Spending Items:** SRO Contract, Mental Health Hub Supplies, Safety Equipment and Training, Safe School Ambassadors Training, PBIS Program Materials **Metrics Supported:** • Metric 2.2: Dropout Rate • Metric 2.3: Chronic Absenteeism • Metric 2.5: Suspension Rate • Metric 2.6: Attendance Rate • Metric 2.7: School Connectedness • Metric 2.9: Surveys/ThoughtExchanges of Students, Parents, Staff		
2.9	PBIS Implementation	**Action 2.9 – PBIS Implementation** **Description:** The district will continue full implementation of Positive Behavioral Interventions and Supports (PBIS) across all school sites. PBIS helps promote respectful, inclusive school climates and reduces suspension rates by	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reinforcing positive behavior. Ongoing staff training and fidelity checks ensure consistency in implementation. The district earned Platinum recognition for its PBIS implementation, highlighting its success in creating supportive environments. Additional supports include restorative practices, behavioral data analysis, and professional learning on classroom management. **Spending Items:** PBIS Training and Coaching, Restorative Practices Resources, Behavioral Data Tools **Metrics Supported:** • Metric 2.3: Chronic Absenteeism • Metric 2.5: Suspension Rate • Metric 2.6: Attendance Rate • Metric 2.7: School Connectedness • Metric 2.9: Surveys/ThoughtExchanges of Students, Parents, Staff		
2.10	Parent Project	**Action 2.10 – Parent Project** **Description:** The district will continue to offer the Parent Project, a research-based program aimed at improving parent engagement and reducing student dropout and behavioral issues. Sessions focus on equipping parents with effective communication, discipline, and support strategies. The program strengthens school-home partnerships and supports families in navigating adolescence, contributing to improved student outcomes and school connectedness. **Spending Items:** Parent Project Materials, Facilitator Stipends, Outreach	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Communication **Metrics Supported:** • Metric 2.1: Graduation Rate • Metric 2.2: Dropout Rate • Metric 2.5: Suspension Rate • Metric 2.7: School Connectedness • Metric 2.9: Surveys/ThoughtExchanges of Students, Parents, Staff		
2.11	Chronic Absenteeism	**Action 2.11 – Chronic Absenteeism** **Description:** The district continues to implement a multi-tiered strategy to address chronic absenteeism, including internal data tracking, direct outreach, student attendance monitoring, and early intervention supports through the AER IES system. Gary's team coordinates with families to address barriers to attendance and connect students with necessary services. Additional support is provided through MTSS, social-emotional learning, and wellness staff interventions. **Spending Items:** Attendance Monitoring Systems, Staff for Attendance Outreach, AER IES Licenses **Metrics Supported:** • Metric 2.1: Graduation Rate • Metric 2.2: Dropout Rate • Metric 2.3: Chronic Absenteeism • Metric 2.5: Suspension Rate • Metric 2.6: Attendance Rate • Metric 2.7: School Connectedness • Metric 2.9: Surveys/ThoughtExchanges of	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students, Parents, Staff		
2.12	Cyber Security Internet Safety	**Action 2.12 – Cybersecurity and Internet Safety** **Description:** The district remains committed to ensuring safe and secure digital environments for students and staff. Cybersecurity measures include regular updates to firewall protections, phishing prevention, and internal security audits. Technology staff conduct training and awareness campaigns for students and staff regarding internet safety, appropriate online behavior, and protection of sensitive data. These efforts help prevent breaches and reinforce the importance of responsible digital citizenship. The district is also opening up online access settings to ensure that students can access coursework related to college and career readiness—websites that were previously blocked will now be accessible through revisions to the Acceptable Use Agreement signed by students and parents. Additionally, with the implementation of a no-cell-phone policy for students during the instructional day, the district will rely on GoGuardian to monitor student activity on district-issued devices, promoting accountability and engagement. These collective efforts support the academic integrity and digital safety of the learning environment. **Spending Items:** Firewall Protection, Data Backup Services, Antivirus Licensing, Staff/Student Cybersecurity Training Programs, GoGuardian Licensing, Technology Infrastructure	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics Supported: • Metric 2.5: Suspension Rate • Metric 2.6: Attendance Rate • Metric 2.7: School Connectedness • Metric 2.9: Surveys/ThoughtExchanges of Students, Parents, Staff		

Goal

Goal #	Description	Type of Goal
3	Goal 3: Engage families and members of the greater school community as educational partners. The District aims to continually bolster relationships with families and the wider community through active inclusion of stakeholders in the educational process by initiating dialogues, promoting open communication, and fostering joint participation in school activities. This initiative runs throughout the academic year, with regular surveys, feedback methods, reports, and observational records used to measure engagement and effectiveness.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District's objective targets State Priority 3: Parental Involvement (Engagement). To advance this priority, the District employs routine communication updates distributed through several digital tools and platforms. The objective's construction intentionally focuses on increasing parental involvement, chiefly via training workshops and inclusive school affairs. The development of these initiatives had a clear aim - encourage parental involvement especially with programs serving unduplicated students and those with special needs. By positively

influencing 'Culture Climate,' this objective seeks to improve the school environment thereby promoting academic excellence and encouraging substantial behavioral modification. Additionally, the District aims to promote 'Equity.' It accomplishes this through ensuring that communication strategies and initiatives are evenly distributed, accessible, and equally beneficial to all diverse groups. The objective's focus on 'Family Community' emphasizes the District's dedication to fostering important partnerships with families and community members as a means of enhancing college and career readiness amongst students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Health Kids Survey (CHKS) - Parent Engagement	- 9th: 52% - 11th: 35% - Teachers at this school communicate with parents about what students are expected to learn in class - 9th: 56% - 11th: 32% - Parents feel welcome to participate at this school - 9th: 51% - 11th: 30% - School staff take parent concerns seriously - 9th: 48%	CHKS Data has not been released (will report in mid-year LCAP report for 2025-26)	None	- CHKS Data: Increase baseline data by 15% - Parent Input: - Survey Participation Rate: 50% - Feedback Implementation Rate: 25% - UPP and SPED Input: Program Awareness Rate: 75% - Event Attendance Rate: 20% - Engagement Activities Participation Rate: 25%	Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- 11th: 43%				
3.2	Usage of Communication Tools	- Frequency of Access 1. Parent Square 2. Thought Exchange Participation	Parent Square Posts: WUHS; 458 EPD: 27 Wheatland Virtual: 32 Thought Exchange: Over 4,000 participants provided input across 57 ThoughtExchange engagements on topics such as school climate, academic supports, special education, and policy development.	None	Maintain	Local data needed to calculate

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 3—focused on improving communication and collaboration with students, staff, families, and the broader

community—was successfully carried out as planned. There were no substantive differences between planned actions and actual implementation, and all six actions were executed with fidelity.

Action 3.1, aimed at improving student communication and collaboration, utilized tools such as ParentSquare and ThoughtExchange. These platforms supported regular, effective engagement and aligned with Metric 3.2 (Usage of Communication Tools). No modifications were necessary due to the strong implementation.

Action 3.2, which focused on enhancing community communication and collaboration, also progressed smoothly. Strategies such as community events and digital outreach contributed to increased participation and improved perceptions of parent engagement, supporting both Metric 3.1 (CHKS Parent Engagement-Data to Report in Mid-Year LCAP) and Metric 3.2.

Action 3.3 targeted staff communication and collaboration. Online tools and district-wide messaging improved internal alignment and indirectly supported parent engagement by enhancing the consistency of school-home communication. These efforts contributed to both key metrics without requiring adjustments.

Action 3.4 supported parent communication and collaboration through expanded digital outreach and family engagement efforts. Use of ParentSquare and feedback mechanisms continued to improve perceptions of involvement, with no notable implementation challenges.

Action 3.5 included parent trainings, workshops, and support groups, which further deepened engagement. These strategies directly impacted both climate data and communication tool usage, confirming the value of targeted support and outreach.

Action 3.6, which strengthened community partnerships, helped maintain continuity in services and communication with local families. This action continued to support both Metrics 3.1 and 3.2 and was implemented without deviation from plan.

In addition to the planned strategies, enhancements such as the introduction of the Band App for extracurricular communications and livestreaming of key events further expanded the district’s communication reach. While there were minor coordination challenges due to personnel changes, they did not significantly impact implementation or outcomes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No changes are needed.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 – Student Communication and Collaboration

Effectiveness Summary:
This action enhanced student communication and collaboration through the strategic use of digital tools such as ParentSquare and ThoughtExchange. Students were actively engaged in districtwide feedback opportunities related to academic intervention, school culture, mental health, and school policies (e.g., cell phone use). While CHKS results will not be available until midyear, data from other surveys measuring student engagement and connectedness, as outlined in Goal 2, support the effectiveness of this action. The wide use of platforms helped create a more responsive and student-centered communication structure.

Foundational Support Structures:
Since 2022–23, the district has prioritized equity of voice by embedding student engagement tools into instructional and wellness planning. Student surveys, leadership forums, and advisory participation have been structured around regular ThoughtExchange cycles and other digital feedback methods.

Ongoing and Expanded Efforts:
The district expanded its use of digital surveys and classroom-based reflection tools to monitor student voice. In 2024–25, the Link Crew and Safe School Ambassadors were trained to support student feedback campaigns. More real-time feedback opportunities will be piloted through advisory.

Conclusion:
Action 3.1 reflects a sustained commitment to valuing student perspectives and ensuring that students are meaningfully involved in shaping school policy and programs.

Spending Items:
Digital Communication Tools, Survey Licenses

Metrics Supported:
- Metric 3.2: Usage of Communication Tools

Action 3.2 – Community Communication and Collaboration

Effectiveness Summary:
This action successfully built relationships with the broader community through public events, district communication campaigns, and consistent messaging via digital tools. Community voice was actively sought and incorporated into planning through platforms like

ThoughtExchange. Although CHKS parent data is pending, other engagement measures indicate this action contributed positively to parent and community involvement.

Foundational Support Structures:
Since the initial implementation of this action, the district has relied on tools like ParentSquare and community newsletters to provide timely updates. All public events and district announcements are structured around an inclusive communication plan accessible in multiple languages.

Ongoing and Expanded Efforts:
The district expanded participation in local advisory groups and initiated live-streaming of community events. Additional data sharing protocols were developed to ensure stakeholders are kept informed on decisions related to health, safety, and academic programs.

Conclusion:
This action has become a cornerstone of transparent and inclusive school-community collaboration. Its consistency and broad accessibility continue to support a strong relationship between the district and the broader community.
Spending Items:
Public Communication Materials, Event Support, Digital Platforms

Metrics Supported:
- Metric 3.1: CHKS – Parent Engagement
- Metric 3.2: Usage of Communication Tools

Action 3.3 – Staff Communication and Collaboration

Effectiveness Summary:
Internal staff communication and outreach to families improved through continued use of ParentSquare, shared newsletters, and survey tools. Staff collaborated more consistently with one another and with families to provide timely updates and gather feedback. These efforts helped sustain strong parent-school connections and supported a unified message across the district.

Foundational Support Structures:
The district institutionalized weekly bulletins, PLC agendas, and internal surveys to foster ongoing communication among staff. Clear communication expectations were also embedded in onboarding and training programs.

Ongoing and Expanded Efforts:
In 2025-26, professional learning communities (PLCs) will continue to use collaborative platforms to document progress and develop shared instructional goals. Departments will participate in semi-annual retreats to align messaging and priorities.

Conclusion:
Action 3.3 reinforces the district's commitment to internal alignment, ensuring staff are equipped with timely information and collaborative structures to support student and family engagement.

Spending Items:
Internal Communication Tools, Digital Communication Licenses

Metrics Supported:
- Metric 3.1: CHKS – Parent Engagement
- Metric 3.2: Usage of Communication Tools

Action 3.4 – Parent Communication and Collaboration

Effectiveness Summary:
This action facilitated family involvement through multilingual communication, teacher outreach, and centralized platforms for school-home interaction. The district's digital approach enabled consistent two-way communication. Though CHKS results are forthcoming, increased parent participation in district events and online forums demonstrates progress.

Foundational Support Structures:
ParentSquare was adopted districtwide as the main parent communication tool, supported by interpreter services and staff training in inclusive communication practices.

Ongoing and Expanded Efforts:
In 2025–26, messaging strategies will be diversified to include targeted outreach for underrepresented families. The use of automated messaging analytics will be piloted to track engagement by subgroup.

Conclusion:
Parent communication remains a top district priority, and this action continues to support equitable and inclusive school-home collaboration.

Spending Items:
ParentSquare, Translation and Interpretation Services, Family Communication Materials

Metrics Supported:
- Metric 3.1: CHKS – Parent Engagement
- Metric 3.2: Usage of Communication Tools

Action 3.5 – Parent Trainings, Workshops, and Support Groups

Effectiveness Summary:
A variety of learning and support opportunities were offered for parents, including workshops on special education, social-emotional learning, and academic readiness. These initiatives enhanced parent confidence and involvement in student learning. Feedback tools showed strong appreciation and participation. Communication platforms were essential in promoting and delivering these offerings.

Foundational Support Structures:
Parent training was integrated into district event calendars and aligned with strategic goals related to mental health, family support, and instructional transparency.

Ongoing and Expanded Efforts:
The district will expand outreach efforts by incorporating needs assessments and family input to co-design support offerings. More flexible scheduling and remote access options will be introduced.

Conclusion:
Parent capacity building continues to be a vital component of the district's strategy to empower families and enhance educational outcomes.

Spending Items:
Parent Training Materials, Workshop Facilitators, Communication Tools

Metrics Supported:
- Metric 3.1: CHKS – Parent Engagement
- Metric 3.2: Usage of Communication Tools

Action 3.6 – Community Partnerships

Effectiveness Summary:
The district sustained and grew partnerships with local organizations to expand support for families. Collaborations with agencies and nonprofits enhanced services available to students and caregivers while reinforcing two-way communication with the wider school community. Communication tools played a vital role in organizing, publicizing, and maintaining these partnerships.

Foundational Support Structures:
The district maintains formal partnerships with mental health providers, family service organizations, and local agencies. Community liaison roles help bridge services and maintain regular contact.

Ongoing and Expanded Efforts:
In 2025–26, the district will prioritize new partnerships in areas of college readiness, health access, and digital literacy. More visibility and regular feedback mechanisms will be built into existing agreements.

Conclusion:
Action 3.6 demonstrates a deepening commitment to wraparound support through authentic collaboration with external partners.

Spending Items:
Community Engagement Programs, Digital Communication Licenses
Metrics Supported:

- Metric 3.1: CHKS – Parent Engagement
- Metric 3.2: Usage of Communication Tools

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Communication and Collaboration	**Action 3.1 – Student Communication and Collaboration** **Description:** For 2025–26, the district will continue its commitment to	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		student voice and communication by expanding real-time survey cycles in advisory periods and strengthening student-led platforms such as Superintendent/Student Advisory Council, Link Crew and Safe School Ambassadors. Student feedback will directly inform decisions on school policy, wellness support, and engagement programs. Initiatives such as Students of the Month Celebrations, Bite of Reality Day, and Positive Postcards will continue. The district will also maintain bulletin updates, infographics, and marquee communication, as well as translation tools for multilingual accessibility. **Spending Items:** Student Survey Licenses, Student Leadership Stipends, Communication Software, Translation Services, Infographic and Marquee Materials **Metrics Supported:** • Metric 3.2: Usage of Communication Tools		
3.2	Community Communication and Collaboration	**Action 3.2 – Community Communication and Collaboration** **Description:** The district will maintain and enhance community engagement strategies through live-streamed events, multilingual outreach campaigns, and transparent messaging about health, safety, and academic initiatives. Partnerships with community groups will support messaging alignment and outreach. Additional strategies include strengthened communication through advisory outreach and updates tied to the district's academic and social initiatives.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Spending Items: Event Logistics, Community Newsletter Production, Digital Communication Platforms, Outreach Event Support **Metrics Supported:** • Metric 3.1: CHKS – Parent Engagement • Metric 3.2: Usage of Communication Tools		
3.3	Staff Communication and Collaboration	**Action 3.3 – Staff Communication and Collaboration** **Description:** Professional Learning Communities (PLCs) and department meetings will continue to use structured templates and collaboration platforms to promote aligned messaging. Regular staff updates and cross-departmental trainings will focus on enhancing clarity in outreach to students and families. Staff recognition efforts, such as the “Staff of the Month” program, will be expanded to support a positive and engaged workplace culture. ParentSquare will continue to serve as a central platform for facilitating two-way communication between teachers and families, supporting transparency and consistency in parent engagement. **Spending Items:** Internal Communication Subscriptions, PLC Retreat Materials, Professional Development Events, Recognition Materials **Metrics Supported:** • Metric 3.1: CHKS – Parent Engagement • Metric 3.2: Usage of Communication Tools	$9,000.00	No
3.4	Parent Communication	**Action 3.4 – Parent Communication and**	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	and Collaboration	**Collaboration** **Description:** To increase engagement and reduce communication barriers, the district will launch a multilingual communication initiative, improve analytics around ParentSquare usage, and offer more personalized follow-up systems to increase participation in key school events and decision-making. Continued use of ParentSquare and student-led outreach will support inclusive participation. **Spending Items:** ParentSquare Licenses, Translation and Interpreter Contracts, Automated Message Analytics, ThoughtExchange **Metrics Supported:** • Metric 3.1: CHKS – Parent Engagement • Metric 3.2: Usage of Communication Tools		
3.5	Parent Trainings/Workshops/ Support Groups	**Action 3.5 – Parent Trainings, Workshops, and Support Groups** **Description:** The 2025–26 school year will feature expanded family learning opportunities through in-person and virtual workshops. A new initiative will involve families in co-developing training content based on survey feedback and school priorities. Emphasis will remain on supporting families with academic readiness, behavior supports, and wellness. Popular topics such as mental health, academic intervention, and cell phone policies will remain priorities. **Spending Items:**	$9,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Workshop Contracts, Parent Education Materials, Technology for Virtual Access, Trainer Fees **Metrics Supported:** • Metric 3.1: CHKS – Parent Engagement • Metric 3.2: Usage of Communication Tools		
3.6	Community Partnerships	**Action 3.6 – Community Partnerships** **Description:** The district will continue its Community Schools model by expanding collaboration with college access organizations, health services, and nonprofit partners to deliver more holistic family supports. A new student wellness center will serve as a hub for integrated mental health, dental, and nutritional supports. Community liaisons will use updated outreach platforms to improve coordination and ensure partner visibility. The district will also maintain MOUs with key agencies like the Yuba-Sutter Food Bank, Harmony Health, and Big Smiles. Outreach efforts will incorporate community health surveys and targeted updates for SPED and foster/homeless families. **Spending Items:** Community Liaison Stipends, Partner Coordination Tools, Publicity Materials, Community Event Support, Wellness Hub Operational Supplies **Metrics Supported:** • Metric 3.1: CHKS – Parent Engagement • Metric 3.2: Usage of Communication Tools	$0.00	Yes

Goal

Goal #	Description	Type of Goal
4	EPD: To enhance student engagement and connectedness within the school community, thereby increasing their readiness for post-secondary education and career opportunities. This will be achieved by implementing personalized learning plans, fostering strong relationships between students and staff, and providing comprehensive support services that address academic, social, and emotional needs. The District's primary goal emphasizes student readiness for college and careers, as well as fostering student connectedness. This initiative encompasses strategic actions as defined in the upcoming District plans. The focus is to enhance student support for better professional orientation, thereby facilitating readiness for college and career pursuits and post-secondary. Adherence to the timeline for this goal and its associated actions is fundamental to achieving the outlined strategies. The timeline may change based on the progression of the plan implementation stages, with further updates provided periodically. Performance measures include monitoring student participation, educational engagement, and inclination towards future career planning. Variables include quantitative data (attendance, grades, test scores), and qualitative insights from student surveys to provide a holistic progress assessment. This evidence-based methodology ensures the District's strategies align with the Equity Multiplier, consequently enhancing College and Career Readiness and strengthening Student Connectedness.	Focus

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal encapsulates the rigorous nature of the District's curricula and assessments. These have been meticulously developed to align with State Standards, thereby ensuring students meet state benchmarks while properly equipped for college and their impending career (Priority 2). The District promotes equity by offering all students, including English learners, access to high-quality instruction. This access is supplemented by professional learning designed to enrich teaching practices. The goal also emphasizes the use of data-driven assessments in constructing the goal of enhancing student achievement (Priority 4), whilst preparing students for college and career success effectively. The goal directly addresses and intertwines with the described priorities by laying a strong emphasis on enhancing student readiness for college and careers while also fostering a sense of connectedness amongst students. This goal, as part of the District's strategic actions, aims to provide comprehensive support and professional orientation to students, which is a reflection of Priority 5 ('Pupil Engagement'), where the focus is on developing a positive school culture and climate that engages and supports all students. It aligns with Priority 6 ('School Climate'), by advocating for a safe and inclusive environment that promotes equity and resolves disparities, thereby creating a nurturing atmosphere that is conducive to learning and personal growth. Furthermore, the goal supports Priority 7 ('Course Access') by ensuring that students have access to a wide range of courses, which prepares them for future academic and career opportunities. Finally, it encapsulates Priority 8 ('Other Pupil Outcomes') through its commitment to achieving positive student outcomes by aligning curriculum and instruction with State Standards and focusing on equitable access to resources. The comprehensive approach of the 'Equity Multiplier' goal, with its focus on readiness, connectedness, and strategic action, demonstrates the District's commitment to fulfilling these priorities through targeted, evidence-based methodologies and performance measures.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	2022-23 Four-Year Adjusted Cohort Graduation Rate Data EPD: 85.7% (30/35 students)	2023-24 Four-Year Adjusted Cohort Graduation Rate Data EPD: 82.6% (19/23 students)	None	Increase to 92%	ALL: Local data needed to calculate
4.2	Counseling/Aca	Counselor will complete weekly	School Counselor checks in on all	None	Maintain weekly check-ins and	ALL: Local data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	demic Check-ins	check-ins with students - documented by counseling logs.	EPD students twice a week to look over their credit progress. Couns elor visits each student one by one to ensure they have the support needed to complete classes. They log this data weekly.		logs	needed to calculate
4.3	CTE Completion or Certification	0 CTE Completers or Certifications	0 CTE Completers or Certifications	None	Increase to 20% of enrollment obtaining either CTE Completion status or a Certification in CTE	ALL: Local data needed to calculate
4.4	Social Emotional Learning Activities	Complete Social Emotional Learning Activities Monthly	The Edward P. Duplex SEL program integrates weekly trauma-informed practices, neuroscience, and art-based	None	Increase to weekly Social Emotional Learning Activities	ALL: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			expression.			
4.5	Dropout Rate	2022-23 Dropout Rate EPD: 8.6% (3/35 students)	2023-2024 Dropout Rate EPD: 17.4% (4/23 students)	None	Decrease to 5% or below	ALL: Local data needed to calculate

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 4, associated with the equity multiplier funds, focuses on maintaining the status quo rather than introducing new initiatives. This approach is evident in actions such as Action 4.1, which involves implementing Edmentum to enhance student connectedness and prepare them for college and careers through continuity in coursework and Career and Technical Education (CTE) courses. The metrics associated with this action, including Graduation Rate, CTE Completion or Certification, and Dropout Rate, were intended to be assessed using local data. However, the absence of this data makes it challenging to determine the extent of progress or success in these areas for year 1. The implementation process is proceeding smoothly, with no significant challenges or obstacles reported, largely due to the stability provided by the equity multiplier funds.

Action 4.2, focused on hiring a part-time counselor to support students, is directly linked to Counseling/Academic Check-ins and Social Emotional Learning Activities. The counselor's role enhances the frequency and quality of these activities. There have been no struggles in implementing the equity multiplier funds, suggesting that the funding stability positively influences the goal's progress. This stability allows for effective coordination and planning, as feedback from educational partners is incorporated to make necessary amendments to actions.

Action 4.4, centered on Social Emotional Learning (SEL), aims to improve the student-to-counselor ratio and enhance SEL outcomes. This action is intended to be measured by improvements in SEL activities and indirectly influence Counseling/Academic Check-ins. Although

positive outcomes are anticipated, the absence of local data hinders the ability to conclusively determine the success of this action in year 1. The implementation of Goal 4 is supported by external assistance and effective coordination, facilitating a smooth process. The timeline flexibility, with the LCAP not due for approval until the last week of June, provides ample time for adjustments and planning, further supporting the implementation efforts.

Overall, the implementation of Goal 4 proceeds without major issues, supported by stable funding, effective coordination, and external assistance. The focus on maintaining the status quo, as long as the equity multiplier funds are available, indicates a strategy of sustaining existing efforts rather than introducing new initiatives. This approach, combined with the absence of significant challenges, suggests that the implementation of Goal 4 is on track.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 4, involving the equity multiplier funds, no material differences exist between budgeted and estimated actual expenditures. The plan is to maintain the status quo, indicating that financial resources are sufficient and align with planned expenditures. No changes or financial challenges are anticipated, and no discrepancies have been identified.

The absence of implementation struggles confirms that the financial aspects of Goal 4 are on track. The resources allocated are adequate, with no significant variances impacting the scope or scale of planned actions. Consequently, there are no implications for student services or goal achievement, as the goal is expected to proceed as planned.

Overall, maintaining the status quo for Goal 4 ensures that intended outcomes for student services and goal achievement remain unaffected. There are no material differences in the planned versus actual percentages of improved services, and the goal is expected to be implemented successfully without financial discrepancies.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1: Edmentum

Action 4.1 involves the implementation of Edmentum software, designed to enhance student connectedness and prepare them for college and careers. This action is directly linked to metrics such as graduation rate, CTE completion or certification, and dropout rate. Currently,

there is insufficient data to determine the effectiveness of Action 4.1. Local data is needed to assess the impact on **Metric 4.1 (Graduation Rate), Metric 4.3 (CTE Completion or Certification), and Metric 4.5 (Dropout Rate).** A future data collection process will gather conclusive evidence on this action's impact. The absence of struggles in implementation, as noted in stakeholder feedback, indicates that the action is being executed smoothly, suggesting effectiveness in maintaining the intended outcomes.

Action 4.2: Counseling

Action 4.2 focuses on hiring a part-time counselor to conduct weekly check-ins with students, directly related to **Metric 4.2 (Counseling/Academic Check-ins).** The counselor's involvement in social-emotional learning (SEL) activities aligns with **Metric 4.4 (Social Emotional Learning Activities).** Currently, there is insufficient data to determine the effectiveness of Action 4.2. Local data is needed to evaluate the impact on these metrics. A future data collection process will gather conclusive evidence on this action's impact.

Action 4.3: Social Emotional Learning

Action 4.3 involves procuring resources for Social and Emotional Learning (SEL), directly related to M**etric 4.4 (Social Emotional Learning Activities)**. This action also indirectly supports more effective counseling and academic check-ins, as reflected in **Metric 4.2 (Counseling/Academic Check-ins).** Currently, there is insufficient data to determine the effectiveness of Action 4.3. Local data is needed to assess the impact on these metrics. The Edward P. Duplex SEL program integrates weekly trauma-informed practices, neuroscience, and art-based expression to enhance student emotional regulation and connectedness. Through activities such as brain modeling, mindfulness, visual journaling, and Paint Days, students build self-awareness and coping strategies. The program strengthens academic engagement and fosters a supportive school climate, contributing to improvements in student connectedness, social-emotional well-being, and school engagement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 4.1 Edmentum:
No changes are needed.

Action 4.2 Counseling:
No changes are needed.

Action 4.3 Social Emotional Learning:
No changes are needed.

Overall, the approach for Goal 4 is to maintain the status quo, focusing on the effective implementation of the equity multiplier funds. The strategy remains to uphold the current successful practices unless future feedback or circumstances necessitate adjustments.

Summary of changes:
No changes are needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Edmentum	**Action 4.1 – Edmentum (Credit Recovery & Academic Continuity)** **Description:** The district will maintain its investment in Edmentum to support credit recovery, academic continuity, and flexible learning pathways aligned to graduation and postsecondary goals. The platform provides individualized instruction, enabling students to work at their own pace, make up credits, and stay on track for graduation. **Spending Items:** Edmentum Licenses, Technology Support, Digital Curriculum Integration Tools Metrics Supported:	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Metric 4.1: Graduation Rate • Metric 4.2: Counseling and Academic Checkins • Metric 4.3: CTE Completion or Certification • Metric 4.4: Social Emotional Learning Activities • Metric 4.5: Dropout Rate		
4.2	Counseling	**Action 4.2 – Counseling, College and Career Readiness (Counselor & WBL Coordinator)** **Description:** This action combines the ongoing work of the part-time counselor and the Work-Based Learning (WBL) Coordinator to provide holistic support for student success. The counselor delivers academic guidance, postsecondary planning, and SEL services through check-ins, progress tracking, and collaboration with families and staff. Meanwhile, the WBL Coordinator strengthens career readiness through internship facilitation, employer partnerships, and tracking of CTE certifications. Together, these roles promote higher graduation rates, CTE completion, and reduced dropout risk. **Spending Items:** Part-Time Counselor Salary, Counseling Program Supplies, SEL Curriculum Materials, WBL Coordinator Salary/Stipend, CTE Materials, Industry Certification Fees, Career Exploration Resources **Metrics Supported:** • Metric 4.1: Graduation Rate • Metric 4.2: Counseling and Academic Checkins • Metric 4.3: CTE Completion or Certification • Metric 4.4: Social Emotional Learning Activities	$57,961.35	Yes

Action #	Title	Description	Total Funds	Contributing
		• Metric 4.5: Dropout Rate		
4.3	Social Emotional Learning	**Action 4.3 – Social-Emotional Learning (SEL) Support** **Description:** EDP will continue to expand its trauma-informed, art-integrated SEL program for 2025–26. Through lessons on brain science, self-regulation, mindfulness, and expressive arts (e.g., visual journaling and paint days), students explore emotional awareness and coping skills. These experiences build a foundation for improved engagement, trust, and resilience. SEL support is coordinated by the counselor and Director of Health Services and is integrated into daily advisory. **Spending Items:** SEL Curriculum Materials, Art Supplies, Training for SEL Instructors, Guest Artists or Wellness Facilitators **Metrics Supported:** • Metric 4.1: Graduation Rate • Metric 4.2: Counseling and Academic Checkins • Metric 4.3: CTE Completion or Certification • Metric 4.4: Social Emotional Learning Activities • Metric 4.5: Dropout Rate	$3,000.00	Yes

Goal

Goal #	Description	Type of Goal
5	WCDHS: To foster a supportive and engaging learning environment that equips students with the skills, knowledge, and confidence necessary for their successful reintegration into the comprehensive campus. This will be accomplished through individualized academic plans, targeted interventions, and a focus on building positive relationships and social-emotional competencies. The primary objective of goal is to foster College and Career Readiness and increasing Student Connectedness. Achieving this goal requires creating a conducive environment that not only bolsters academic high achievement but also promotes social involvement among students in order to reintegrate into the campus and graduate from WUHS. For the upcoming academic year, The District's goal is to effectively execute initiatives that support both College and Career Readiness and Student Connectedness. Planned activities and teaching strategies are to stimulate academic distinction and a sense of community among pupils. The efficacy of actions and the set goal will be gauged using various assessment methods. Parameters such as standardized test scores, course completion rates, and post-secondary options will reflect students' readiness for further education and careers. The level of Student Connectedness will be determined through extensive analysis of survey data about student engagement, participation in school activities, and school climate responses. These summarized results will signify the extent to which the main objectives have been realized. This detailed information calls for careful, thorough handling, with anticipations of an abundant educational experience for all students.	Focus

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To achieve State Priority 2, titled "State Standards", WUHS Community Day High School has established the aim to implement rigorous assessments and curricula that align with state standards. This supports the students' readiness for college and their future careers by endorsing equality via high-quality instruction and differentiated professional learning opportunities to meet the diverse needs of the students. Regarding State Priority 4, dubbed "Pupil Achievement", the school employs data-driven assessments to track pupil progress and identify areas for enhancement. By aligning with state standards, the school aims to equip students for success in college and their careers. Greater emphasis is placed on fairness and professional learning to assure equal educational opportunities for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Return to Wheatland Union High School	All students return to WUHS and graduate (unless their expulsion keeps them enrolled at Community Day)	2024-25: 14 students entered Community Day. 3 returned at end of semester. All others are returning to WUHS in fall 25. CDS had no graduates in June of 25.	None	Maintain returning enrollment rate	All: Local data needed to calculate
5.2	Counseling/ Academic	Counselor will complete weekly	Counselors have weekly check ins	None	Maintain weekly check-in	Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Check-ins	check-ins with students documented by counseling logs.	with students in tier 2/tier 3 interventions to ensure they have the support they need. They log this in the counseling logs.		frequency	
5.3	Social Emotional Learning Activities	Complete Social Emotional Learning Activities Monthly	Mental Health Staff engage in monthly Social Emotional Supports for students that include small groups that meet weekly, push ins for mental health lessons, and weekly mental wellness activities in our zen den.	None	Increase to weekly Social Emotional Learning Activities	ALL: Local data needed to calculate
5.4	CTE Completion or Certification	0 CTE Completers or Certifications	This data is reflected in the WUHS CTE completion data. Students return to WUHS to graduate and	None	Increase to 20% of enrollment obtaining either CTE Completion status or a Certification in CTE	ALL: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			some students are allowed to take CTE courses while in CDS unless they are expelled.			
5.5	Suspension Rate	2023-24: 11 suspensions	2024-25: 4 suspensions	None	Decrease by 10 or less suspensions	ALL: -6.9 suspensions

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 5 at Wheatland Community Day School was successfully carried out in alignment with all planned actions, with no substantive changes required during the 2024–2025 academic year. All actions were designed to maintain stability in academic progress, emotional well-being, and behavioral support, and were implemented as planned.

Action 5.1 (Edmentum) continued to provide flexible and individualized instruction to support credit recovery and maintain academic continuity. Students utilized the platform to stay on pace for graduation or transition back to Wheatland Union High School. The system allowed for personalized learning and course access aligned with CTE offerings.

Action 5.2 (Counseling, College and Career Readiness) sustained a strong foundation of support through a part-time counselor and continued work-based learning coordination. Counselors conducted weekly academic and emotional check-ins with Tier 2 and Tier 3 students, supporting success plans and transition goals. The Work-Based Learning (WBL) Coordinator ensured that students had access to CTE courses, employer partnerships, and industry certifications.

Action 5.3 (Social Emotional Learning – SEL) was implemented consistently through small-group supports, SEL activities, and embedded

wellness lessons. These included guided journaling, mindfulness strategies, and structured SEL check-ins facilitated by mental health staff. The integration of creative and trauma-informed practices ensured that students were supported in their emotional regulation and school readiness.

The school maintained alignment with its metrics, including student return and graduation from WUHS **(Metric 5.1)**, counseling and check-in frequency (Metric 5.2), SEL activity engagement **(Metric 5.3)**, and reductions in suspensions **(Metric 5.5).** Notably, a decrease from 11 suspensions in 2023–24 to 4 in 2024–25 reflects the positive impact of layered supports and relationship-driven structures.

Overall, implementation of Goal 5 was steady and effective. The school benefited from continuity of staffing, embedded SEL, and collaboration between academic and mental health supports. The Community Day School continues to mirror the core actions of the district while tailoring its approach to the needs of its students, ensuring alignment with the broader goals of access, readiness, and well-being.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented at Wheatland Community Day High School under Goal 5 have proven effective in addressing the academic, behavioral, and emotional needs of students. Each action is tailored to meet the diverse and often complex circumstances of continuation students, supporting both short-term success and long-term readiness.

Action 5.1 (Edmentum) has effectively supported credit recovery and academic continuity, providing students with self-paced coursework aligned to graduation requirements. The program has enabled students to stay engaged in their education and progress toward returning to Wheatland Union High School or graduating from the continuation program. Its flexibility and adaptability have been essential to maintaining student momentum **(Metric 5.1, Metric 5.4).**

Action 5.2 (Counseling, College and Career Readiness) has positively impacted student engagement and postsecondary preparation. Weekly academic check-ins and SEL services have created a consistent support structure, while the WBL Coordinator’s outreach has expanded opportunities for CTE completion and career exploration. This dual-role approach has contributed to increased academic motivation,

emotional resilience, and reduced behavioral issues **(Metrics 5.2, 5.3, 5.4, 5.5).**

Action 5.3 (Social-Emotional Learning Support) has shown significant effectiveness in building emotional regulation and self-awareness through hands-on, trauma-informed lessons. Students regularly engage in reflective practices that foster personal growth, emotional healing, and trust within the learning environment. These practices have helped reduce suspensions and improve overall classroom behavior **(Metric 5.3, Metric 5.5).**

Collectively, these actions are achieving the intended outcomes of improving academic continuity, emotional stability, and readiness for life beyond high school. The school's focus on maintaining a stable, supportive environment tailored to student needs continues to yield positive results.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Edmentum	**Action 5.1 – Edmentum (Credit Recovery & Academic Continuity)** **Description:** The district will maintain its investment in Edmentum to support credit recovery, academic continuity, and flexible learning pathways aligned to graduation and postsecondary goals. The platform provides	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		individualized instruction, enabling students to work at their own pace, make up credits, and stay on track for graduation. **Spending Items:** Edmentum Licenses, Technology Support, Digital Curriculum Integration Tools **Metrics Supported:** • Metric 5.1: Return to Wheatland Union High School • Metric 5.4: CTE Completion or Certification • Metric 5.5: Suspension Rate		
5.2	Counseling	**Action 4.2 – Counseling, College and Career Readiness (Counselor & WBL Coordinator)** **Description:** This action combines the ongoing work of the part-time counselor and the Work-Based Learning (WBL) Coordinator to provide holistic support for student success. The counselor delivers academic guidance, postsecondary planning, and SEL services through weekly check-ins, progress monitoring, and collaboration with families and staff. Meanwhile, the WBL Coordinator strengthens college and career readiness through support for CTE enrollment, employer partnerships, and tracking of industry certifications. Together, these roles contribute to student engagement and promote transitions to Wheatland Union High School or graduation from EDP. **Spending Items:** Part-Time Counselor Salary, Counseling Program Supplies, SEL Curriculum Materials, WBL Coordinator	$57,961.35	Yes

Action #	Title	Description	Total Funds	Contributing
		Salary/Stipend, CTE Materials, Industry Certification Fees, Career Exploration Resources **Metrics Supported:** • Metric 5.2: Counseling/Academic Check-ins • Metric 5.3: Social Emotional Learning Activities • Metric 5.4: CTE Completion or Certification • Metric 5.5: Suspension Rate		
5.3	Social Emotional Learning	**Action 5.3 – Social-Emotional Learning (SEL) Support** **Description:** EDP will continue to expand its trauma-informed, art-integrated SEL program for 2025–26. Lessons blend neuroscience with expressive arts to help students build resilience, mindfulness, and emotional regulation. Students explore concepts like the “learning brain” vs. “survival brain,” brain functions impacted by trauma, and the importance of self-awareness. Activities include clay sculpting, visual journaling, breathing exercises, and Paint Days. SEL is embedded in advisory and coordinated by the counselor and Director of Health Services. **Spending Items:** SEL Curriculum Materials, Art Supplies, Training for SEL Instructors, Guest Artists or Wellness Facilitators **Metrics Supported:** • Metric 5.3: Social Emotional Learning Activities • Metric 5.5: Suspension Rate	$3,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,322,150	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.57%	0%	$0	10.57%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

None

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

None

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	31.92
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17.54

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025	$13,642,936.00	$4,322,150.00	31.68%	0.00%	31.68%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals:	$7,548,010.75	$5,563,537.00	$51,954.00	$872,487.00	$14,035,987.00	$11,163,491.00	$2,872,496.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
1	1	Maintain Certificated Staff FTE due to enrollment	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$1,835,563.00	$0.00	$838,646.70	$843,738.00	$24,754.00	$128,425.00	$1,835,563.00	
1	2	Maintain Classified Staff	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$1,066,847.00	$0.00	$641,722.50	$284,923.00	$0.00	$140,202.00	$1,066,847.00	
1	3	Curriculum and Assessment/Data Analysis	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$600,222.00	$372,571.00	$437,349.00	$529,444.00	$0.00	$6,000.00	$972,793.00	
1	4	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$0.00	$289,974.00	$95,201.00	$168,373.00	$0.00	$26,400.00	$289,974.00	
1	5	Intervention/Enrichment	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$444,009.00	$58,370.00	$123,457.16	$76,361.00	$0.00	$302,561.00	$502,379.00	
1	6	College Going Culture	All English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$2,449.00	$40,000.00	$42,449.00	$0.00	$0.00	$0.00	$42,449.00	
1	7	Special Education	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,391,226.00	$71,206.00	$0.00	$2,237,559.00	$0.00	$224,873.00	$2,462,432.00	
1	8	Technology Replacement Rotation	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$0.00	$120,000.00	$120,000.00	$0.00	$0.00	$0.00	$120,000.00	
1	9	Career and Technical Education	All	Yes	LEA Wide	English Learners Low	All Schools	Ongoing	$1,974,496.00	$532,691.00	$1,697,655.20	$786,291.00	$0.00	$23,241.00	$2,507,187.00	

						Income Foster Youth										
1	**10**	Homeless and Foster Youth	Homeless Foster Youth	Yes	LEA Wide	Foster Youth	All Schools	Ongoing	$46,337.00	$12,000.00	$56,336.94	$0.00	$0.00	$2,000.00	$58,337.00	
1	**11**	English Learner Supports	English Learners	Yes	LEA Wide	English Learners	All Schools	Ongoing	$104,788.00	$0.00	$0.00	$104,788.00	$0.00	$0.00	$104,788.00	
1	**12**	Facility Improvements	All	No	LEA Wide	N/A	All Schools	Ongoing	$422,010.00	$888,058.00	$1,310,068.00	$0.00	$0.00	$0.00	$1,310,068.00	
1	**13**	Professional Development for Certificated	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$0.00	$211,706.00	$87,450.00	$78,271.00	$27,200.00	$18,785.00	$211,706.00	
1	**14**	Professional Development for Classified	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
1	**15**	Pirates at SEA : Scholars Enrichment Academy	All	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Union High School	Ongoing	$330,022.00	$0.00	$294,269.00	$35,753.00	$0.00	$0.00	$330,022.00	
1	**16**	Wheatland Union High School Virtual Academy, EPD Independent Study, Short Term Independent Study	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$1,022,434.00	$21,185.00	$1,032,618.75	$11,000.00	$0.00	$0.00	$1,043,619.00	
1	**17**	Military Connectedness	Military Connected Students	No	LEA Wide	N/A	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
2	**1**	Student Connectedness	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$19,933.00	$14,000.00	$22,933.00	$11,000.00	$0.00	$0.00	$33,933.00	
2	**2**	Professional Development	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**3**	Athletics	All	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Union High School	Ongoing	$175,296.00	$166,945.00	$342,241.00	$0.00	$0.00	$0.00	$342,241.00	
2	**4**	Facility Improvements	All	No	LEA	N/A	All	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

					Wide		Schools									
2	**5**	Staff Wellness	All	No	LEA Wide	N/A	All Schools	Ongoing	$0.00	$11,000.00	$11,000.00	$0.00	$0.00	$0.00	$11,000.00	
2	**6**	Marriage Family Therapist (MFT) and School Based Social Workers	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$305,077.00	$0.00	$185,823.50	$119,254.00	$0.00	$0.00	$305,077.00	
2	**7**	Surveys and Data Analysis	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	**8**	School Safety Student Mental Health	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$300,760.00	$2,790.00	$162,790.00	$140,760.00	$0.00	$0.00	$303,550.00	
2	**9**	PBIS Implementation	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
2	**10**	Parent Project	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**11**	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00	$0.00	$0.00	$0.00	$12,000.00	
2	**12**	Cyber Security Internet Safety	All	No	LEA Wide	N/A	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**1**	Student Communication and Collaboration	All	No	LEA Wide	N/A	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**2**	Community Communication and Collaboration	All	No	LEA Wide	N/A	All Schools	Ongoing	$0.00	$9,000.00	$9,000.00	$0.00	$0.00	$0.00	$9,000.00	
3	**3**	Staff Communication and Collaboration	All	No	LEA Wide	N/A	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**4**	Parent Communication and Collaboration	All	No	LEA Wide	N/A	All Schools	Ongoing	$6,100.00	$3,000.00	$0.00	$9,100.00	$0.00	$0.00	$9,100.00	
3	**5**	Parent Trainings/Workshops/	English Learners	Yes	LEA Wide	English Learners Low	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

		Support Groups	Foster Youth Low Income			Income Foster Youth										
3	**6**	Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	$57,961.00	$0.00	$0.00	$57,961.00	$0.00	$0.00	$57,961.00	
4	**1**	Edmentum	English Learners Foster Youth Low Income	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	Ongoing	$0.00	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$3,000.00	
4	**2**	Counseling	All students	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**3**	Social Emotional Learning	All Students	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**1**	Edmentum	All students	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	Ongoing	$57,961.00	$0.00	$0.00	$57,961.00	$0.00	$0.00	$57,961.00	
5	**2**	Counseling	All Students	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	Ongoing	$0.00	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$3,000.00	
5	**3**	Social Emotional Learning	All students	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

(Continued on the following page)

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,642,936.00	$4,322,150.00	31.68%	0.00%	$6,212,942.75	0.00%	45.54%	**Total:**	$6,212,942.75
				LEA-wide Total:			$5,576,432.75	
				Limited Total:			$0.00	
				Schoolwide Total:			$636,510.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Maintain Certificated Staff FTE due to enrollment	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$838,646.70	
1	**1.2**	Maintain Classified Staff	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$641,722.50	
1	**1.3**	Curriculum and Assessment/Da ta Analysis	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$437,349.00	
1	**1.4**	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$95,201.00	
1	**1.5**	Intervention/Enrichment	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$123,457.16	
1	**1.6**	College Going Culture	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$42,449.00	
1	**1.7**	Special Education	Yes	LEA Wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.8**	Technology Replacement Rotation	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$120,000.00	
1	**1.9**	Career and Technical	Yes	LEA Wide	English Learners Low	All Schools	$1,697,655.20	

		Education			Income Foster Youth			
1	**1.10**	Homeless and Foster Youth	Yes	LEA Wide	Foster Youth	All Schools	$56,336.94	
1	**1.11**	English Learner Supports	Yes	LEA Wide	English Learners	All Schools	$0.00	
1	**1.13**	Professional Development for Certificated	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$87,450.00	
1	**1.14**	Professional Development for Classified	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$10,000.00	
1	**1.15**	Pirates at SEA : Scholars Enrichment Academy	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Union High School	$294,269.00	
1	**1.16**	Wheatland Union High School Virtual Academy, EPD Independent Study, Short Term Independent Study	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$1,032,618.75	
2	**2.1**	Student Connectedness	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$22,933.00	
2	**2.2**	Professional Development	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$0.00	
2	**2.3**	Athletics	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Union High School	$342,241.00	
2	**2.6**	Marriage Family Therapist (MFT) and School Based Social Workers	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$185,823.50	
2	**2.7**	Surveys and Data Analysis	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$10,000.00	
2	**2.8**	School Safety Student Mental Health	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$162,790.00	
2	**2.9**	PBIS Implementation	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$0.00	
2	**2.10**	Parent Project	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$0.00	
2	**2.11**	Chronic Absenteeism	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$12,000.00	
3	**3.5**	Parent Trainings/Works	Yes	LEA Wide	English Learners Low	All Schools	$0.00	

		hops/Support Groups			Income Foster Youth			
3	**3.6**	Community Partnerships	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	$0.00	
4	**4.1**	Edmentum	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	$0.00	
4	**4.2**	Counseling	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	$0.00	
4	**4.3**	Social Emotional Learning	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	$0.00	
5	**5.1**	Edmentum	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	$0.00	
5	**5.2**	Counseling	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	$0.00	
5	**5.3**	Social Emotional Learning	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	$0.00	

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals:	$11,980,232.00	$11,980,232.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increase Certificated Staff FTE due to enrollment	Yes	$1,559,754.00	$1,559,754.00
1	**1.2**	Increase Classified Staff	Yes	$935,333.00	$935,333.00
1	**1.3**	Curriculum and Assessment/Data Analysis	Yes	$914,655.00	$914,655.00
1	**1.4**	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience)	No	$16,849.00	$16,849.00
1	**1.5**	Intervention/Enrichment	Yes	$462,378.00	$462,378.00
1	**1.6**	College Going Culture	Yes	$42,445.00	$42,445.00
1	**1.7**	Special Education	Yes	$2,348,921.00	$2,348,921.00
1	**1.8**	Technology Replacement Rotation	Yes	$118,450.00	$118,450.00
1	**1.9**	Career and Technical Education	Yes	$2,098,190.00	$2,098,190.00
1	**1.10**	Homeless and Foster Youth	Yes	$34,665.00	$34,665.00
1	**1.11**	English Learner Supports	Yes	$114,304.00	$114,304.00
1	**1.12**	Facility Improvements	No	$1,074,816.00	$1,074,816.00
1	**1.13**	Professional Development for Certificated	Yes	$149,272.00	$149,272.00
1	**1.14**	Professional Development for Classified	No	$23,000.00	$23,000.00
1	**1.15**	Pirates at SEA	Yes	$307,063.00	$307,063.00
1	**1.16**	Wheatland Union High School Virtual Academy, EPD Independent Study,	Yes	$883,063.00	$883,063.00
1	**1.17**	Military Connectedness	No	$5,000.00	$5,000.00
2	**2.10**	Student Connectedness	Yes	$29,794.00	$29,794.00

2	**2.2**	Professional Development	Yes	$0.00	$0.00
2	**2.3**	Athletics	Yes	$337,355.00	$337,355.00
2	**2.4**	Facility Improvements	No	$0.00	$0.00
2	**2.5**	Staff Wellness	No	$25,000.00	$25,000.00
2	**2.6**	Marriage Family Therapist (MFT) and School Based Social Workers	Yes	$161,680.00	$161,680.00
2	**2.7**	Surveys and Data Analysis	Yes	$10,000.00	$10,000.00
2	**2.8**	School Safety Student Mental Health	Yes	$185,557.00	$185,557.00
2	**2.9**	PBIS Implementation	Yes	$5,000.00	$5,000.00
2	**2.12**	Cyber Security & Internet Safety	No	$10,150.00	$10,150.00
3	**3.1**	Student Communication and Collaboration	No	$0.00	$0.00
3	**3.2**	Community Communication and Collaboration	No	$0.00	$0.00
3	**3.3**	Staff Communication and Collaboration	No	$9,000.00	$9,000.00
3	**3.4**	Parent Communication and Collaboration	No	$0.00	$0.00
3	**3.5**	Parent Trainings/Workshops/ Support Groups	Yes	$5,000.00	$5,000.00
3	**3.6**	Community Partnerships	Yes	$0.00	$0.00
4	**4.1**	Edmentum	Yes	$10,000.00	$10,000.00
4	**4.2**	Counseling	Yes	$45,769.00	$45,769.00
4	**4.3**	Social Emotional Learning	Yes	$1,000.00	$1,000.00
5	**5.1**	Edmentum	Yes	$10,000.00	$10,000.00
5	**5.2**	Counseling	Yes	$45,769.00	$45,769.00
5	**5.3**	Social Emotional Learning	Yes	$1,000.00	$1,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants	4. Total Planned Contributing Expenditures	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$4,276,925.00	$6,094,257.00	$6,100,257.00	$6,000.00	30.89%	46.18%	15.29%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	1.1	Increase Certificated Staff FTE due to enrollment	Yes	$789,568.00	$789,568.00	0.00%	
1	1.2	Increase Classified Staff	Yes	$548,048.00	$548,048.00	0.00%	
1	1.3	Curriculum	Yes	$255,406.00	$255,406.00	0.00%	
1	1.4	Support New Teachers and Administration	Yes	$0.00	$0.00	0.00%	
1	1.5	Intervention	Yes	$162,025.00	$162,025.00	0.00%	
1	1.6	College Going Culture	Yes	$42,445.00	$42,445.00	0.00%	
1	1.7	Special Education	Yes	$1,795,741.00	$1,795,741.00	0.00%	
1	1.8	Technology Replacement Rotation	Yes	$118,450.00	$118,450.00	0.00%	
1	1.9	Career and Technical Education	Yes	$400,472.00	$400,472.00	0.00%	
1	1.10	Homeless and Foster Youth	Yes	$32,665.00	$32,665.00	0.00%	
1	1.11	English Learner Supports	Yes	$0.00	$0.00	0.00%	
1	1.13	Professional Development for Certificated	Yes	$79,822.00	$79,822.00	0.00%	
1	1.14	Professional Development for Classified	Yes	$18,000.00	$18,000.00	0.00%	
1	1.15	Pirates at SEA	Yes	$307,063.00	$307,063.00	0.00%	
1	1.16	WUHS Virtual Academy, EPD, Independent Study & Short Term Independent Study	Yes	$883,063.00	$883,063.00	0.00%	
1	1.17	Military Connectedness	Yes	$0.00	$5,000.00	0.00%	
2	2.1	Student Connectedness	Yes	$29,794.00	$29,794.00	0.00%	
2	2.3	Athletics	Yes	$337,355.00	$337,355.00	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
2	2.6	Marriage Family Therapist (MFT) and School Based Socil Workers	Yes	$0.00	$0.00	0.00%	
2	2.7	Surveys and Data Analysis	Yes	$0.00	$0.00	0.00%	
2	2.8	School Safety & Student Mental Health	Yes	$182,802.00	$182,802.00	0.00%	
2	2.9	PBIS Implementation	Yes	$0.00	$0.00	0.00%	
2	2.1	Parent Project	Yes	$0.00	$0.00	0.00%	
2	2.11	Chronic Absenteeism	Yes	$0.00	$0.00	0.00%	
3	3.5	Parent Trainings, Workshops, Support Groups	Yes	$0.00	$0.00	0.00%	
3	3.6	Community Partnerships	Yes	$0.00	$0.00	0.00%	
4	4.1	Edmentum	Yes	$10,000.00	$10,000.00	0.00%	
4	4.2	Counseling	Yes	$45,769.00	$45,769.00	0.00%	
4	4.3	Social Emotional Learning	Yes	$0.00	$0.00	0.00%	
5	5.1	Edmentum	Yes	$10,000.00	$10,000.00	0.00%	
5	5.2	Counseling	Yes	$45,769.00	$45,769.00	0.00%	
5	5.3	Social Emotional Learning	Yes	$1,000.00	$1,000.00	0.00%	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$13,642,936.00	$4,322,150.00	0.00%	0.00%	$4,386,435.00	0.00%	0.00%	$0.00	0.00%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes

between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG

funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of

$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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