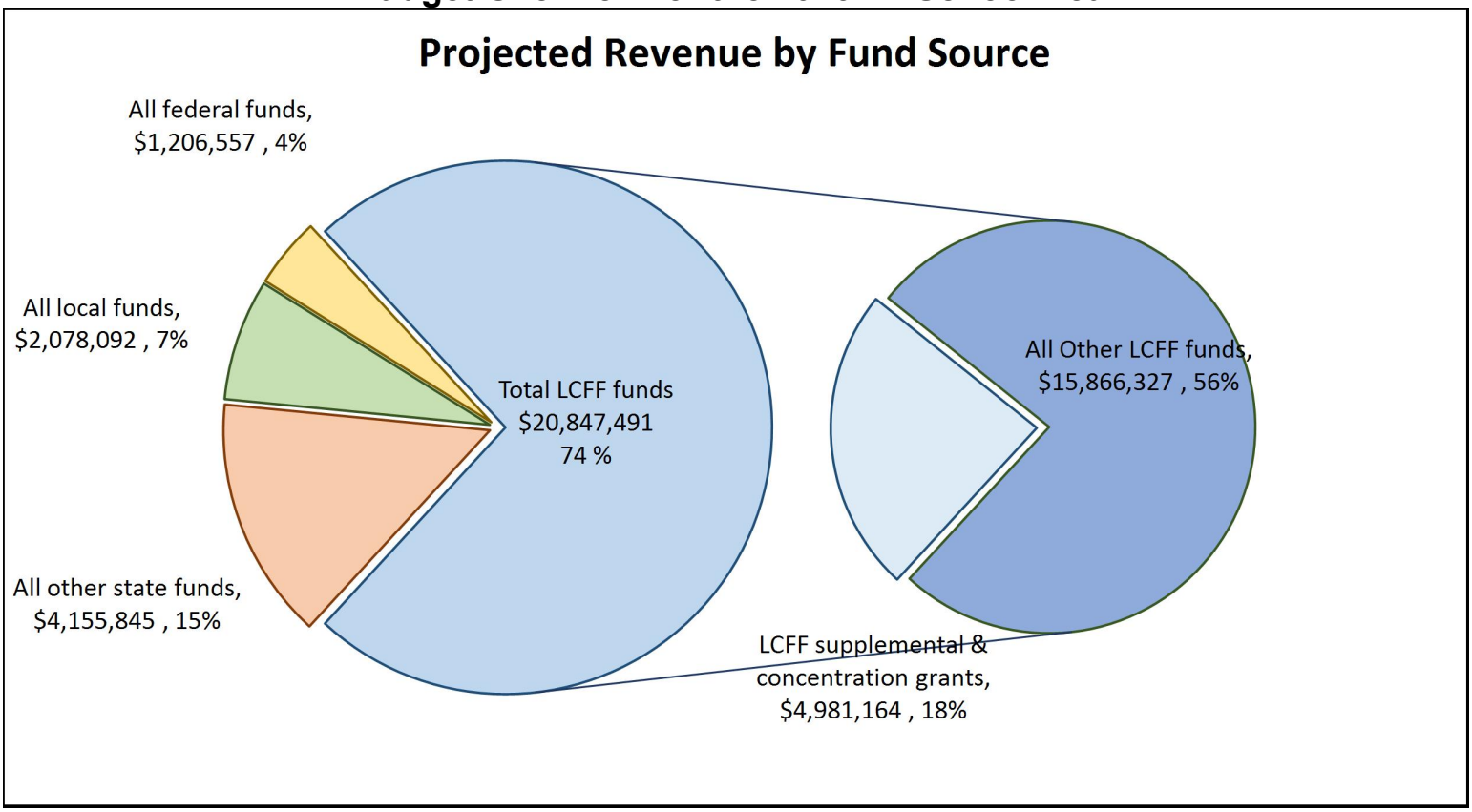
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wheatland Union High School District
CDS Code: 58-72769
School Year: 2026-27
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).

Budget Overview for the 2026-27 School Year

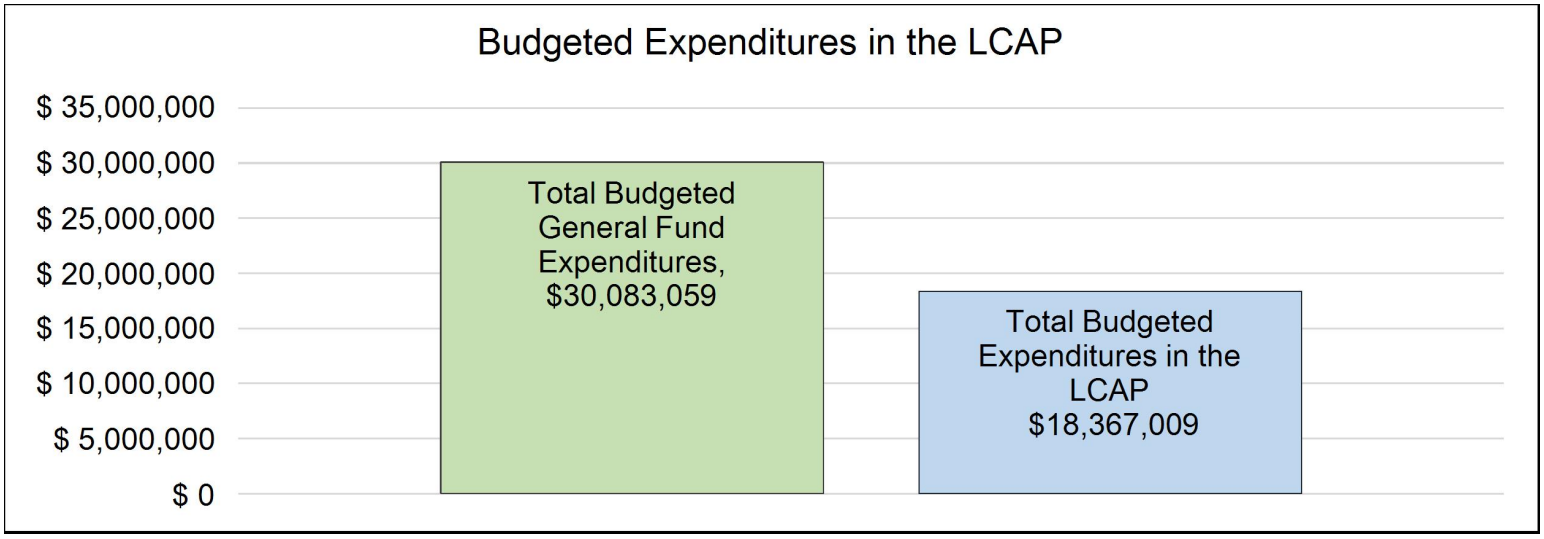


This chart shows the total general purpose revenue Wheatland Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wheatland Union High School District is $28,287,985, of which $20,847,491.00 is Local Control Funding Formula (LCFF), $4,155,845.00 is other state funds, $2,078,092 is local funds, and $1,206,557.00 is federal funds. Of the $20,847,491.00 in LCFF Funds, $4,981,164.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 2026-27. 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 $30,083,059.00 for the 2026-27 school year. Of that amount, $18,367,009.43 is tied to actions/services in the LCAP and $11,716,049.57 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

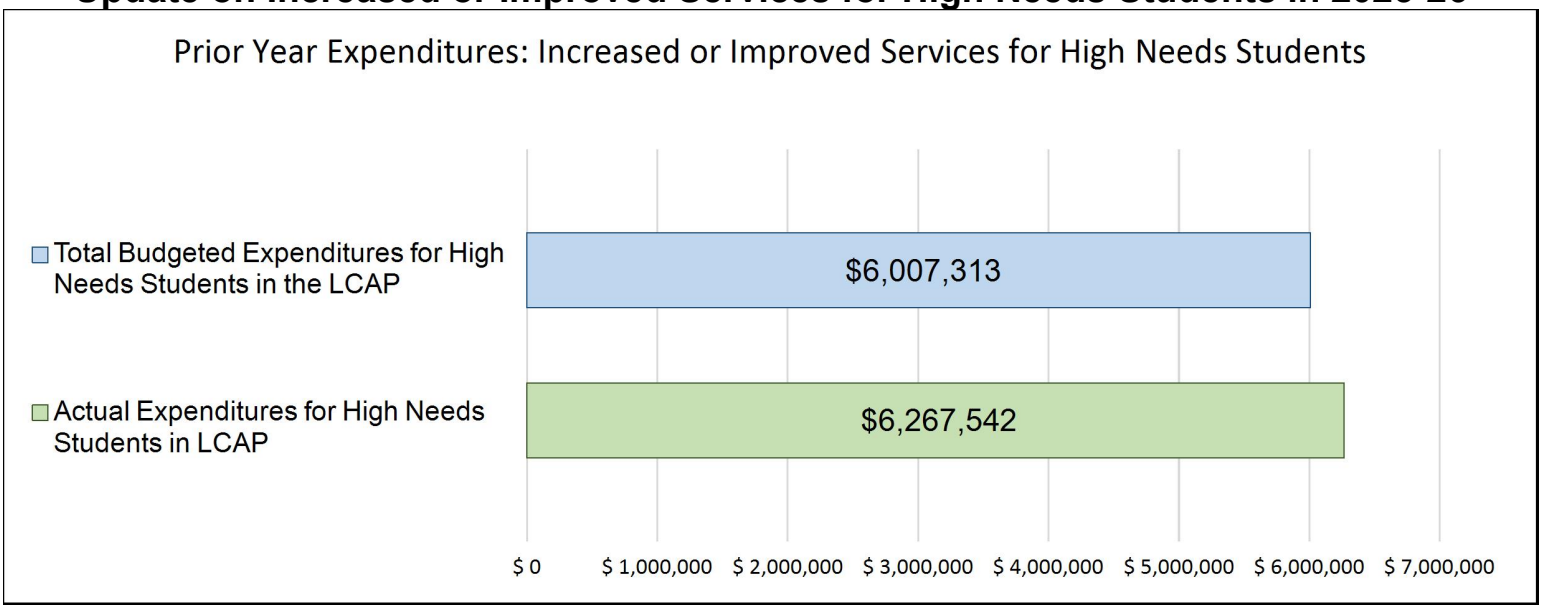
General Fund expenditures not included in the LCAP include general operating costs such as facility maintenance and operations, utilities, insurance, transportation, administrative salaries and benefits, and other operating expenses that support the district's overall operations but are not tied to specific LCAP actions.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Wheatland Union High School District is projecting it will receive $4,981,164.00 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 School District plans to spend $8,657,854 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Wheatland Union High School District's LCAP budgeted $6,007,312.75 for planned actions to increase or improve services for high needs students. Wheatland Union High School District actually spent $6,267,542.32 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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.

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. Guided by its mission, "Every Day, Every Child, Whatever It Takes," WUHSD maintains a steadfast commitment to whole-child development and educational equity.

The district's vision is to be "A Destination of Choice, Where Students Graduate Confident, Capable, and Connected." This vision is carried out through the 2025–2030 Strategic Leadership and Performance Framework, organized around five Pillars: Instructional Excellence, Belonging and Engagement, Vibrant Partnerships and Real-World Readiness, Empowered Leadership, and Safe, Modern Facilities. The Framework is anchored by the WUHSD Learner Profile, which commits the district to graduating every student Confident, Capable, and Connected. Each goal in this LCAP aligns directly with one or more of these Pillars, so that the district's accountability plan and its long-term strategic direction move forward as a single coordinated effort rather than as separate initiatives.

The district comprises Wheatland Union High School, Edward P. Duplex Continuation High School, and Wheatland Community Day High School, with Wheatland Virtual Academy serving students through a flexible online pathway. Edward P. Duplex and Wheatland Community Day receive Equity Multiplier funding to support targeted student needs and are the focus of the district's Equity Multiplier goals (LCAP Goals 4 and 5). Combined, the district serves an estimated 1,237 students in the 2025–26 school year. Demographically, the student population

reflects a diverse community: Hispanic (35.95%), White (36.10%), American Indian–Alaska Native (0.85%), Asian (6.44%), Filipino (2.17%), Pacific Islander (0.70%), Black (4.74%), Multi-Ethnic (9.86%), and students of undisclosed ethnicity (3.18%).
WUHSD has experienced significant enrollment growth, rising from 784 students in 2018–19 to 1,237 in 2025–26, demonstrating increasing 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. Now in Year 4 of the California Community Schools Partnership Program and recognized as a state leader in the implementation of rural community schools, WUHSD 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 also participates in the California Community Engagement Initiative (CEI), facilitated through the California Collaborative for Educational Excellence (CCEE), strengthening authentic engagement with students, families, and community partners in district decision-making. WUHSD continues to invest heavily in student mental health, recognizing it as a foundational contributor to academic success through licensed clinical services, Certified Wellness Coaches, and an expanding regional pipeline of mental health interns.

Wheatland Union High School District's Local Control and Accountability Plan reflects a comprehensive, forward-thinking strategy centered on academic rigor, college and career readiness, mental health and social-emotional wellness, enrichment opportunities, and authentic family and community partnership. The district's commitment to innovation and transformation continues to gain statewide recognition. In summer 2025, WUHSD was selected for the UCLA Deep Dive Transformation Partnership Program, in recognition of its leadership in systems transformation and continuous improvement. Through its partnership with the California Department of Education's Supporting Innovative Practices (SIP) initiative, the district was honored with the Heart of Inclusion Award in 2025–26 and selected to serve as a California Demonstration Site for High School Inclusion, allowing educators across the state to learn from the district's peer mentorship programming and inclusive instructional practices. A hallmark of this work has been the expansion of peer mentorship and belonging-centered systems that intentionally create meaningful connections for students with and without disabilities, fostering leadership, empathy, and authentic inclusion.

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 strategic investments in equitable access, academic excellence, student wellness, and inclusive opportunity, ensuring that every student is known, valued, connected, and empowered to graduate Confident, Capable, and Connected. Building on the momentum of prior years, including reductions in chronic absenteeism and expanded access to mental health services, this LCAP continues to leverage Equity Multiplier funding, state and federal grants, and the California Community Schools Partnership Program to drive improvement in co-teaching, student belonging, graduation outcomes, and meaningful career and college pathways, the key priorities 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, based on the 2025 California School Dashboard, which reflects 2024–25 results, shows measurable progress across most state indicators, along with clear priorities for continued growth.

In English Language Arts, the district returned to a Green performance level, scoring 5.3 points above standard, a 15.5 point increase over the prior year. This reflects a strong recovery from the 2024 Dashboard, when ELA had declined to Orange, and signals the early impact of the district's instructional investments. In Mathematics, performance improved by a full performance level, moving from Orange to Yellow, at 87.1 points below standard, a 3.4 point gain. While mathematics remains the district's most significant academic challenge, this upward movement indicates that implemented strategies are beginning to take hold.

Graduation outcomes reached an all-time high of 97.4 percent (Blue), continuing a multi-year upward trajectory of 95.4 percent in 2023, 96.0 percent in 2024, and 97.4 percent in 2025. The College/Career Indicator remained strong at 61.6 percent Prepared (Green), sustaining a substantial multi-year gain from 43.6 percent in 2023. Suspension rates also improved, returning to Green at 3.4 percent, a 0.7 point decline and a recovery from the prior year's Orange level. Science, reported for informational purposes, was Green at 53.7 points above standard.

The English Learner Progress Indicator declined to Red, with 9.5 percent of English Learners making progress toward English language proficiency, a 39-point decrease from the prior year. The underlying ELPAC data show that the share of English Learners advancing at least one ELPI level fell from 48.5 percent to 7.1 percent, while the share decreasing at least one level rose to 54.8 percent. This shift occurred within a very small, highly mobile English Learner population of approximately 35 students, making the indicator volatile from year to year. The district takes this result seriously and is responding by strengthening designated and integrated English Language Development, reviewing reclassification and ELPAC preparation practices, and monitoring English Learner progress more frequently through local data rather than waiting for the annual Dashboard. This work is reflected in Action 1.11, English Learner Supports.

Students with disabilities remain the district's furthest from standard student group in both ELA and Mathematics, though the multi-year trend shows steady improvement. In ELA, this group moved from Red in 2023 to Orange in both 2024 and 2025, narrowing its distance from standard each year. In Mathematics, the group similarly improved from Red toward Orange while continuing to gain ground. Accelerating progress for students with disabilities remains an urgent priority and is the central focus of the district's continued investment in supporting inclusive practices and Universal Design for Learning (UDL).

Mathematics gains, while real, were uneven across student groups. The all-student rate, socioeconomically disadvantaged students, and White students improved, while Hispanic students declined in mathematics, underscoring the need to ensure instructional improvements reach all subgroups.

Goal 1 continues to focus on instructional excellence and is being strengthened through the addition of an instructional coach, sustained professional learning, and wellness-connected supports. The district's continued partnership with Solution Tree for professional learning communities and mathematics instruction was a notable success, and a dedicated counselor professional learning series, in partnership with Hatching Results, is building a proactive, data-driven, multi-tiered school counseling program aligned to the strategic plan. Recruitment of fully credentialed teachers remained an implementation challenge. Learning Recovery Emergency Block Grant (LREBG) funds continue to support staffing, including the instructional coach, under Action 1.1, and unspent restricted lottery funds were designated for curriculum work under Action 1.3.

Goal 2 continues to strengthen belonging, connectedness, and engagement through the Link Crew class and the Safe School Ambassadors program. The district significantly expanded mental health supports, recognizing student mental health as a foundational contributor to

academic success. Tier 1 supports were strengthened through the Pirate Zen Den, now staffed with Certified Wellness Coaches, and the district launched a regional mental health intern program that placed 17 graduate-level clinical interns across 9 school sites through 6 university partnerships, building a sustainable pipeline of mental health professionals. This work is supported in part by a $1.7 million Mental Health Demonstration Project Grant. The district is also strengthening its commitment to a safe and respectful climate for every student by convening an anti-bias committee and updating its hate-motivated behavior policy, work that is being shaped through both student voice and staff training to ensure all students feel they belong. LREBG funds also supported Action 2.8, addressing school safety and student mental health.

Goal 3 continues to expand partnerships and real-world readiness. The district launched a new partnership with the UC Davis Early Academic Outreach Program (EAOP), providing college-knowledge sessions, individual academic planning, and support for first-generation and income-eligible students in grades 9 through 11. A Work-Based Learning Coordinator and the Band App for communication continue to support student career readiness. Career pathway expansion continued in patient care, video game design, and automotive technology, supported by Golden State Pathways Program grants, alongside additional workforce grants supporting mental health, kinesiology, and related pathways.

Goals 4 and 5, the Equity Multiplier goals for Edward P. Duplex Continuation High School and Wheatland Community Day High School, continue their focus on inclusive practices, UDL, and wraparound supports. The district's Safe Harbor Program, serving foster, homeless, and at-promise youth, again achieved a 100 percent graduation rate for participating students, compared to a statewide foster youth graduation rate of approximately 68 percent.

The district maintains a deliberate, equity-centered approach, using local and state data to inform decisions. No new goals are planned for this cycle; existing goals are being refined and strengthened through feedback from educational partners and sustained grant support. Facilities projects, including a multi-purpose room, additional portable classrooms, and a dedicated mental health hub, are underway to accommodate enrollment growth and expanded services, alongside continued phases of the campus perimeter fencing plan.

Implementation challenges continue to include staffing shortages and limited access to technology, including artificial intelligence tools. Successes include strong professional development, expanded student engagement and wellness programs, growing career pathway options, and statewide recognition for inclusive practices. The district holds unexpended LREBG funds for the 2025–26 school year. These funds are allocated to Action 1.1, certificated staffing, including the instructional coach; Action 1.3 and Action 1.13, instructional coaching and Universal Design for Learning supports; and Action 1.9, the Patient Care Pathway. Each action was selected to accelerate learning recovery and close opportunity gaps in ELA and mathematics, with particular focus on students with disabilities and other underserved groups. The needs assessment reaffirms the district's focus on students with disabilities and English Learners in supporting inclusive practices and UDL. Identification of lowest performance on the 2023 Dashboard, fixed for the three-year LCAP cycle: On the 2023 California School Dashboard, the Students with Disabilities student group received the lowest performance level, Red, on both the English Language Arts and Mathematics indicators. These instances are addressed through the district's investments in inclusive practices and Universal Design for Learning, as reflected in Actions 1.1, 1.3, and 1.13.

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, 10/6, 11/3, 12/1, 1/12, 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, 9/8, 10/6, 11/3, 12/1, 1/21, 2/2, 3/2, 4/2, 5/18. 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 and May]
School Site Council	The School Site Council engaged in SPSA/LCAP meetings to discuss and formulate objectives on 8/25, 11/3, 1/26, and 3/16. [August through April] A review of data was conducted in January to identify underrepresented groups (1/26). [January]
WHEAT	The ThoughtExchange and Surveys were conducted to gather feedback from the educational partner, WHEAT, on the school district's existing actions and any potential recommendations. [Fall/Spring]

Educational Partner(s)	Process for Engagement
	Relevant data were analyzed to pinpoint potential gaps in communication and representation between the school district and WHEAT, and the findings were added to the LCAP. [Post-Spring ThoughtExchange and Surveys]
CSEA	Facilitated the ThoughtExchange and Surveys 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 and Surveys to foster discussion on educational issues and concerns. [Fall, Spring] Parent feedback for the 2025–26 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 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 many strengths while offering thoughtful ideas to

Educational Partner(s)	Process for Engagement
	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 students. [Fall/Spring] Analyzed data from the ThoughtExchange sessions meticulously, identifying and addressing potential underrepresentation of certain groups within this data. [Post ThoughtExchange sessions] Conducted surveys on belonging, connectedness, and engagement to assist in making programmatic changes on September 30, December 9, and February 3. The Superintendent Student Advisory Council (SSAC) met monthly throughout the 2025–26 school year to provide ongoing student voice on districtwide priorities. At these meetings, students reviewed and interpreted survey data on belonging, connectedness, and engagement, along with staff and community input, and developed recommendations that were carried forward into the LCAP. This sustained, data-informed student leadership has significantly influenced LCAP priorities, particularly in school climate, academic support, and student well-being. Student input for the 2025–26 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, CTE pathways, tutoring services, and extracurricular activities such as athletics, rallies, and clubs. Many

Educational Partner(s)	Process for Engagement
	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 for accessing support and more consistent communication from teachers. Improving the quality and variety of school meals, maintaining clean and safe facilities, 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. Students encouraged continued efforts to strengthen communication, ensure consistent expectations, and support a safe, respectful, and inclusive school culture. As part of the LCAP engagement process, SSAC also provided focused input on the district's implementation of California's statewide cell phone policy. Following Assembly Bill 3216 (the Phone-Free School Act), which requires all schools to limit or prohibit student smartphone use during school hours by July 1, 2026, the district enacted its policy at the start of the 2025–26 school year. SSAC members emphasized the importance of student involvement, voiced concerns about phone access during emergencies, and suggested approaches such as secure pouches that restrict use while maintaining accessibility. Their input guided the district in balancing policy enforcement with student needs and safety.
Businesses	Meetings with the CTE Advisory were held to facilitate communication with businesses, which are integral members of the educational partners' group. These meetings took place in November, during which substantial feedback was gathered to support the district's academic objectives.

Educational Partner(s)	Process for Engagement
	An Agricultural (AG) Advisory Meeting was organized with local businesses to deliberate on potential enhancements to the agricultural curriculum, providing students a comprehensive educational experience. [November] A subsequent AG Advisory Meeting was held near the close of the academic year to evaluate improvements and strategize for the coming year. [May 29] A comprehensive data review was carried out to pinpoint areas necessitating enhanced engagement, followed by outreach to adequately represent the identified areas. This process is undertaken monthly. [Ongoing]
Colleges	The district launched a new partnership with the UC Davis Early Academic Outreach Program (EAOP), providing college-knowledge sessions, individual academic planning, and college and financial aid application support for first-generation and income-eligible students in grades 9 through 11. [Spring 2026] The school district partnered with Yuba College to conduct engagement sessions focused on career and college planning, postsecondary student transitions, and gathering input to inform the LCAP. [March] Meetings were coordinated with Sierra College to support the same goals, emphasizing increased student awareness of future college and career opportunities and strengthened postsecondary planning. [March] In collaboration with California State University, Sacramento and the University of California, Davis, the district organized engagement sessions to support students in exploring career pathways and planning postsecondary goals. [November and May] To evaluate the effectiveness of these sessions, the district collected and reviewed data to inform LCAP development. [May]

Educational Partner(s)	Process for Engagement
	District School Counselors held collaboration meetings with Yuba College to strengthen and streamline the dual enrollment process, including the Yuba College Dual Enrollment Counselor. [March] The district collaborated with Yuba College's Disabled Persons Programs and Services to establish accommodations for students in Special Education programs and with 504 Plans, ensuring these students receive support in their dual enrollment courses. [Fall and Spring semesters] The district arranged a student tour of Yuba College to connect students with its programs and staff. [March] The district participated in quarterly advisory meetings with Yuba College to evaluate and improve the dual enrollment experience and participation. [Quarterly]
Community School Partnerships	Conducted bi-weekly interactions with the Yuba County Action Team, strengthening collaboration between the district and Community School Partnerships. [Bi-Weekly] Engaged bi-weekly with the Displaced Youth Multidisciplinary Team to address the needs of homeless students within the partnership. [Bi-Weekly] Developed partnerships with 7 universities, 12 university programs, and the district's feeder districts (Plumas Lake Elementary School District and Wheatland School District) to place 17 mental health interns throughout South Yuba County, increasing mental health access for students. Organized a districtwide team for the California Community Engagement Initiative, which also served as the Community Schools Advisory Council, to increase collaboration on community schools initiatives. Partnered with Yuba County CAPS to bring improved mandated reporting training to select staff.

Educational Partner(s)	Process for Engagement
	Participated in the Yuba County Behavioral Health Learning Collective and hosted a county-wide mental health forum on the California Children and Youth Behavioral Health Initiative (CYBHI). When budget cuts affected the Yuba Sutter Food Bank, community schools staff took on food distribution operations to ensure the community continued to have a monthly distribution at the district. Developed partnerships with the California Department of Health Care Services (DHCS) and Carelon Behavioral Health to participate in CYBHI, creating mental health program sustainability through insurance billing. Partnered with Raley's to secure a grant for food items in the Zen Den, which is now staffed with Certified Wellness Coaches. Strengthened partnerships with Odyssey and the Department of Rehabilitation to ensure students are linked to robust services. Developed an Anti-Bias Workgroup that included students, staff, and parents. A key focus of this initiative was updating board policy to address dehumanizing language and developing districtwide initiatives to reinforce district expectations. Coordinated holiday support for students in need through the South Yuba Recreation Volunteer Association, SoYOuCan, St. Andrew's Presbyterian Church, and Shop with a Cop. Served as a key leader in the Yuba County Capacity Grant Consortium, which aims to improve CYBHI rollout across the county.
Military	Facilitated ongoing collaboration with Air Force recruiters through two engagement meetings designed to strengthen communication, support student opportunities, and build positive partnerships between the military and the school community. These meetings also provided an opportunity for stakeholder feedback and LCAP input. [September]

Educational Partner(s)	Process for Engagement
	Collaborated with the Air Force Recruiting team to better understand their needs and identify ways the district could provide support, strengthening the partnership and enhancing opportunities for students. [September] Scheduled follow-up meetings with military partners to support continued collaboration, strengthen relationships, and promote ongoing growth and engagement. [Ongoing]
Classified and Other School Personnel	Engaged Classified and Other School Personnel in a 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 educational partners through a series of collaborative meetings, workshops, and consultation opportunities to support the development and refinement of the LCAP. This process included ongoing collaboration with the SELPA Director, neighboring districts, and feeder districts to ensure alignment of services, a shared understanding of student needs, and coordinated support for students with disabilities and other student groups. [Ongoing]
EPD/WCDHS Focus Goals (Equity Multiplier)	Engaged with EPD and WCDHS staff to discuss and establish Focus Goals, grounded in Equity Multiplier funding, to strengthen the educational experience and equity for all students. [May] Conducted meetings with EPD and WCDHS staff to streamline implementation, solidify partnerships, and address arising challenges. [May] Identified disparities in representation, leading to a comprehensive evaluation of collected data. Underrepresented groups were

Educational Partner(s)	Process for Engagement
	contacted through phone calls and local meetings to ensure active participation. [Ongoing] SSAC met with students for LCAP Feedback [May]
All Staff	Staff input for the 2025–26 school year reflects strong appreciation for the district's focus on student well-being, mental health, and individualized support. Positive highlights included new student tours, the Family Resource and Community Therapy Centers, 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, relevant instructional practices and enhancing academic rigor for all students, particularly those on college-preparatory tracks. 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 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 2026–27 LCAP was grounded in robust, year-long engagement with a diverse group of educational partners, including students, families, certificated and classified staff, community organizations, bargaining units, and members of the Wheatland Union High School District Board. Feedback was gathered through surveys, needs assessments, ThoughtExchange analyses, advisory meetings, parent engagement events, and School Site Council discussions. A defining feature of this cycle was the monthly work of the Superintendent Student Advisory Council, which reviewed student survey data on belonging, connectedness, and engagement alongside staff and community input and brought student-endorsed recommendations directly into the planning process. 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 ensuring inclusive classrooms
Improved, centralized communication between schools and families
Continued investment in CTE and postsecondary readiness
A safe, respectful, and inclusive school culture
Greater student voice in school decision-making

In response, the adopted LCAP prioritizes these partner-driven needs. This includes the continued expansion of tiered mental health supports and the regional mental health intern pipeline; UDL in inclusive classrooms; strengthened family engagement through ParentSquare; expanded CTE and dual-enrollment offerings; and the district's Anti-Bias Workgroup's work to update board policy and reinforce a culture of belonging. Student voice has been amplified through the monthly SSAC 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. Aligned with Pillars 1 and 3 of the district's 2025–2030 Strategic Leadership and Performance Framework, this goal ensures that all students graduate not only with a high school diploma but also prepared for the demands of college and careers, advancing the Capable and Connected dimensions of the WUHSD Learner Profile. 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 year. 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 Goal

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.

Wheatland Union High School District developed this goal out of a core conviction that a high school diploma alone is not enough. Students must graduate genuinely prepared for the demands of college, career, and life. As a rural district with limited local access to colleges, employers, and career exposure, WUHSD recognized that its students depend on the district to open doors to postsecondary and career opportunities they might not otherwise encounter. This goal was created to ensure that practical skills training, college-preparatory coursework, dual enrollment, career technical education pathways, and meaningful career guidance are intentionally built into the standard educational experience for every student, so that all graduates leave WUHSD ready for their next step.

This goal is informed by the district's performance on the local indicators reported through the California School Dashboard, all of which WUHSD has met. These include Priority 1: Basics (Teachers, Instructional Materials, and Facilities); Priority 2: Implementation of State Academic Standards; Priority 3: Parent and Family Engagement; Priority 6: Local Climate Survey; and Priority 7: Access to a Broad Course

of Study. Of these, Priority 2 (Implementation of State Academic Standards) and Priority 7 (Access to a Broad Course of Study) most directly inform this goal. The district's locally selected measures for Priority 7, including A through G completion, dual enrollment participation, and career technical education pathway enrollment, reflect the core priorities of this goal and are used to monitor whether all students, including unduplicated student groups and students with disabilities, have access to and are enrolled in a broad, college and career preparatory course of study. Together, these local indicators reaffirm the district's commitment to ensuring every student is prepared for life after graduation.

This goal aligns with the district's 2025–2030 Strategic Leadership and Performance Framework, advancing Pillar 1, Instructional Excellence and Student Learning, and Pillar 3, Vibrant Partnerships and Real-World Readiness, and supporting the Capable and Connected dimensions of the WUHSD Learner Profile.

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	2025-26 Data: 95% of teachers are fully credentialed. CalSAAS data is available only through 2023-24; 2025-26 figures are calculated locally.	95%	+0.66 percentage points (94.34% in 2023-24 to 95% in 2025-26).
1.2	Percentage of teacher misassignments Prty: 1	2023-24 Data 94% of teachers are appropriately assigned 6% are misassigned	2024-25 Data 87.39% of teachers are appropriately assigned 12.61% are misassigned	2025-26 Data: 95.5% of teachers are appropriately assigned. 4.5% are misassigned (15 of 336 assignments districtwide, 0 vacancies). CalSAAS data is available only through 2023-24; 2025-26 figures	95% of teachers will be appropriately assigned	+1.5 percentage points appropriately assigned (94% in 2023-24 to 95.5% in 2025-26). Misassignments decreased 1.5 percentage points, from 6% to 4.5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				are calculated locally using the same per-assignment methodology.		
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.	2025-26 Data 52.11% 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)	-16.89 percentage points (69% in 2023-24 to 52.11% in 2025-26).
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%	2024-25 Academic Performance for Multiple Grade Levels: • Level 4 Performance: 23.95% • Level 3 Performance: 33.08% • Level 2 Performance: 20.53% • Level 1 Performance: 22.43%	CAASPP, 11th Grade Decrease Level 1 and Level 2 by 10%	Level 4: -2.02 pp (25.97% to 23.95%). Level 3: -1.03 pp (34.11% to 33.08%). Level 2: -1.18 pp (21.71% to 20.53%). Level 1: +4.21 pp (18.22% to 22.43%). Standard Met or Exceeded: -3.05 pp (60.08% to 57.03%).
1.5	Student Performance on the Math	2022-23 Academic Performance for Multiple Grade Levels: -	2023-24 Academic Performance for Multiple Grade	2024-25 Academic Performance for	Decrease Level 1 and Level 2 by	Level 4: +14.65 pp (3.24% to 17.89%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP/SBAC Standardized Test	Level 4 Performance: 3.24% - Level 3 Performance: 28.42% - Level 2 Performance: 60.07% - Level 1 Performance: 8.27%	Levels: - Level 4 Performance: 5.41% - Level 3 Performance: 15.83% - Level 2 Performance: 23.94% - Level 1 Performance: 54.83%	Multiple Grade Levels: • Level 4 Performance: 17.89% • Level 3 Performance: 17.65% • Level 2 Performance: 23.91% • Level 1 Performance: 40.55%	10% EAP-Math: 40%	Level 3: -10.77 pp (28.42% to 17.65%). Level 2: -36.16 pp (60.07% to 23.91%). Level 1: +32.28 pp (8.27% to 40.55%). Standard Met or Exceeded: +3.88 pp (31.66% to 35.54%).
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.	2024-25 Academic Performance for Multiple Grade Levels: • Level 4 Performance: 9.89% • Level 3 Performance: 20.81% • Level 2 Performance: 53.85% • Level 1 Performance:	CAST, Multiple Grade Levels Decrease Level 1 and Level 2 by 10%	Not calculable. No comparable 2022-23 baseline data was available from the state.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				15.45%		
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	2025-26 (Fall) NWEA Rit Score: Reading 9th Grade:218.2 10th Grade:217.8 11th Grade:218.8 2025-26 (Spring) NWEA Rit Score: Reading 9th Grade: 221.4 10th Grade: 223.51	NWEA Rit Score: Reading (Spring Score) 9th Grade: 222 10th Grade: 224	Fall 9th: -2.5 RIT (220.7 to 218.2). Fall 10th: -3.2 (221.0 to 217.8). Fall 11th: -4.3 (223.1 to 218.8). Spring 9th: +3.0 (218.4 to 221.4). Spring 10th: +0.2 (223.3 to 223.51).
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 (Spring) NWEA Rit Score: Language 9th Grade:219.3 10th Grade:221.0	2025-26 (Fall) NWEA Rit Score: Language 9th Grade:216.8 10th Grade:219 11th Grade:218.7 (Spring) NWEA Rit Score: Language 9th Grade: 219 10th Grade: 220.86	NWEA Rit Score: Language (Spring Score) 9th Grade: 220 10th Grade: 221	Fall 9th: -2.9 RIT (219.7 to 216.8). Fall 10th: +0.6 (218.4 to 219.0). Fall 11th: -1.6 (220.3 to 218.7). Spring 9th: +2.0 (217.0 to 219.0). Spring 10th: -1.9 (222.8 to 220.86).
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	2024-25 (Fall) NWEA Rit Score: Math	2025-26 (Fall) NWEA Rit Score:	NWEA Rit Score: Math (Spring Score) 9th Grade:	Fall 9th: -0.3 RIT (226.7 to 226.4). Fall 10th: +1.0 (228.4 to 229.4).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade: 231.1 2023-24 (Spring) NWEA Rit Score: Math 9th Grade: 228.5 10th Grade: 235.4	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	Math 9th Grade:226.4 10th Grade:229.4 11th Grade:231.5 (Spring) NWEA Rit Score: Math 9th Grade: 230.03 10th Grade: 232.42	231 10th Grade: 233	Fall 11th: +0.4 (231.1 to 231.5). Spring 9th: +1.5 (228.5 to 230.03). Spring 10th: -3.0 (235.4 to 232.42).
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 (Spring) NWEA Rit Score: Science 9th Grade: 214.1 10th Grade: 219	2024-25 (Fall) NWEA Rit Score: Science 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	2025-26 (Fall) NWEA Rit Score: Science 9th Grade:215.4 10th Grade:214.6 11th Grade:218.7 (Spring) NWEA Science NWEA Rit Score: 9th Grade: 214.9 10th Grade: 216.5	NWEA Rit Score: Science 9th Grade: 216 10th Grade: 217	Fall 9th: -1.0 RIT (216.4 to 215.4). Fall 10th: +2.0 (212.6 to 214.6). Fall 11th: +1.7 (217.0 to 218.7). Spring 9th: +0.8 (214.1 to 214.9). Spring 10th: -2.5 (219.0 to 216.5).
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	2024-25 Data WUHS - 41.3% of students completed A-G Requirements	2025-26 Data WUHS: 46.69% of students completed A-G Requirements	District - 50% of students completed A-G Requirements	WUHS: +4.89 pp (41.8% to 46.69%). EPD: 0.0 pp (0% to 0%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EPD - 0% of students completed A-G Requirements District - 39.2% of students completed A-G Requirements	EPD - 0% of students completed A-G Requirements District - 39.4% of students completed A-G requirements	EPD: 0% of students completed A-G Requirements District: 42.16% of students completed A-G Requirement		District: +2.96 pp (39.2% to 42.16%).
1.12	Student access to standards aligned instructional materials Prty: 1, 2, 4, 5, 7, 8	District is Williams Act Compliant	District is Williams Act Compliant	District is Williams Act Compliant	Maintain Williams Act 'Compliant' status	No change. Williams compliant status maintained in all three years.
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.	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.	No change. A broad course of study was maintained for all students, including unduplicated pupils and students with disabilities, in all three years.
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)	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%	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	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	State standard implementation will be maintained within the District. English Learner progress towards English proficiency: 50% English Learner progress towards	ELPI progress or maintained Level 4: -36.2 pp (45.7% to 9.5%). LTEL, progressed or maintained: -36.6 pp (45.7% to 9.1%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*EL reclassification rate *Metric includes disaggregated rates for LTELS Prty: 1, 2, 4, 5, 7, 8	The percentage of current EL students (LTEL disaggregated) who progressed at least 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%	one ELPI level, maintained ELPI level 4 = 48.5% The percentage of current EL students (LTEL 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%	one ELPI level or maintained ELPI level 4 = 9.5% (declined 39%) The percentage of current EL students (LTEL disaggregated) who progressed at least one ELPI level or maintained ELPI level 4 = 9.1% Number of ELs: 42 Number of Reclassifications: 0 (from Spring 2025 ELPAC administration) = 0% Reclassifications of LTELs: 0 (from Spring 2025 ELPAC administration, [confirm] total LTELs) = 0%	English proficiency (LTEL disaggregated): Maintain EL reclassification rate: Increase to at least 30%	Reclassification rate: -38 pp (38% to 0%). LTEL reclassification rate: -31 pp (31% to 0%).
1.15	Students receiving the CA State Seal of Biliteracy Prty: 1, 2, 4, 5, 7, 8	2022-23 4 students receiving the CA State Seal of Biliteracy	2023-24 20 students receiving the CA State Seal of Biliteracy	2025-26 20 students receiving the CA State Seal of Biliteracy	80% of the student enrollment in AP Spanish or other Language will be evaluated	+16 students (4 students in 2022-23 to 20 students in 2025-26).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-25 8 students receiving the CA State Seal of Biliteracy			
1.16	Students receiving the CA Golden State Seal Merit Diploma Prty: 1, 2, 4, 5, 7, 8	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	2025-26 108 students receiving the CA Golden State Seal Merit Diploma	Increase to 80 students receiving the CA Golden State Seal Merit Diploma	+51 students (57 students in 2022-23 to 108 students in 2025-26).
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 Engagement	2025-26 35 students receiving the CA State Seal of Civic	15 students receiving the CA State Seal of Civic Engagement	+35 students (0 students in 2022-23 to 35 students in 2025-26).
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	Dual Enrollment 24-25: 18 DE Subject Agreements in Place	Dual Enrollment (2025-26): 19 DE Subject Agreements in Place 50 DE Section	Maintain	DE subject agreements: -2 (21 to 19). DE sections: +22 (28 to 50).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22 sections of Articulated courses	33 DE Section Agreements in Place 31 Articulated sections Articulation 14 Articulation Agreements in Place	Articulation (2025-26): 13 Articulation Agreements in Place 31 Sections of Articulated Courses		Articulation agreements: +2 (11 to 13). Articulated sections: +9 (22 to 31).
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	Fall 2025, 89 student took Concurrent Online courses 35 of those took 2 courses Spring 2026, 63 students took Concurrent online courses 49 of those took 2 courses	Maintain	Fall enrollment: +7 students (82 to 89). Fall, two courses: +6 students (29 to 35). Spring enrollment: -31 students (94 to 63). Spring, two courses: +9 students (40 to 49).
1.20	Percentage 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)	2023-24 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;	2024-25 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	25/26 data: Foster Youth in Alternative Schools: 3 of 10 (30%) District Alternative Education Enrollment: 111 of 1,259 (8.8%)	Maintain	Foster youth in alternative schools: +7.8 pp (22.2% to 30.0%). All students in alternative education: +4.0 pp (4.8% to 8.8%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Gap between foster youth and the general population in alternative-school enrollment	significantly higher than the state average of 61.2%	in alternative education within the district - 5.1% 100% Graduation Rate for Foster Youth; significantly higher than the state average of 61.2%	Foster Youth Graduation Rate 100% (vs. 68.5% state average)		Gap between foster youth and all students: +3.8 pp (17.4 to 21.2 percentage points). Foster youth graduation rate: no change, 100% maintained.

Goal Analysis [2025-26]

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 in line with enrollment, resulted in 82.06% of teachers being fully credentialed, 87.39% being appropriately assigned, and 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 professional development efforts, particularly its collaboration with Solution Tree to support math teachers, were successful in building capacity and maintaining high levels of certified staff. The district also partnered with Hatching Results to launch a dedicated professional learning series for school counselors to build a proactive, data-driven, multi-tiered counseling program (MTSS) aligned with the district's strategic plan.

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 secured several grants, including strong workforce and Golden State Pathways grants, which enabled 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. The district also

launched a new partnership with the UC Davis Early Academic Outreach Program (EAOP) to expand college-knowledge sessions, individual academic planning, and support for college and financial aid applications for first-generation and income-eligible students in grades 9 through 11. On the 2025 California School Dashboard, English Language Arts returned to a Green performance level at 5.3 points above standard, and Mathematics improved to a Yellow level at 87.1 points below standard, reflecting positive movement in standardized assessment performance. The district was planning to adopt a new math curriculum, which required budget adjustments and future implementation planning, 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 2025–26 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 inclusive practices. As part of this work, the district is intentionally moving from a co-teaching model toward continued UDL and the support of inclusive practices across all grade levels, ensuring that students with disabilities have meaningful access to rigorous, standards-aligned instruction in the general education setting. 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 a 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), enabling students to engage in rigorous, hands-on CTE experiences that prepare 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), Metrics 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.

College and career readiness for SWD has improved markedly, rising to 29.2% Prepared on the 2025 Dashboard, an increase of 20.5 percentage points over the prior year, and the group narrowed its distance from standard in both ELA and Mathematics. To sustain and build on this progress, 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), inclusive practices, 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 them 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 foster youth and the general population in alternative-school enrollment

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.

None Noted

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, 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. Current-year credentialing and assignment data (Metrics 1.1 and 1.2) are not yet available and will be reported to the Board and community once finalized. 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, which will not continue in 2025–26, 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. On the 2025 California School Dashboard, English Language Arts returned to a Green performance level at 5.3 points above standard, and Mathematics improved to a Yellow level at 87.1 points below standard, reflecting positive movement in academic performance (Metrics 1.4 and 1.5). 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 align with broader goals of instructional quality and leadership development (Metric 1.1).
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 continuing 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. On the 2025 California School Dashboard, students with disabilities improved in ELA, gaining 11.6 points and narrowing their distance from standard (Metric 1.4), and the group's College/Career readiness rose to 29.2% Prepared, an increase of 20.5 percentage points. These gains reflect the positive impact of inclusive practices 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 inclusive practices 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. As the district transitions from a co-teaching model toward continuing UDL and supporting inclusive practices across all grade levels, continued focus on staff training 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. 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. As part of its high school redesign work, the district will not continue with Khanmigo and is instead exploring the eKadence learning management system and its Skrappy AI tool, which is designed to provide student-specific academic and resource support integrated directly with the platform.

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 stability and removing barriers to educational access. In the most recent year, targeted support services, including tutoring, transportation, and access to basic resources, contributed to continued academic engagement and stability for these students (Metric 1.4). The district's Safe Harbor Program, which

serves foster, homeless, and at-promise youth, again achieved a 100% graduation rate for participating students, compared to a statewide foster youth graduation rate of approximately 68%.

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 recognizes that English Learner Progress declined on the 2025 Dashboard within a very small and highly mobile EL population, and is responding by strengthening designated and integrated ELD, reviewing reclassification and ELPAC preparation practices, and monitoring EL progress more frequently through local measures. 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 multipurpose 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. The district is adding six new portable classrooms this summer, two of which are large special education classrooms with the remainder dedicated to English instruction. The new multipurpose room will open in August, and the district is beginning the cafeteria modernization, funded through a CTE facilities grant, which will convert existing space into two new Arts, Media, and Entertainment pathway classrooms featuring a broadcasting studio and a photography studio. These projects expand student access to shared spaces, career technical education, and large-group and community use.

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 the 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 inclusive 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 postsecondary 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 postsecondary 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 postsecondary 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 (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 postsecondary 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' postsecondary 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 postsecondary readiness goals.

Metrics 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, this work ensures that military-connected families and students are identified, supported during transitions, and connected with school and community resources.
Foundational Support Structures:

The district designates a staff liaison for 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, the district continued the practice of displaying the Purple Star insignia, placing it 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 demonstrate dedication to easing school transitions and creating structures that help military-connected students feel welcomed and understood. 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. Because high mobility and deployment-related stress can affect academic continuity and social-emotional readiness, these support structures are especially important.

Conclusion:

Through a designated liaison, tailored training, visible recognition (Purple Star), and structured supports during enrollment and transitions, this work ensures that military-connected students and families receive the academic, emotional, and logistical 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. The district remains committed to providing high-quality instruction to all students, including those in continuation education, by maintaining credentialed and appropriately assigned staff (Metrics 1.1 and 1.2).

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 postsecondary 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 postsecondary 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. The district maintains a sustained commitment to staffing the school with qualified, appropriately assigned professionals to maintain instructional quality and continuity (Metrics 1.1 and 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 needs.

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 postsecondary 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 postsecondary 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 a comprehensive high school, and 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- and career-readiness pathways. Positions include ongoing roles in English, SPED, CTE (including Game Design, Photography, Marketing), Art, and 4 new core teachers to support increasing enrollment. These roles continue to support the implementation of academic standards, A–G completion, and the expansion of dual enrollment. 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 1.20 – Equity in alternative placements for foster youth	$2,057,306.65	Yes
1.2	Maintain Classified Staff	Action 1.2 – Maintain Classified Staff 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	$1,509,317.79	Yes

Action #	Title	Description	Total Funds	Contributing
		a Wellness Coach. The former PASS program has been restructured under this staffing model. In addition, the district contracts 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: Metric 1.13: Broad course of study 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: Equity in alternative placements for foster youth		
1.3	Curriculum and Assessment/Data Analysis	Action 1.3 – Curriculum and Assessment/Data Analysis The district will continue to invest in curriculum resources and assessment tools that support standards-aligned instruction and data-informed teaching. In 2026–27, the district will maintain access to Edmentum, NWEA, iCEV, Gizmos, and other digital platforms. The district will also provide ongoing staff training in interim assessments, SBAC/CAASPP, CAST science assessments, and comprehensive data analysis. Through its high school redesign work, the district is exploring the eKadence learning management system and its Skrappy AI tool, which is designed to provide student-specific academic and resource support integrated directly with the platform. 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	$1,064,670.14	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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) 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. Instructional coaching continues to strengthen classroom practice across content areas, with a growing emphasis on developing internal teacher leaders who can sustain this support over time. These supports ensure that new staff are equipped to deliver standards-aligned instruction, apply 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 materials 1.13 – Broad course of study 1.14 – Implementation of State Academic Standards	$462,989.00	Yes
1.5	Intervention/Enrichment	Action 1.5 – Intervention/Enrichment 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	$484,090.93	Yes

Action #	Title	Description	Total Funds	Contributing
		and Exact Path will be used to support reading, writing, and math interventions based on student data. 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 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 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 through 11, ensure equitable access to postsecondary resources, and enhance student participation in rigorous coursework. Key programs like CTEC, WE WORK, and tutoring labs are embedded within this effort. The district has launched a partnership with the UC Davis Early Academic Outreach Program (EAOP), which provides college-knowledge sessions, individual academic planning, and college and financial aid application support for first-generation and income-eligible students in grades 9 through 11. The district is also launching C.O.M.P.A.S.S. (Career Opportunities, Mapping Pathways, and Student Success), a free family engagement	$42,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program that helps WUHS families navigate high school and beyond. Offered across five evening sessions during the school year, each approximately two hours and including dinner, childcare, translation services, and family incentives, COMPASS covers graduation requirements and academic planning; CTE pathways, dual enrollment, AP, and honors opportunities; college, career, military, and trade pathways; career exploration and work-based learning; and panels featuring local professionals and past graduates. The program reflects the district's commitment to graduating students who are Confident, Capable, and Connected. 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 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 The district continues to advance inclusive, high-quality special education services through inclusive practices, alternate diploma pathways, and expanded work-based learning. As part of this work, the district is moving from a co-teaching model toward continuing UDL and supporting inclusive practices across all grade levels, ensuring students with disabilities have meaningful access to rigorous, standards-aligned instruction in the general education setting. Students in specialized programs, including those in the SAIL program and ages 18 through 22, receive instruction focused on both academic and functional goals. The Executive Director of Student Services coordinates support structures including Community-Based Instruction and	$3,416,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partnerships with the Department of Rehabilitation to promote postsecondary transition readiness. Students with disabilities 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 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:	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will maintain its Technology Replacement Rotation to ensure a 1:1 student-to-device ratio, while 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, 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-	$4,210,113.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	$60,726.62	Yes

Action #	Title	Description	Total Funds	Contributing
		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: · 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 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, including translation tools, language assistance, and culturally responsive services. English Learner support is a priority focus for the 2026–27 budget cycle. The district is strengthening both integrated ELD, delivered across content-area classrooms, and designated ELD, delivered through dedicated language development instruction, with designated ELD prioritized for the 2026–27 school year. This emphasis responds to the decline in English Learner Progress on the 2025 Dashboard among a small, highly mobile EL population and aims to accelerate progress toward English proficiency. 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. Metrics Supported:	$103,162.21	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
1.12	Facility Improvements	Action 1.12 – Facility Improvements 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 summer, the District will add six new portable classrooms, two of which are large special education classrooms with the remainder dedicated to English instruction. The new multipurpose room will open in August, expanding student access to indoor dining, large-group activities, and community use. The District is also beginning the cafeteria modernization, funded through a CTE facilities grant, which will convert existing space into two new Arts, Media, and Entertainment pathway classrooms featuring a broadcasting studio and a photography studio. Recent capital improvements also include the transformation of the woodshop into an auto shop, broadening CTE offerings and increasing hands-on learning opportunities. Metrics Supported (Indirect Support): 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 delivery	$1,907,491.00	No
1.13	Professional Development for Certificated	Action 1.13 – Professional Development for Certificated Staff	$65,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will continue its strong investment in professional development (PD) to support high-quality instruction, equity, and student achievement. Professional Learning Community (PLC) implementation continues districtwide, supported by scheduled late start days that provide structured time for teacher collaboration and data analysis. PLCs use four essential questions to drive instructional decision-making: What do we want students to learn? How will we know if they have learned it? What will we do if they have not learned it? What will we do if they already know it? To sustain and lead this work, the district has established a Guiding Coalition and is training additional teacher leaders to facilitate PLCs and build internal capacity across content areas. The PLC rollout continues to expand across Math, English, Science, and Social Studies, with teachers participating 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 course alignment Universal Design for Learning (UDL) and trauma-informed practices Artificial Intelligence in instruction Data-driven instruction using interim assessments Inclusive practices for general and special education Instructional Playbook and Goalbook tools to improve planning and support for diverse learners 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 teacher leader training 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		

Action #	Title	Description	Total Funds	Contributing
		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: 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 Staff 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 and 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 inclusive settings. Bilingual paraprofessionals are trained to provide academic scaffolding and translation support to ELs. Continuing supports include: A full-time Wellness Coach trained in SEL and trauma-informed practices The Prevention & Intervention Coordinator role, which replaced the former PASS program Contracted services with the Yuba County Sheriff's Department for a School Resource Officer (SRO) Ongoing training in SWIS, PBIS, and anti-bias practices Bus driver training focused on student wellness and safe transport	$28,303.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 1.12: Access to standards-aligned instructional materials Metric 1.13: Broad course of study 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 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	$292,814.09	Yes

Action #	Title	Description	Total Funds	Contributing
		· Metric 18: Number of dual enrollment course offerings · Metric 19: Participation in concurrent enrollment courses		
1.16	Wheatland Union High School Virtual Academy, EPD Independent Study, Short Term Independent Study	Action 1.16 – Wheatland Union High School Virtual 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	$272,654.70	Yes
1.17	Military Connectedness	Action 1.17 – Military Connectedness Description: The district will continue to support military-connected students through SEL-informed programming and 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	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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: · 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	$500,625.42	

Action #	Title	Description	Total Funds	Contributing
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 · 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	$445,968.29	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools. Aligned with Pillar 2 of the district's 2025–2030 Strategic Leadership and Performance Framework, Belonging, Connectedness, and Engagement, this goal advances the Connected and Confident dimensions of the WUHSD Learner Profile by fostering unity among students 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 toward 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 educational environment where every student can flourish.	Broad Goal

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 equity, 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 that result from impactful connectedness initiatives. Routine surveys to assess safety and connectedness form part of the objective, alongside fostering a safer, more inclusive educational setting.

By aligning this objective with these state priorities, the District seeks to address the wider educational goals set by the state, with a focus on engagement, safety, equity, and the quality of the educational environment. This goal also aligns with the District's 2025–2030 Strategic Leadership and Performance Framework, advancing Pillar 2, Belonging, Connectedness, and Engagement, and supporting the Connected and Confident dimensions of the WUHSD Learner Profile.

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% (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)	2023-24 Four Year Cohort Graduation Rate Data District: 96.3% (260 out of 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)	2024-25 Four Year Cohort Graduation Rate Data District: 97.4% (261 out of 268) WUHS: 97.5% (232 out of 238) EPD: 96.7% (29 out of 30) 2024-2025 Graduation Rate for Students with Disabilities: 90% categorized as “High” on the Dashboard (Cohort = 50) - 2.5% increase from 2023-24 2025-2026 Students	Maintain rates for District, WUHS, EPD Increase Graduation Rate for Students with Disabilities by 5%	District: +2.0 pp (95.4% in 2022-23 to 97.4% in 2024-25). WUHS: +0.6 pp (96.9% to 97.5%). EPD: +11.0 pp (85.7% to 96.7%). Students with Disabilities: +3.5 pp (86.5% to 90%, Dashboard level "High"). Students enrolled in alternative education within the district: -0.6 pp (4.8% to 4.2%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Enrolled in Alternative Education Within the District 4.2% (52/1237)		
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 Rate (3 out of 35 students)	2023-2024 Dropout Rate District: 3.7% (10 out of 270 students) WUHS: 2.5% (6 out of 241 students) EPD: 17.4% (4 out of 23 students)	2024-2025 Dropout Rate District: 2.6% (7out of 268 students) WUHS: 2.5% (6 out of 238 students) EPD: 3.3% (1 out of30 students) 2025-26 Dropout Rate District: 0% (0 out of 272 students) WUHS: 0% (0 out of 246 students) EPD: 0% (0 out of 26 students)	Maintain rates for District, WUHS, EPD	District: -0.1 pp (2.7% in 2022-23 to 2.6% in 2024-25). WUHS: +0.7 pp (1.8% to 2.5%). EPD: -5.2 pp (8.5% to 3.3%).
2.3	Facility Maintenance (measured by FIT tool)	2023-24 Scores Overall: "Good"	2024-25 Scores Overall: "Good"	2025-26 Scores Overall: “Good”	Maintain FIT status	No change. Overall FIT rating of "Good" maintained in all three years.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Socio-Economical (845) - (140) 16.6% Special Education (180) - (49) 27.2% White (458) (Non Hispanic) - (71) 15.5%	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 FEP (166) - (18) 10.8% Socio-Economical (891) - (135) 15.2% Special Ed (140) - (35) 25.0%	2025-2026 (EOY) District Overall: 11.5% (140 of 1217) 504 Students: 21.55% (25 of 116) Black (Non-Hispanic): 6.9% (4 of 58) English Learners: 14.89% (7 of 47) Foster Youth: 25.% (3 of 12) Hispanic: 12.96% (56 of 432) Homeless: 27.03% (10 of 37) Redesignated FEP: 13.26% (24 of 181) Socio-Economically Disadvantaged: 11.74% (114 of 971) Special Education: 16.67% (26 of 156)	Decrease District Overall Rate to Below 10%	District overall: -3.0 pp (14.5% to 11.5%). 504: -2.55 pp (24.1% to 21.55%). Black (non-Hispanic): -16.2 pp (23.1% to 6.9%, n=58). English Learners: +8.19 pp (6.7% to 14.89%, cohort grew from 30 to 47). Foster Youth: -5.0 pp (30% to 25%). Hispanic: -1.44 pp (14.4% to 12.96%). Homeless: +5.43 pp (21.6% to 27.03%). Redesignated FEP: -0.54 pp (13.8% to 13.26%). Socioeconomically Disadvantaged: -4.86 pp (16.6% to 11.74%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White (Non Hispanic) (413) - (57) 13.8%	White (Non-Hispanic): 12.61% (55 of 436)		Special Education: -10.53 pp (27.2% to 16.67%). White (non-Hispanic): -2.89 pp (15.5% to 12.61%).
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 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%	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% Homeless: 5.3% Two or More Races: 6.0% Socioeconomically Disadvantaged: 5.0%	2025-26: 5 Stipulated 2025-26: 3 Expulsions	Suspension Rate: Not to exceed 5% Number of Expulsions: Not to exceed 5 Discipline Distribution: Decrease baseline by a minimum of 20%	Expulsions: +2 (3 stipulated expulsions in 2023-24 to 5 in 2025-26).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(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 students, Declined 3.3%) Asian: 0% (Cohort = 57 students, Declined 2%) 2023-24: 3 Stipulated Expulsions	Students with Disabilities: 7.8% White: 3.8% Hispanic: 3.6% English Learners: 2.2% Asian: 0% 2024-25: 3 Stipulated Expulsions			
2.6	Attendance Rate	2023-24: 95.30% (P1); 94.48% (P2)	2024-25: 96.34% (P1); 95.89% (P2)	2025-26: 95.49% (P1); 95.31% (P2)	Increase to 95% (P2)	P1: +0.19 pp (95.30% in 2023-24 to 95.49% in 2025-26). P2: +0.83 pp (94.48% to 95.31%).
2.7	Students Participating in Sports	Total M Participation: 363	Total M Participation: 370	2025–26	Maintain or increase student	Total male participation: -34

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 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 Girls Volleyball Varsity: 12 (F) Girls Volleyball JV: 12 (F) Girls Volleyball Frosh: 12 (F) Girls Basketball Varsity: 10 (F)	Football Varsity: 42 (M) Football JV: 67 (M) Cross Country Boys Varsity: 7 (M) Boys Basketball Varsity: 14 (M) Boys Basketball 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 Girls Volleyball Varsity: 12 (F)	Total M Participation: 329 Baseball Varsity: 13 (M) Baseball JV: 13 (M) Baseball Frosh: 14 (M) Boys Basketball Varsity: 9 (M) Boys Basketball JV: 13 (M) Boys Basketball Frosh: 12 (M) Cheerleading Varsity: 1 (M) Traditional Comp Cheer: 1 (M) Cross Country: 5 (M) Esports: 11 (M) Football Varsity: 38 (M) Football JV: 55 (M) Boys Golf: 9 (M) Boys Soccer Varsity: 15 (M) Boys Soccer JV: 20 (M) Swimming: 6 (M) Tennis: 4 (M) Track and Field: 38 (M) Boys Volleyball Varsity: 11 (M) Boys Volleyball JV: 12 (M)	participation counts in sports	students (363 in 2023-24 to 329 in 2025-26). Total female participation: +126 students (241 to 367). Total participation: +92 students (604 to 696).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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) Tennis: 17 (F)	Boys Wrestling: 30 (M) Total F Participation: 367 Cheerleading Varsity: 20 (F) Cheerleading JV: 19 (F) Traditional Comp Cheer: 19 (F) Cross Country: 8 (F) Esports: 4 (F) Flag Football: 29 (F) Girls Basketball Varsity: 15 (F) Girls Basketball JV: 16 (F) Girls Golf: 10 (F) Girls Soccer Varsity: 22 (F) Girls Soccer JV: 22 (F) Softball Varsity: 15 (F) Softball JV: 19 (F) Swimming: 21 (F) Tennis: 21 (F) Track and Field: 56 (F) Girls Volleyball Varsity: 11 (F) Girls Volleyball JV: 12 (F)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Girls Volleyball Frosh: 12 (F) Girls Wrestling: 16 (F)		
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	2025-2026 Fall '25: 20,074 with 92 days Spring ends June 30 2026 - Will report after summer school	Maintain rates and number of check-ins	Fall check-ins: +7,966 (12,108 in Fall 2023 across 84 days to 20,074 in Fall 2025 across 92 days). Average daily check-ins: +74.1 (144.1 per day to 218.2 per day). Spring 2026 ends June 30, 2026 and will be reported in the annual update.
2.9	Surveys-Students, Parents, Staff California Health Kids Survey (CHKS) - Students feel safe at school.	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:	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)	2025–26 Data: Inflexion C3 Survey (Spring 2026, n=664): Belonging: 44% High, 12% Low Connectedness: 58% High, 9% Low Engagement: 44% High, 15% Low Belonging and Engagement declined from	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%	Belonging, high: -24 pp (68% to 44%). Connectedness, high: -16 pp (74% to 58%). Engagement, high: -7 pp (51% to 44%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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%		2024–25 (from 68% and 53% High, respectively), and Connectedness also declined (from 72% to 58% High). Low scores remained comparable to the prior year, indicating the shift reflects fewer students responding at the high end rather than more responding negatively. This trend is under review through quarterly Student Voice check-ins. Student Voice Survey (Fall 2025, n=980, all grade levels): 72% of students report having a trusted adult on campus, the single most predictive factor for student well-being. 56% of students report		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				being motivated, while 29% report that their learning connects to their future, reinforcing the district's emphasis on relevance through project-based learning, dual enrollment, and CTE pathways. CHKS (Spring 2025, 9th and 11th graders, n˜390): Reported student sadness declined from 45% to 35%. Classroom safety perceptions are strong (53%), while shared spaces such as restrooms rate lower (33%), informing facilities and supervision improvements.		

Goal Analysis [2025-26]

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 educational partner feedback and the district's 2025–2030 Strategic Leadership and Performance Framework.

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, student leadership, and student-led conflict mediation. Student voice is further elevated through the Superintendent's Student Advisory Council (SSAC), which meets regularly to review student, staff, and community data and bring student perspective directly into district decision-making. The district has also convened an Anti-Bias Workgroup, bringing together students, staff, and families to strengthen a sense of belonging and ensure school expectations and climate reflect every student. For the 2025–26 school year, the district implemented a schoolwide Advisory period, with 26 sessions annually, designed to ensure every student has regular access to a caring adult mentor and a structured peer group. This initiative strengthens school belonging, provides social-emotional learning, and supports academic check-ins, directly advancing Pillar 2 of the Strategic Plan, Belonging, Connectedness, and Engagement.

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

The district navigated mental health staffing transitions, 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 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 reductions). This grant supports the training of interns, counselors, and psychologists to expand services districtwide and into feeder schools. These actions advance Pillar 2 of the Strategic Plan, ensuring robust access to wellness services and tiered mental health interventions for all students. For the 2025–26 school year, WUHS also launched 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. Together with the schoolwide Advisory period, these initiatives strengthen the district's 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, which required one-time costs such as the purchase and equipping of a patrol vehicle. Beginning in 2025–26, the district suspended the PASS (Positive Alternatives for School Safety) office and fully consolidated law enforcement support through the Yuba County Sheriff's Department. This shift streamlines safety operations while maintaining restorative and proactive safety practices, advancing

Pillar 5 of the Strategic Plan, Safe, Modern, and Future-Ready Facilities, and its focus on safe, inclusive, and responsive school environments.

Staff Wellness and Professional Culture (Actions 2.2, 2.5):

Staff wellness events were implemented consistently, with monthly initiatives that promoted adult mental health and morale. These efforts continue in 2025–26, aligned with Pillar 4 of the Strategic Plan, Empowered Leadership and Continuous Improvement, which emphasizes staff retention and a positive working climate. 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, and 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 uses Learning Recovery Emergency Block Grant (LREBG) funds to strengthen and expand the mental health infrastructure. This includes adding a Licensed Marriage and Family Therapist (LMFT) and an academic counselor (Action 2.8), both of whom provide timely, targeted support to 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 facilitate crisis response, classroom support, and individual and group counseling, ensuring students can access mental health services in a confidential, school-based setting. Because school climate data and feedback from educational partners have 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 chronic absenteeism, access to mental health supports, and 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 the district'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 students with disabilities remains in the higher range, with an increase from 22 suspensions in 2023–24 to 29 in 2024–25, Wheatland Union High School District continues to prioritize mental health supports and proactive behavior interventions to improve engagement and reduce exclusionary discipline for students with disabilities. 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 students with disabilities.
Monitor disciplinary trends through ongoing data analysis and ensure that intervention plans for students with disabilities are responsive to root causes and support inclusion in the least restrictive environment.
The district 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. Because there is no academic performance metric directly tied to it, its specific impact on student connectedness or engagement is not separately measured, though it remains essential to a safe digital learning environment. Overall, the implementation of Goal 2 involved navigating challenges related to budget management, staffing changes, and engagement, while leveraging new programs and external funding to enhance student and staff well-being. Strategic shifts in resource allocation and program management, such as the consolidation of the PASS office and the development of new internal supports, 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.

None Noted

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 2.9).
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 2.4).
Ongoing and Expanded Efforts:

In 2025–26, the district continued both programs and increased structured peer mentoring. Student voice through the Superintendent's Student Advisory Council (SSAC) and the work of the Anti-Bias Workgroup further strengthened belonging, while the Wellness Hub and the

district's alignment with MTSS and SEL supports strengthened student relationships, school safety, and overall engagement. This work advances Pillar 2 of the Strategic Plan, Belonging, Connectedness, and Engagement.
Metrics Supported:

Metric 2.4: Chronic Absenteeism
Metric 2.5: Suspension Rate
Metric 2.7: Students Participating in Sports
Metric 2.9: Surveys of Students, Parents, and Staff

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 2.9).
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 continued to lead content-specific PLC training, supported by scheduled late start days that provide dedicated time to analyze student data and adjust instruction. The district established a Guiding Coalition and is training additional teacher leaders to deepen PLC implementation and build internal capacity 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 2.9: Surveys of Students, Parents, and Staff

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: Students Participating in Sports

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, and new portable classrooms. A mental health hub has also been built to support Tier 2 and Tier 3 student needs (Metric 2.9).
Ongoing and Expanded Efforts:

The new multipurpose room will open in August, expanding access to indoor dining, large-group activities, and community use. The district is also beginning the cafeteria modernization, funded through a CTE facilities grant, which will convert existing space into two new Arts, Media, and Entertainment pathway classrooms featuring a broadcasting studio and a photography studio. Additional facilities updates target safety, including improved lighting, fencing, and ADA access. These actions contribute to a welcoming, safe, and equitable environment and advance Pillar 5 of the Strategic Plan, Safe, Modern, and Future-Ready Facilities.
Metrics Supported:

Metric 2.9: Surveys of Students, Parents, and Staff

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 a 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 continued, with increased alignment to districtwide SEL and MTSS practices. A focus was placed on ensuring classified and certificated staff feel supported in their roles and part of a cohesive school community, advancing Pillar 4 of the Strategic Plan, Empowered Leadership and Continuous Improvement.
Metrics Supported:

Metric 2.9: Surveys of Students, Parents, and Staff

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 was expanded with structured group sessions, SEL curriculum support, and continued access for unduplicated youth. The district is also exploring telehealth partnerships to enhance service availability and reduce chronic absenteeism (Metric 2.4).
Metrics Supported:

Metric 2.4: Chronic Absenteeism
Metric 2.5: Suspension Rate
Metric 2.9: Surveys of Students, Parents, and Staff

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 California Healthy Kids Survey and local wellness and engagement surveys are administered on a regular cycle. Data analysis is performed by site teams and district leadership, guiding MTSS and SEL work.
Ongoing and Expanded Efforts:

In 2025–26, survey data continued to drive decision-making, with new disaggregation tools added for subgroup analysis. Staff training focused on interpreting data to enhance student supports. This strengthens goal-setting and continuous improvement under the LCAP and the district's Strategic Plan.
Metrics Supported:

Metric 2.4: Chronic Absenteeism
Metric 2.5: Suspension Rate
Metric 2.9: Surveys of Students, Parents, and Staff

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 School Resource Officer (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 2.4: Chronic Absenteeism
Metric 2.5: Suspension Rate
Metric 2.9: Surveys of Students, Parents, and Staff

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. The district earned Platinum recognition for its PBIS implementation.
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 occurred, with data used to refine interventions. New staff were onboarded in PBIS through targeted training modules. Fidelity checks guide continuous improvement.
Metrics Supported:

Metric 2.5: Suspension Rate
Metric 2.9: Surveys of Students, Parents, and Staff

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 were 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 2.4: Chronic Absenteeism
Metric 2.5: Suspension Rate
Metric 2.9: Surveys of Students, Parents, and Staff

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. Districtwide chronic absenteeism declined to 11.5% at the end of 2025–26.
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 2.4: Chronic Absenteeism
Metric 2.9: Surveys of Students, Parents, and Staff

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 expanded staff cybersecurity training and reviewed software compliance. Student education emphasized AI ethics, digital footprints, and responsible device use.
Metrics Supported:

Metric 2.9: Surveys of Students, Parents, and Staff

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:	$41,411.08	Yes

Action #	Title	Description	Total Funds	Contributing
		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 2.4: 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 of Students, Parents, and Staff		
2.2	Professional Development	Action 2.2 – Professional Development Description: The district highly encourages participation in 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 scheduled late start days via Professional Learning Communities (PLCs), using data-driven inquiry centered around the four essential PLC questions. To sustain and lead this work, the district has established a Guiding Coalition and is training	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional teacher leaders to facilitate PLCs and build internal coaching capacity across departments. Classified PD also includes training in SWIS, PBIS, and the "Question, Persuade, Refer" model. Spending Items: Certificated and classified PD, PLC facilitation and teacher leader training, travel and conference costs Metrics Supported: Metric 2.1: Graduation Rate Metric 2.2: Dropout Rate Metric 2.4: Chronic Absenteeism Metric 2.5: Suspension Rate Metric 2.6: Attendance Rate Metric 2.9: Surveys of Students, Parents, and Staff		
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 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 temperature and air quality. Spending Items: Athletic Stipends, Athletic Supplies, Athletic Dues/Memberships, Licenses, Other Expenditures Metrics Supported:	$470,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 2.7: Students Participating in Sports Metric 2.9: Surveys of Students, Parents, and 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, and greater pride in school. Spending Items: Deferred Maintenance Plan, Developer Fees, Transportation and Custodial Planning Metrics Supported: Metric 2.6: Attendance Rate Metric 2.9: Surveys of Students, Parents, and Staff	$0.00	No
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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Spending Items: Staff feedback surveys, Wellness-Related Professional Development Metrics Supported: Metric 2.6: Attendance Rate Metric 2.9: Surveys of Students, Parents, and Staff		
2.6	Marriage Family Therapist (MFT) and School Based Social Workers	Action 2.6 – Mental Health Services (MFTs and 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 Mental Health Hub provides a centralized location for preventative support and triage, consolidating and expanding access to services districtwide. 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 2.4: Chronic Absenteeism Metric 2.5: Suspension Rate Metric 2.6: Attendance Rate Metric 2.9: Surveys of Students, Parents, and Staff	$324,670.40	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Surveys and Data Analysis	Action 2.7 – Surveys and Data Analysis Description: The district will continue to administer surveys on a regular cycle 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 surveys and other feedback systems contribute to overall strategy development. Spending Items: Survey Administration Tools, Data Analysis Software Metrics Supported: Metric 2.4: Chronic Absenteeism Metric 2.5: Suspension Rate Metric 2.6: Attendance Rate Metric 2.9: Surveys of Students, Parents, and Staff	$10,000.00	Yes
2.8	School Safety Student Mental Health	Action 2.8 – School Safety and Student Mental Health Description: The district prioritizes student safety and mental health through proactive programming, training, and staffing. The School Resource Officer (SRO), contracted through the Yuba County Sheriff's Department, will be maintained to provide a visible and trusted safety presence on campus. The district's Mental Health Hub provides 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,	$245,751.43	Yes

Action #	Title	Description	Total Funds	Contributing
		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 2.4: Chronic Absenteeism Metric 2.5: Suspension Rate Metric 2.6: Attendance Rate Metric 2.9: Surveys of Students, Parents, and 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 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 2.4: Chronic Absenteeism Metric 2.5: Suspension Rate	$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 2.6: Attendance Rate Metric 2.9: Surveys of Students, Parents, and 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 and Communication Metrics Supported: Metric 2.1: Graduation Rate Metric 2.2: Dropout Rate Metric 2.5: Suspension Rate Metric 2.9: Surveys of Students, Parents, and Staff	$0.00	Yes
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 AERIES system. The attendance team coordinates with families to address attendance barriers and connect students with necessary services. Additional support is provided through MTSS, social-emotional learning, and wellness staff interventions.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Spending Items: Attendance Monitoring Systems, Staff for Attendance Outreach, AERIES Licenses Metrics Supported: Metric 2.1: Graduation Rate Metric 2.2: Dropout Rate Metric 2.4: Chronic Absenteeism Metric 2.5: Suspension Rate Metric 2.6: Attendance Rate Metric 2.9: Surveys of Students, Parents, and 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:	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Firewall Protection, Data Backup Services, Antivirus Licensing, Staff and Student Cybersecurity Training Programs, GoGuardian Licensing, Technology Infrastructure Metrics Supported: Metric 2.6: Attendance Rate Metric 2.9: Surveys of Students, Parents, and Staff		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Engage families and members of the greater school community as educational partners. Aligned with Pillar 3 of the district's 2025–2030 Strategic Leadership and Performance Framework, Vibrant Partnerships and Real-World Readiness, this goal advances the Connected and Capable dimensions of the WUHSD Learner Profile by continually bolstering relationships with families and the wider community through active inclusion of educational partners in the educational process, 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 Goal

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, including ParentSquare. The objective's construction intentionally focuses on increasing parental involvement, chiefly through training workshops and inclusive school events. The development of these initiatives had a clear aim, to encourage parental involvement especially with programs serving unduplicated students and those with special needs.

By positively influencing culture and climate, this objective seeks to improve the school environment, thereby promoting academic excellence and encouraging meaningful behavioral growth. The District also aims to advance equity by ensuring that communication strategies and initiatives are accessible, evenly distributed, and equally beneficial to all student groups, including through translation services and multiple modes of outreach.
The objective's focus on family and community partnerships reflects the District's dedication to building strong relationships with families and community members to enhance students' college and career readiness. This work is supported by programs such as the C.O.M.P.A.S.S. family engagement series (26-27), the UC Davis Early Academic Outreach Program (EAOP), and the District's Quarterly Community Round Tables, which bring families, staff, and community partners together around student success.

This goal aligns with the District's 2025–2030 Strategic Leadership and Performance Framework, advancing Pillar 3, Vibrant Partnerships and Real-World Readiness, and supporting the Connected and Capable dimensions of the WUHSD Learner Profile.

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% • 11th: 43%	CHKS Data has not been released (will report in mid-year LCAP report for 2025-26)	CHKS was not given by the County for the 25-26 school year. District will either do our own or contract for CHKS for the 26-27 school year.	• 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%	Not calculable. CHKS was not administered in 2024-25 or 2025-26. The district will administer or contract for CHKS in 2026-27.
3.2	Usage of Communication Tools	• Frequency of Access	2024-25	2025-26	Maintain	No quantified baseline was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	Parent Square Posts: WUHS; 450 EPD: 20 Wheatland Virtual: 27		established for this metric. The baseline identifies the tools in use (ParentSquare, ThoughtExchange) without values. Year 1 (2024-25) figures were 458 ParentSquare posts at WUHS, 27 at EPD, and 32 at Wheatland Virtual. Year 2 (2025-26) figures are 450, 20, and 27 respectively, a change of -8, -7, and -5 posts against Year 1.

Goal Analysis [2025-26]

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 along with student surveys and feedback systems. 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 the mid-year LCAP) and Metric 3.2.

Action 3.3 targeted staff communication and collaboration. Online tools and districtwide 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. The 2026 launch of the C.O.M.P.A.S.S. family engagement series will further strengthen this work by helping families navigate high school and postsecondary planning.

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

In addition to the planned strategies, enhancements such as the Band App for extracurricular communications and livestreaming of key events further expanded the district's communication reach. The district also launched its Quarterly Community Round Tables, bringing families, staff, and community partners together around student data and district priorities. While there were minor coordination challenges due to personnel changes, they did not significantly impact implementation or outcomes. Together, these efforts advance Pillar 3 of the district's Strategic Plan, Vibrant Partnerships and Real-World Readiness.

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 Noted

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 along with student surveys and feedback systems. 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 these 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 feedback cycles and other digital 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, 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 surveys and feedback systems. 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 educational partners 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. The 2026 launch of the C.O.M.P.A.S.S. family engagement series will further expand these offerings, helping families navigate high school and postsecondary planning.

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 2026–27, the district will continue its commitment to student voice and communication by expanding real-time survey cycles in advisory periods and strengthening student-led platforms such as the Superintendent's 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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	$9,000.00	No
3.3	Staff Communication and Collaboration	Action 3.3 – Staff Communication and Collaboration Description:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
3.4	Parent Communication and Collaboration	Action 3.4 – Parent Communication and 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, Family Survey Tools Metrics Supported:	$9,100.00	No

Action #	Title	Description	Total Funds	Contributing
		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 2026–27 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. The district will also launch the C.O.M.P.A.S.S. family engagement series, helping families navigate high school and postsecondary planning through evening sessions that include dinner, childcare, and translation services. Spending Items: 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	$0.00	Yes
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	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 and 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		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Goal 4 (EPD): To enhance student engagement and connectedness within the school community, thereby increasing readiness for postsecondary education and career opportunities. This will be achieved by implementing personalized learning pathways that include flexible and blended instructional models, fostering strong relationships between students and staff, and providing comprehensive support services that address academic, social, and emotional needs. This goal emphasizes student readiness for college and careers, as well as student connectedness through coordinated pathways across educational settings. The focus is on strengthening student support to improve professional orientation and facilitate readiness for college, career, and postsecondary pursuits. Adherence to the timeline for this goal and its associated actions is fundamental to achieving the outlined strategies. The timeline may change as implementation progresses, with further updates provided periodically. Performance measures include monitoring student participation, educational engagement, and inclination toward future career planning. The district will also closely monitor attendance trends and chronic absenteeism as primary indicators of engagement at EPD. Measures include quantitative data such as attendance, chronic absenteeism, grades, and test scores, as well as qualitative insights from student surveys, to provide a holistic assessment of progress. This evidence-based methodology ensures the district's strategies align with the Equity Multiplier and with the district's 2025–2030 Strategic Leadership and Performance Framework, advancing Pillar 2, Belonging, Connectedness, and Engagement, and Pillar 3, Vibrant Partnerships and Real-World Readiness, and supporting the Connected and Capable dimensions of the WUHSD Learner Profile.	Equity Multiplier Focus Goal

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 reflects the alignment of the District's curriculum and assessments with State Standards, ensuring that students meet state benchmarks and are prepared for college and career (Priority 2). The District promotes equity by providing all students, including English learners, with access to high-quality instruction, supported by professional learning that strengthens teaching practices. The goal also emphasizes the use of data-driven assessments to enhance student achievement (Priority 4) and to prepare students for college and career success.

The goal advances student readiness for college and careers while fostering a sense of connectedness among students. As part of the District's strategic actions, it provides comprehensive support and professional orientation to students, reflecting Priority 5 (Pupil Engagement) by focusing on a positive school culture and climate that engages and supports all students. It aligns with Priority 6 (School Climate) by advocating for a safe, inclusive environment that promotes equity and addresses disparities, fostering an atmosphere conducive to learning and personal growth. The goal supports Priority 7 (Course Access) by ensuring students have access to a broad range of courses that prepare them for future academic and career opportunities. Finally, it addresses Priority 8 (Other Pupil Outcomes) through its commitment to positive student outcomes, achieved by aligning curriculum and instruction with State Standards and focusing on equitable access to resources.

As an Equity Multiplier goal, this work demonstrates the District's commitment to readiness, connectedness, and targeted, evidence-based action. It aligns with the District's 2025–2030 Strategic Leadership and Performance Framework, advancing Pillar 2, Belonging, Connectedness, and Engagement, and Pillar 3, Vibrant Partnerships and Real-World Readiness, and supporting the Connected and Capable dimensions of the WUHSD Learner Profile.

Student groups at the lowest performance level on the Dashboard: Edward P. Duplex Continuation High School reports under Dashboard Alternative School Status. Because of the school's small and highly mobile enrollment, no student group at the site meets the minimum size threshold required to receive a reportable performance level on the Dashboard, so no student group at EPD is identified at the lowest performance level. This focus goal therefore addresses the schoolwide student population, which is overwhelmingly socioeconomically disadvantaged and includes a high concentration of foster, homeless, and at-promise youth. Progress for this population is monitored through the metrics identified below.

Educator credentialing, subject matter preparation, and retention: Recruiting and retaining fully credentialed teachers remains a challenge across the district, including at EPD. The district monitors educator credentialing and assignment through Metric 1.1, the percentage of fully credentialed teachers, and Metric 1.2, teacher misassignments, and addresses it through the staffing supports in Action 1.1 and new teacher development in Action 1.4.

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	2023-24 Four-Year Adjusted Cohort	2024-25	Increase to 92%	+11.0 percentage points (85.7% in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Graduation Rate Data EPD: 85.7% (30/35 students)	Graduation Rate Data EPD: 82.6% (19/23 students)	Four -Year Adjusted Cohort Graduation Rate Data EPD: 96.7% (29/30 students) 2025-2026 Four Year Adjusted Cohort Graduation Rate Date EPD: 100% (26/26 Students)		2022-23 to 96.7% in 2024-25).
4.2	Counseling/Academic Check-ins	Counselor will complete weekly check-ins with students - documented by counseling logs.	School Counselor checks in on all EPD students twice a week to look over their credit progress. Counselor visits each student one by one to ensure they have the support needed to complete classes. They log this data weekly.	School Counselor checks in on all EPD students twice a week to look over their credit progress. Counselor visits each student one by one to ensure they have the support needed to complete classes. They log this data weekly.	Maintain weekly check-ins and logs	Exceeds baseline. Weekly check-ins increased to twice weekly, documented in counseling logs, with individual student conferences on credit progress.
4.3	CTE Completion or Certification	0 CTE Completers or Certifications	0 CTE Completers or Certifications	0 CTE Completers or Certifications	Increase to 20% of enrollment obtaining either CTE Completion status or a Certification in CTE	No change. 0 CTE completers or certifications in all three years.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 expression.	The Edward P. Duplex SEL program integrates weekly trauma-informed practices, neuroscience, and art-based expression.	Increase to weekly Social Emotional Learning Activities	Exceeds baseline. Monthly SEL activities increased to weekly trauma-informed practices, neuroscience, and art-based 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)	2024-2025 Dropout Rate EPD: 3.3% (1/30 students) 2025-2026 Dropout Rate EPD: 0% (0/26 students)	Decrease to 5% or below	-5.2 percentage points (8.5% in 2022-23 to 3.3% in 2024-25).

Goal Analysis [2025-26]

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, supported by Equity Multiplier funds, focuses on sustaining proven supports for students at Edward P. Duplex rather than introducing new initiatives. This is evident in actions such as Action 4.1, which uses Edmentum to enhance student connectedness and prepare students for college and careers by ensuring continuity across coursework and Career and Technical Education (CTE) courses. The metrics associated with this action, including Graduation Rate, CTE Completion or Certification, and Dropout Rate, are assessed using local data. Because CTE completion is difficult to achieve within an alternative education setting, the district is expanding pathways to college credit by allowing students to be dual enrolled with the comprehensive high school. Beginning next year, students will also take Counseling 25 for college credit through Yuba College, taught by their school counselor, giving students at EPD an accessible postsecondary credit opportunity. Implementation is proceeding smoothly, with no significant challenges reported, largely due to the stability provided by Equity Multiplier funds.

Action 4.2, focused on 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 both the frequency and quality of these supports. The stability of Equity Multiplier funding

has positively influenced this action, enabling effective coordination and planning, with educational partner feedback incorporated to refine actions as needed.

Action 4.4, centered on Social Emotional Learning (SEL), aims to improve the student-to-counselor ratio and strengthen SEL outcomes. This action is measured through improvements in SEL activities and indirectly supports counseling and academic check-ins. While positive outcomes are anticipated, continued local data collection will allow the district to more conclusively determine the impact of this action over time. Implementation is supported by effective coordination and external assistance, contributing to a smooth process.

Overall, the implementation of Goal 4 proceeds without major issues, supported by stable funding, effective coordination, and external assistance. By sustaining proven supports through Equity Multiplier funding and expanding access to college credit, the district is strengthening engagement, connectedness, and postsecondary readiness for students at Edward P. Duplex. This work advances Pillars 2 (Belonging, Connectedness, and Engagement) and 3 (Vibrant Partnerships and Real-World Readiness) of the district's Strategic Plan.

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 Noted

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 implementing Edmentum software, designed to enhance student connectedness and prepare students for college and careers. This action is directly linked to metrics such as graduation rate, CTE completion or certification, and dropout rate. Local data is used to assess the impact on Metric 4.1 (Graduation Rate), Metric 4.3 (CTE Completion or Certification), and Metric 4.5 (Dropout Rate), and the district will continue collecting local data to gather more conclusive evidence on this action's impact over time. Because CTE completion is difficult to achieve in an alternative education setting, the district is expanding access to college credit by allowing students to dual enroll with the comprehensive high school. Educational partner feedback indicates the action is being implemented smoothly, supporting continuity in the intended student outcomes.

Action 4.2: Counseling
Action 4.2 focuses on counseling support, including weekly check-ins with students, which is directly related to Metric 4.2 (Counseling and Academic Check-ins). The counselor's involvement in social-emotional learning (SEL) activities aligns with Metric 4.4 (Social Emotional Learning Activities). Beginning next year, Edward P. Duplex and Community Day will be served by a full-time counselor, strengthening the frequency and quality of academic and social-emotional support for students. The district will continue collecting local data to evaluate the impact of this action over time.

Action 4.3: Social Emotional Learning
Action 4.3 involves procuring resources for Social and Emotional Learning (SEL), directly related to Metric 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 and Academic Check-ins). 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. The district will continue collecting local data to assess the program's impact over time.

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 and Live Instruction: Based on reflection on prior practice and educational partner feedback, this action has been expanded to include live, teacher-led instruction at Edward P. Duplex, including a Life Skills course and a college dual enrollment course supporting career exploration. Live instruction in math will also be incorporated into the school day. This shift responds to the need for increased instructional contact and engagement beyond independent online coursework.

Action 4.2 – Counseling: This action has been revised to increase counseling capacity from a part-time to a full-time school counselor dedicated to alternative education pathways, in partnership with the Work-Based Learning (WBL) Coordinator. This change reflects the growth of counseling, SEL, and college and career readiness needs across Edward P. Duplex and the district's alternative programs.

Action 4.3 – Social-Emotional Learning, Connectedness, and Student Voice: This action has been expanded to include a site-based PBIS rewards system with PBIS Rewards Days, inclusion of Edward P. Duplex students in districtwide recognition programs such as the Depper Awards, and student voice through participation in the Superintendent's Student Advisory Council (SSAC).

In addition, the district is restructuring the Director of Student Services role to provide dedicated leadership for alternative education and to strengthen oversight, coordination, and continuous improvement across Edward P. Duplex and Wheatland Community Day.

Summary of changes: For 2026–27, Goal 4 actions have been strengthened to increase live instruction, dual enrollment access, counseling capacity, student connectedness, and student voice at Edward P. Duplex. These enhancements advance Pillars 2 (Belonging, Connectedness, and Engagement) and 3 (Vibrant Partnerships and Real-World Readiness) of the district's 2025–2030 Strategic Leadership and Performance Framework. A more comprehensive review of the goal, metrics, and target outcomes will take place during the 2027–28 LCAP development cycle, when the district will align its goals and metrics to the five Pillars of the Framework.

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 and Live Instruction Description:	$70,971.34	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will maintain its investment in Edmentum to support credit recovery, academic continuity, and flexible learning pathways aligned to graduation and postsecondary goals. Beginning in 2026–27, Edward P. Duplex will expand beyond independent digital coursework by introducing live, teacher-led instruction, including a Life Skills course and a college dual enrollment course designed to open career exploration pathways for students. In addition, students will receive expanded tutoring and academic support to accelerate credit recovery, strengthen foundational skills, and stay on track for graduation. This blended model preserves the flexibility students need while increasing direct instructional contact, individualized academic assistance, student engagement, and exposure to postsecondary options. Spending Items: Edmentum Licenses, Technology Support, Digital Curriculum Integration Tools, Live Instruction Staffing, Tutoring, and Academic Support Metrics Supported: Metric 4.1: Graduation Rate Metric 4.3: CTE Completion or Certification Metric 4.5: Dropout Rate		
4.2	Counseling	Action 4.2 – Counseling, College and Career Readiness (Counselor and WBL Coordinator) Description: The district will increase counseling support from a part-time to a full-time school counselor dedicated specifically to alternative education pathways (Edward P. Duplex, Wheatland Community Day School and Dry Creek Academy, and the Virtual Academy). The counselor will deliver academic guidance, postsecondary planning, dual enrollment advising, and SEL services through regular check-ins, progress monitoring, and collaboration with families and staff. The counselor will partner directly with the Work-Based Learning (WBL) Coordinator, who strengthens career readiness through internship facilitation, employer partnerships, and tracking of CTE certifications. Together, these roles promote higher graduation rates, CTE	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		completion, expanded dual enrollment participation, and reduced dropout risk. Spending Items: Counselor Salary, Counseling Program Supplies, SEL Curriculum Materials, WBL Coordinator Salary and Stipend, CTE Materials, Industry Certification Fees, Career Exploration Resources Metrics Supported: Metric 4.1: Graduation Rate Metric 4.2: Counseling and Academic Check-ins Metric 4.3: CTE Completion or Certification Metric 4.4: Social Emotional Learning Activities Metric 4.5: Dropout Rate		
4.3	Social Emotional Learning	Action 4.3 – Social-Emotional Learning, Connectedness, and Student Voice Description: Edward P. Duplex will continue its trauma-informed, art-integrated SEL program, including lessons on brain science, self-regulation, mindfulness, and expressive arts such as visual journaling and Paint Days. EPD has also invested in and developed a student-run greenhouse that engages students in meaningful work, helping them find a stronger sense of purpose on campus that extends beyond academics. To deepen student connectedness, EPD will implement a site-based PBIS rewards system, including scheduled PBIS Rewards Days, and EPD students will be fully included in the districtwide Depper Awards, which recognize students for academic achievement based on grades. Students will also gain a formal voice in school and district decision-making through participation in the Superintendent's Student Advisory Council (SSAC). SEL support is coordinated by the counselor and Director of Health Services and is integrated into daily advisory. Together, these structures build belonging, positive school culture, and student agency, contributing to improved engagement, attendance, and connectedness.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Spending Items: SEL Curriculum Materials, Art Supplies, Greenhouse Materials and Supplies, PBIS Rewards and Incentives, Training for SEL Instructors, Guest Artists or Wellness Facilitators Metrics Supported: Metric 4.2: Counseling and Academic Check-ins Metric 4.4: Social Emotional Learning Activities		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Goal 5 (WCDHS): To foster a supportive and engaging learning environment that equips students with the skills, knowledge, and confidence necessary for successful reintegration into the comprehensive campus. This will be accomplished through individual academic and transitional learning plans sustained throughout the reintegration process, targeted interventions, and a focus on building positive relationships and social-emotional competencies. The primary objective of this goal is to foster College and Career Readiness and increase Student Connectedness. Achieving this goal requires creating an environment that not only supports high academic achievement but also promotes social involvement, helping students reintegrate into the comprehensive campus and graduate from Wheatland Union High School. For the coming year, the district's goal is to effectively execute initiatives that support both College and Career Readiness and Student Connectedness, with planned activities and instructional strategies designed to strengthen academic achievement and a sense of community among students. The effectiveness of the actions and the goal will be measured using multiple assessment methods. Measures such as standardized test scores, course completion rates, attendance and chronic absenteeism rates, and postsecondary options will reflect students' readiness for further education and careers. The level of Student Connectedness will be determined through analysis of survey data on student engagement, participation in school activities, and school climate. Together, these results indicate the extent to which the goal's objectives have been achieved and support an enriching educational experience for all students. This goal aligns with the district's 2025–2030 Strategic Leadership and Performance Framework by advancing Pillar 2, Belonging, Connectedness, and Engagement, and Pillar 3, Vibrant Partnerships and Real-World Readiness, and by supporting the Connected and Capable dimensions of the WUHSD Learner Profile.	Equity Multiplier Focus Goal

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 address State Priority 2 (State Standards), Wheatland Community Day High School implements assessments and curricula aligned with state standards. This supports students' readiness for college and careers by promoting equity through high-quality instruction and differentiated professional learning designed to meet students' diverse needs. To address State Priority 4 (Pupil Achievement), the school uses data-driven assessments to track student progress and identify areas for improvement. By aligning instruction with state standards, the school prepares students for success in college and career, with a continued emphasis on equity and professional learning to ensure equal educational opportunities for all students.

As an Equity Multiplier goal, this work reflects the district's commitment to readiness, connectedness, and targeted, evidence-based action for students at Wheatland Community Day High School. It aligns with the district's 2025–2030 Strategic Leadership and Performance Framework by advancing Pillar 2, Belonging, Connectedness, and Engagement, and Pillar 3, Vibrant Partnerships and Real-World Readiness, and by supporting the Connected and Capable dimensions of the WUHSD Learner Profile.

Student groups at the lowest performance level on the Dashboard: Wheatland Community Day High School reports under Dashboard Alternative School Status. Because of the school's small and highly mobile enrollment, no student group at the site meets the minimum size threshold required to receive a reportable performance level on the Dashboard, so no student group at WCDHS is identified at the lowest performance level. This focus goal therefore addresses the schoolwide student population, which is overwhelmingly socioeconomically disadvantaged and includes a high concentration of foster, homeless, and at-promise youth. Progress for this population is monitored through the metrics identified below.

Educator credentialing, subject matter preparation, and retention: Recruiting and retaining fully credentialed teachers remains a challenge across the district, including at WCDHS. The district monitors educator credentialing and assignment through Metric 1.1, the percentage of fully credentialed teachers, and Metric 1.2, teacher misassignments, and addresses it through the staffing supports in Action 1.1 and new teacher development in Action 1.4.

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	2025-26: 12 students entered Community Day. 4 returned at end of semester. All others are returning to WUHS in fall 26.	Maintain returning enrollment rate	Baseline expectation maintained. In 2025-26, 12 students entered Community Day, 4 returned to WUHS at the end of the semester, and all

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			had no graduates in June of 25.	CDS had no graduates in June of 25.		remaining students are returning to WUHS in fall 2026. CDS had no graduates in June 2025.
5.2	Counseling/ Academic Check-ins	Counselor will complete weekly check-ins with students documented by counseling logs.	Counselors have weekly check ins with students in tier 2/tier 3 interventions to ensure they have the support they need. They log this in the counseling logs.	Counselors had check ins - but not regularly. This will be corrected for the 2026-27 school year with a dedicated counselor. They log this in the counseling logs.	Maintain weekly check-in frequency	Below baseline. Check-ins occurred but not on the weekly schedule established in the baseline. A dedicated counselor is assigned for 2026-27 to restore weekly 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.	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.	Increase to weekly Social Emotional Learning Activities	Exceeds baseline. Monthly SEL supplemented by weekly small groups, mental health push-in lessons, and weekly wellness activities.
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	This data is reflected in the WUHS CTE completion data. Students return to WUHS to graduate	Increase to 20% of enrollment obtaining either CTE Completion status or a	Not calculable at the site level. CDS students are counted in WUHS CTE completion data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and some students are allowed to take CTE courses while in CDS unless they are expelled.	and some students are allowed to take CTE courses while in CDS unless they are expelled. In 2025 2026 WUHS had 163 CTE Completers. 53 students are in 2 Pathways 7 students in 3 Pathways and 1 student in 3 Pathways.	Certification in CTE	WUHS reported 163 CTE completers in 2025-26, including 53 students in two pathways, 7 in three pathways, and 1 additional multi-pathway student.
5.5	Suspension Rate	2023-24: 11 suspensions	2024-25: 4 suspensions	2025-26: 2 suspensions	Decrease by 10 or less suspensions	-9 suspensions (11 in 2023-24 to 2 in 2025-26).

Goal Analysis [2025-26]

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 2024–25 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 used 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 Wheatland Union High School (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. Wheatland Community Day School continues to mirror the core actions of the district while tailoring its approach to the needs of its students, advancing Pillar 2, Belonging, Connectedness, and Engagement, and Pillar 3, Vibrant Partnerships and Real-World Readiness, of the district's Strategic Plan.

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 largely been effective in addressing the academic, behavioral, and emotional needs of students, with continued refinement in areas identified through reflection. 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. For the coming year, the district is adding a teacher to strengthen instructional support and increase direct instructional contact for students at Wheatland Community Day (Metric 5.1, Metric 5.4).

Action 5.2 (Counseling, College and Career Readiness) provided important support for student engagement and postsecondary preparation, though implementation revealed that academic and SEL check-ins did not occur as consistently as planned. With a part-time counselor serving multiple alternative education sites, the intended weekly check-in frequency was not always met. The WBL Coordinator's outreach continued to expand opportunities for CTE completion and career exploration. In response, the district is increasing counseling capacity to a full-time counselor dedicated to alternative education pathways for the coming year, directly addressing the need for more consistent academic and social-emotional support (Metric 5.2, Metric 5.4, Metric 5.5).

Action 5.3 (Social-Emotional Learning Support) has shown 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, advancing Pillar 2, Belonging, Connectedness, and Engagement, and Pillar 3, Vibrant Partnerships and Real-World Readiness, of the district's Strategic Plan.

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.

None Noted

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 and Live Instruction (Credit Recovery and 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. Beginning in 2026–27, Wheatland Community Day will expand beyond independent digital coursework by adding a teacher to provide live, teacher-led instruction, increasing direct instructional contact and student engagement. The district is also introducing a graphic production pathway, providing students with hands-on career exploration and CTE opportunities aligned with postsecondary and workforce goals. This blended model preserves the flexibility students need while strengthening instructional support and expanding access to career pathways. Spending Items:	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Edmentum Licenses, Technology Support, Digital Curriculum Integration Tools, Live Instruction Staffing, Graphic Production Pathway Equipment and Materials 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 5.2 – Counseling, College and Career Readiness (Counselor and WBL Coordinator)Description: This action combines the work of a full-time counselor and the Work-Based Learning (WBL) Coordinator to provide holistic support for student success. Beginning in 2026–27, a full-time counselor dedicated to alternative education pathways will serve Wheatland Community Day, delivering academic guidance, postsecondary planning, and SEL services through regular check-ins, progress monitoring, and collaboration with families and staff. This increase from part-time to full-time counseling capacity directly addresses the need for more consistent academic and social-emotional support. 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 successful transitions to Wheatland Union High School or graduation. Spending Items: Counselor Salary, Counseling Program Supplies, SEL Curriculum Materials, WBL Coordinator Salary and Stipend, CTE Materials, Industry Certification Fees, Career Exploration Resources Metrics Supported: Metric 5.2: Counseling and Academic Check-ins Metric 5.3: Social Emotional Learning Activities	$70,971.34	Yes

Action #	Title	Description	Total Funds	Contributing
		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: Wheatland Community Day will continue to expand its trauma-informed, art-integrated SEL program for 2026–27. Lessons blend neuroscience with expressive arts to help students build resilience, mindfulness, and emotional regulation. Students explore concepts such as the "learning brain" versus the "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	$0.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,981,164	$2,507,831

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
33.035%	0.000%	$0.00	33.035%

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).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Maintain Certificated Staff FTE due to enrollment **Need:** Unduplicated students, including low-income students, English learners, and foster youth, require consistent access to fully credentialed teachers and reasonable class sizes to close persistent achievement gaps in ELA and mathematics. Enrollment growth threatens	Maintaining and adding certificated FTE preserves access to credentialed instruction and manageable class sizes across all sites. It is provided LEA-wide because unduplicated students are enrolled across every school and grade level, and stable staffing is foundational to all other supports. While provided districtwide, it is principally directed toward unduplicated students, who are most affected by staffing instability and large class sizes.	Metric 1.1 (fully credentialed teachers), Metric 1.2 (teacher misassignments), Metric 1.4 and 1.5 (ELA and Math CAASPP), Metric 1.11 (A through G completion).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to A through G aligned, standards-based instruction for these students. **Scope:** LEA-wide		
1.2	**Action:** Maintain Classified Staff **Need:** Unduplicated students rely on classified support staff, including paraprofessionals, bilingual aides, health and wellness staff, and safety personnel, for instructional access, supervision, and wraparound support that close opportunity gaps. **Scope:** LEA-wide	Classified staffing sustains the operational and instructional infrastructure that allows unduplicated students to access learning and support services. It is provided LEA-wide because these students are served at every site, and consistent classified support is foundational to instruction, safety, and wellness districtwide.	Metric 1.13 (broad course of study), Metric 1.14 (implementation of state standards), Metric 1.20 (foster youth alternative placement gap).
1.3	**Action:** Curriculum and Assessment/Data Analysis **Need:** Unduplicated students need standards-aligned curriculum and timely, data-informed instruction to accelerate learning and close gaps in ELA and mathematics, particularly given disparities in achievement among student groups. **Scope:** LEA-wide	Investments in curriculum, digital platforms, and assessment tools enable differentiated, data-driven instruction for all students. It is provided LEA-wide because curriculum and assessment systems serve every classroom, and unduplicated students benefit most from instructional improvements grounded in their performance data.	Metric 1.3 (dual enrollment completion), Metric 1.4 and 1.5 (ELA and Math CAASPP), Metric 1.13 (broad course of study), Metric 1.14 (state standards), Metric 1.18 (dual enrollment offerings).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies **Need:** Unduplicated students are disproportionately affected when classrooms are staffed by new or underprepared teachers. They require educators who are well supported, credentialed, and trained in inclusive, standards-aligned instruction. **Scope:** LEA-wide	Induction pathways, instructional coaching, and professional learning build educator capacity to serve diverse learners effectively. It is provided LEA-wide because new staff are placed across all sites, and strengthening their practice directly improves instruction for unduplicated students throughout the district.	Metric 1.1 (credentialed teachers), Metric 1.11 (A through G completion), Metric 1.12 (instructional materials), Metric 1.13 (broad course of study), Metric 1.14 (state standards).
1.5	**Action:** Intervention/Enrichment **Need:** Unduplicated students often need additional academic support and enrichment beyond the regular school day to stay on track for A through G completion and graduation. **Scope:** LEA-wide	Tutoring, extended learning, and enrichment programs provide targeted academic reinforcement and remove barriers to participation through transportation and supplies. It is provided LEA-wide because students needing intervention are enrolled at every site, and these supports are principally directed toward unduplicated students at risk of falling behind.	Metric 1.11 (A through G completion), Metric 1.19 (participation in extended learning/intervention).
1.6	**Action:** College Going Culture **Need:** Unduplicated students, including first-generation and income-eligible students, need	Dual enrollment stipends, college field trips, and structured planning build a college-going culture and expand access to postsecondary opportunities. It is provided LEA-wide because college readiness is built across grades and sites, and these supports are principally directed toward	Metric 1.3 (dual enrollment completion), Metric 1.11 (A through G completion), Metric 1.18 (dual enrollment offerings),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	early and sustained exposure to college and career planning, dual enrollment, and postsecondary resources they may not otherwise access. **Scope:** LEA-wide	unduplicated students underrepresented in college-going pipelines.	Metric 1.20 (foster youth equity).
1.7	**Action:** Special Education **Need:** Students with disabilities, many of whom are also unduplicated, remain the district's furthest-from-standard group in ELA and mathematics and require inclusive, high-quality instruction and access to rigorous coursework. **Scope:** LEA-wide	Investments in staffing, inclusive practices, UDL, and work-based learning improve access and outcomes for students with disabilities. It is provided LEA-wide because these students are served across all sites, and inclusive practices benefit unduplicated students throughout the district.	Metric 1.4 and 1.5 (ELA and Math CAASPP), Metric 1.6 (CAST), Metric 1.11 (A through G completion), Metric 1.13 (broad course of study), Metric 1.14 (state standards).
1.8	**Action:** Technology Replacement Rotation **Need:** Unduplicated students require reliable access to devices and digital tools to engage with curriculum, assessments, and college and career readiness programs, particularly given limited home access in a rural community. **Scope:**	A one-to-one device program and technology rotation ensure equitable access to digital learning. It is provided LEA-wide because device access is essential at every site, and unduplicated students are most affected by gaps in technology access.	Metric 1.12 (instructional materials), Metric 1.14 (state standards), Metric 1.18 (dual enrollment offerings).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Career and Technical Education **Need:** Unduplicated students benefit from access to rigorous, industry-aligned CTE pathways, dual enrollment, and work-based learning that connect schooling to careers and postsecondary credit. **Scope:** LEA-wide	CTE staffing, pathway expansion, certifications, and work-based learning broaden access to career-connected learning. It is provided LEA-wide because pathways serve students across sites, and these opportunities are principally directed toward unduplicated students who may lack other access to career exposure.	Metric 1.3 (dual enrollment completion), Metric 1.4 and 1.5 (CAASPP), Metric 1.11 (A through G completion), Metric 1.13 (broad course of study), Metric 1.18 (dual enrollment offerings).
1.13	**Action:** Professional Development for Certificated **Need:** Unduplicated students benefit when teachers are equipped with high-quality instructional practices, including PLC structures, UDL, inclusive practices, and data-driven instruction to close achievement gaps. **Scope:** LEA-wide	PLC implementation, a Guiding Coalition, and teacher-leader development build districtwide instructional capacity. It is provided LEA-wide because PD strengthens instruction across all sites, and improvements in teaching practice are principally directed toward closing gaps for unduplicated students.	Metric 1.1 (credentialed teachers), Metric 1.3 (dual enrollment), Metric 1.4 and 1.5 (CAASPP), Metric 1.12 (instructional materials), Metric 1.13 (broad course of study), Metric 1.14 (state standards).
1.14	**Action:** Professional Development for Classified **Need:** Unduplicated students, including students with disabilities, English learners, and foster and homeless youth, rely on well-trained classified	Training in inclusive practices, trauma-informed strategies, and behavior support builds classified staff capacity to serve high-need students. It is provided LEA-wide because classified staff serve students at every site, and the training is principally directed toward improving support for unduplicated students.	Metric 1.12 (instructional materials), Metric 1.13 (broad course of study), Metric 1.14 (state standards), Metric 1.20 (foster youth equity).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	staff for instructional access, supervision, and behavioral support. **Scope:** LEA-wide		
1.15	**Action:** Pirates at SEA : Scholars Enrichment Academy **Need:** Unduplicated and first-generation students need structured academic support and acceleration to access dual enrollment and early college credit they might not otherwise pursue. **Scope:** Schoolwide	Pirates at SEA provides enrichment, advising, and access to college-level coursework with wraparound support. It is provided LEA-wide because it serves students across grades, and it is principally directed toward unduplicated students underrepresented in college-going pathways.	Metric 1.3 (dual enrollment completion), Metric 1.4 and 1.5 (CAASPP), Metric 1.11 (A through G completion), Metric 1.13 (broad course of study), Metric 1.18 (dual enrollment offerings).
1.16	**Action:** Wheatland Union High School Virtual Academy, EPD Independent Study, Short Term Independent Study **Need:** Unduplicated students sometimes need flexible, non-traditional learning options to maintain academic continuity during illness, crisis, or other circumstances that would otherwise lead to disengagement or chronic absence. **Scope:**	Independent study options staffed by credentialed teachers preserve access to A through G coursework and campus services in flexible settings. It is provided LEA-wide because students across sites may need these options, and they are principally directed toward keeping unduplicated students on track for graduation.	Metric 1.1 (credentialed teachers), Metric 1.2 (appropriately assigned teachers), Metric 1.11 (A through G completion), Metric 1.12 (instructional materials), Metric 1.13 (broad course of study), Metric 1.14 (state standards).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Student Connectedness **Need:** Unduplicated students need strong belonging and connectedness to remain engaged, attend regularly, and persist to graduation, especially given survey data showing engagement as an area of need. **Scope:** LEA-wide	Programs such as Link Crew, Safe School Ambassadors, SSAC, the Anti-Bias Workgroup, and advisory build belonging and student voice. It is provided LEA-wide because connectedness is cultivated across the school community, and these supports are principally directed toward re-engaging unduplicated students at risk of disconnection.	Metric 2.4 (chronic absenteeism), Metric 2.5 (suspension rate), Metric 2.7 (sports participation), Metric 2.9 (student, parent, staff surveys).
2.2	**Action:** Professional Development **Need:** Unduplicated students benefit when staff are trained in SEL, trauma-informed practices, de-escalation, restorative practices, and inclusive, welcoming-schools strategies that improve climate and reduce exclusionary discipline. **Scope:** LEA-wide	PD in these areas builds staff capacity to create safe, inclusive, responsive environments. It is provided LEA-wide because staff at every site serve unduplicated students, and improved climate practices are principally directed toward students most affected by discipline and disengagement.	Metric 2.1 (graduation rate), Metric 2.2 (dropout rate), Metric 2.4 (chronic absenteeism), Metric 2.5 (suspension rate), Metric 2.6 (attendance rate), Metric 2.9 (surveys).
2.3	**Action:** Athletics **Need:** Unduplicated students gain connectedness, physical wellness, and engagement through athletics, which support attendance and	Maintaining and expanding athletic access keeps students engaged and connected to school. It is provided LEA-wide because athletics serve the whole student body, and participation supports engagement for unduplicated students who benefit from belonging and structure.	Metric 2.7 (sports participation), Metric 2.9 (surveys).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	persistence, particularly for students who may otherwise lack structured extracurricular involvement. **Scope:** Schoolwide		
2.6	**Action:** Marriage Family Therapist (MFT) and School Based Social Workers **Need:** Unduplicated students experience higher rates of trauma, stress, and barriers to learning and require accessible, school-based mental health and social-emotional support. **Scope:** LEA-wide	Embedded mental health staff provide counseling, crisis response, and SEL support within the MTSS framework. It is provided LEA-wide because students needing support are enrolled at every site, and these services are principally directed toward unduplicated students with the greatest need.	Metric 2.1 (graduation rate), Metric 2.2 (dropout rate), Metric 2.4 (chronic absenteeism), Metric 2.5 (suspension rate), Metric 2.6 (attendance rate), Metric 2.9 (surveys).
2.7	**Action:** Surveys and Data Analysis **Need:** Unduplicated students benefit when the district systematically gathers and acts on data about climate, engagement, and connectedness to target supports where they are most needed. **Scope:** LEA-wide	Regular surveys and disaggregated data analysis guide MTSS, SEL, and resource decisions. It is provided LEA-wide because climate and engagement are measured across all sites, and subgroup analysis ensures supports are principally directed toward unduplicated students.	Metric 2.4 (chronic absenteeism), Metric 2.5 (suspension rate), Metric 2.6 (attendance rate), Metric 2.9 (surveys).
2.8	**Action:** School Safety Student Mental Health	An SRO, the Mental Health Hub, Safe School Ambassadors, PBIS, and trauma-informed	Metric 2.2 (dropout rate), Metric 2.4 (chronic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated students need emotionally and physically safe campuses to engage and learn, and benefit from proactive safety, behavioral health, and threat-assessment systems. **Scope:** LEA-wide	practices create safe, supportive environments. It is provided LEA-wide because safety and mental health serve the whole campus, and these supports are principally directed toward unduplicated students most affected by climate and safety concerns.	absenteeism), Metric 2.5 (suspension rate), Metric 2.6 (attendance rate), Metric 2.9 (surveys).
2.9	**Action:** PBIS Implementation **Need:** Unduplicated students are disproportionately affected by exclusionary discipline and benefit from positive, consistent behavior systems that reduce suspensions and improve climate. **Scope:** LEA-wide	Full PBIS implementation, restorative practices, and behavioral data analysis promote positive behavior and reduce referrals. It is provided LEA-wide because behavior systems serve all students and sites, and they are principally directed toward reducing discipline disparities for unduplicated students.	Metric 2.4 (chronic absenteeism), Metric 2.5 (suspension rate), Metric 2.6 (attendance rate), Metric 2.9 (surveys).
2.10	**Action:** Parent Project **Need:** Unduplicated students benefit when families are equipped with tools to support attendance, behavior, and academic success at home, particularly families navigating adolescence and barriers to engagement. **Scope:**	The Parent Project builds family capacity through facilitated workshops with childcare and translation. It is provided LEA-wide because families across sites can participate, and outreach is principally directed toward families of unduplicated students.	Metric 2.1 (graduation rate), Metric 2.2 (dropout rate), Metric 2.5 (suspension rate), Metric 2.9 (surveys).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.11	**Action:** Chronic Absenteeism **Need:** Unduplicated students, including foster and homeless youth, experience higher rates of chronic absenteeism that threaten academic progress and graduation. **Scope:** LEA-wide	Multi-tiered attendance monitoring, outreach, and re-engagement address barriers to attendance. It is provided LEA-wide because attendance is monitored across all sites, and interventions are principally directed toward unduplicated students at greatest risk of chronic absence.	Metric 2.1 (graduation rate), Metric 2.2 (dropout rate), Metric 2.4 (chronic absenteeism), Metric 2.5 (suspension rate), Metric 2.6 (attendance rate), Metric 2.9 (surveys).
3.5	**Action:** Parent Trainings/Workshops/ Support Groups **Need:** Unduplicated students benefit when families are engaged and equipped to support learning, postsecondary planning, and wellness, particularly families who face language or access barriers. **Scope:** LEA-wide	Workshops, support groups, and the C.O.M.P.A.S.S. series build family capacity and connection to the school. It is provided LEA-wide because families across sites can participate, and offerings are principally directed toward families of unduplicated students through targeted outreach, translation, and childcare.	Metric 3.1 (CHKS parent engagement), Metric 3.2 (usage of communication tools).
3.6	**Action:** Community Partnerships **Need:** Unduplicated students and families in a rural community need coordinated access to health, mental health, food, and college-access	Partnerships with agencies and nonprofits expand wraparound supports for students and families. It is provided LEA-wide because partnerships serve families across the district, and these services are principally directed toward unduplicated students and families with the greatest need.	Metric 3.1 (CHKS parent engagement), Metric 3.2 (usage of communication tools).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	services that the district connects through community partnerships. **Scope:** LEA-wide		
4.1	**Action:** Edmentum **Need:** Students at Edward P. Duplex, a high-poverty Equity Multiplier site, need flexible credit recovery and increased instructional contact to stay on track for graduation, transition to WUHS, and access postsecondary options. **Scope:** Schoolwide	Edmentum, new live teacher-led instruction, a Life Skills course, and a dual enrollment course expand academic support and career exposure. It is provided schoolwide because nearly all EPD students are unduplicated, so a schoolwide approach is the most effective way to serve them.	Metric 4.1 (graduation rate), Metric 4.3 (CTE completion or certification), Metric 4.5 (dropout rate).
4.2	**Action:** Counseling **Need:** Students at Edward P. Duplex need consistent academic guidance, postsecondary planning, dual enrollment advising, and SEL support, which a part-time counselor could not deliver reliably across alternative sites. **Scope:** Schoolwide	A full-time counselor dedicated to alternative education pathways, partnered with the WBL Coordinator, provides regular check-ins and college and career readiness support. It is provided schoolwide because nearly all EPD students are unduplicated, making schoolwide counseling the most effective delivery model.	Metric 4.1 (graduation rate), Metric 4.2 (counseling and academic check-ins), Metric 4.3 (CTE completion), Metric 4.4 (SEL activities), Metric 4.5 (dropout rate).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.3	**Action:** Social Emotional Learning **Need:** Students at Edward P. Duplex, many of whom have experienced trauma, need consistent social-emotional support, belonging, and student voice to build resilience and re-engage with school. **Scope:** Schoolwide	A trauma-informed, art-integrated SEL program, a student-run greenhouse, site-based PBIS, inclusion in districtwide recognition, and SSAC participation build connectedness and agency. It is provided schoolwide because nearly all EPD students are unduplicated, so schoolwide SEL is the most effective approach.	Metric 4.2 (counseling and academic check-ins), Metric 4.4 (SEL activities).
5.1	**Action:** Edmentum **Need:** Students at Wheatland Community Day, an Equity Multiplier site, need flexible credit recovery and increased instructional contact to stay on track and transition back to WUHS, plus access to CTE pathways. **Scope:** Schoolwide	Edmentum, an added teacher providing live instruction, and a new graphic production pathway expand academic support and career exploration. It is provided schoolwide because nearly all Community Day students are unduplicated, making a schoolwide approach the most effective way to serve them.	Metric 5.1 (return to WUHS), Metric 5.4 (CTE completion or certification).
5.2	**Action:** Counseling **Need:** Students at Wheatland Community Day need consistent academic, postsecondary, and SEL support, which the part-time counseling model did not reliably deliver across multiple alternative sites.	A full-time counselor dedicated to alternative education pathways, partnered with the WBL Coordinator, delivers regular check-ins and college and career readiness support. It is provided schoolwide because nearly all Community Day students are unduplicated, making schoolwide counseling the most effective model.	Metric 5.2 (counseling and academic check-ins), Metric 5.3 (SEL activities), Metric 5.4 (CTE completion), Metric 5.5 (suspension rate).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
5.3	**Action:** Social Emotional Learning **Need:** Students at Wheatland Community Day, many affected by trauma, need consistent social-emotional support to build emotional regulation, resilience, and readiness to reintegrate into the comprehensive campus. **Scope:** Schoolwide	A trauma-informed, art-integrated SEL program embedded in advisory and coordinated by the counselor and Director of Health Services builds regulation and connectedness. It is provided schoolwide because nearly all Community Day students are unduplicated, so schoolwide SEL is the most effective approach.	Metric 5.3 (SEL activities), Metric 5.5 (suspension rate).

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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** Homeless and Foster Youth **Need:** Foster and homeless youth face significant barriers to attendance, stability, and academic continuity, and are overrepresented in	Transportation, supplies, and coordinated support remove barriers and promote stability and academic engagement. It is provided LEA-wide because these students may be enrolled at any site and require consistent, coordinated support across the district. The action is principally directed toward these unduplicated students.	Metric 1.4 (ELA CAASPP), Metric 1.12 (instructional materials), Metric 1.13 (broad course of study), Metric 1.20 (foster youth alternative placement gap).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	alternative placements compared to the general student population. **Scope:** Limited to Unduplicated Student Group(s)		
1.11	**Action:** English Learner Supports **Need:** English learners require designated and integrated ELD, access to core content, and family engagement to progress toward English proficiency and reclassification, particularly given the recent decline in EL progress. **Scope:** Limited to Unduplicated Student Group(s)	Dedicated ELD sections, a Family Engagement Coordinator/EL Liaison, and strengthened designated and integrated ELD support language development and academic access. It is provided LEA-wide because English learners are enrolled across sites, and the action is principally directed toward this unduplicated group.	Metric 1.11 (A through G completion), Metric 1.13 (broad course of study), Metric 1.14 (state standards, including EL access to ELD and core classes).

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.

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.

With an unduplicated pupil percentage of 80.62%, the District will direct its LCFF Concentration grant toward increasing the number of staff who provide direct, concentrated support services to students at our highest-need school sites, consistent with the requirement that concentration funds be used to improve the staff-to-student services ratio for unduplicated pupils. The plan invests in a layered system of academic, behavioral, and wellness supports: an additional Teacher (1.00 FTE) and Academic Technicians (1.88 FTE) to deliver targeted intervention and small-group instruction; a Restorative Intervention Technician (1.00 FTE) and Prevention and Intervention Coordinator (1.00

FTE) to lead Tier 2/3 behavioral and restorative practices; and a comprehensive mental health and social-emotional learning team—Counselors (2.00 FTE), Mental Health Clinicians (2.00 FTE), Wellness Coaches (2.00 FTE), and a Director of Health Services (1.00 FTE)—to ensure every student has access to counseling, clinical mental health care, and SEL support. A Student Administrative Manager (1.00 FTE) and Student Resource Officer (1.00 FTE) further strengthen counseling, safety, and a positive school climate, while funds for Professional Development (travel and conference costs) and Curriculum/Instructional software build the capacity and tools staff need to serve unduplicated pupils effectively. Collectively, these positions and resources are principally directed toward and effective in meeting the District's goals for its low-income students, English learners, and foster youth, measurably increasing the intensity of intervention, mental health, and wellness services available to the students who need them most.

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		1:18.53
Staff-to-student ratio of certificated staff providing direct services to students		1:15.41

2026-27 Total Planned 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 %)
Totals	15,078,227	4,981,164	33.035%	0.000%	33.035%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,136,748.37	$6,681,273.24	$686,972.10	$862,015.72	$18,367,009.43	$12,989,967.49	$5,377,041.94

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 Percentage of Improved Services
1	1.1	Maintain Certificated Staff FTE due to enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,057,306.65	$0.00	$1,423,296.44	$308,702.60	$258,102.10	$67,205.51	$2,057,306.65	69.7%
1	1.2	Maintain Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,509,317.79	$0.00	$1,095,542.96	$413,774.83	$0.00	$0.00	$1,509,317.79	70.7%
1	1.3	Curriculum and Assessment/Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$654,983.94	$409,686.20	$334,383.91	$576,556.73	$0.00	$153,729.50	$1,064,670.14	-23.5%
1	1.4	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$462,989.00	$51,955.00	$358,294.00	$12,500.00	$40,240.00	$462,989.00	-45.4%
1	1.5	Intervention/Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$373,440.93	$110,650.00	$230,089.22	$0.00	$0.00	$254,001.71	$484,090.93	96.4%
1	1.6	College Going Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,449.00	$40,000.00	$42,449.00	$0.00	$0.00	$0.00	$42,449.00	0%
1	1.7	Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,907,066.00	$509,396.00	$1,186,625.00	$1,907,976.00	$0.00	$321,861.00	$3,416,462.00	0%
1	1.8	Technology Replacement Rotation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	25%
1	1.9	Career and Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$2,424,655.00	$1,785,458.00	$1,322,159.00	$2,864,976.00	$0.00	$22,978.00	$4,210,113.00	-22.1%

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 Percentage of Improved Services
						Low Income										
1	1.10	Homeless and Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$48,726.62	$12,000.00	$58,726.62	$0.00	$0.00	$2,000.00	$60,726.62	4.2%
1	1.11	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$103,162.21	$0.00	$0.00	$103,162.21	$0.00	$0.00	$103,162.21	0%
1	1.12	Facility Improvements	All	No			All Schools	Ongoing	$813,014.00	$1,094,477.00	$1,499,141.00	$0.00	$408,350.00	$0.00	$1,907,491.00	14.4%
1	1.13	Professional Development for Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$65,500.00	$65,500.00	$0.00	$0.00	$0.00	$65,500.00	-25.1%
1	1.14	Professional Development for Classified	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$28,303.00	$19,000.00	$9,303.00	$0.00	$0.00	$28,303.00	90%
1	1.15	Pirates at SEA : Scholars Enrichment Academy	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wheatland Union High School	Ongoing	$292,814.09	$0.00	$292,814.09	$0.00	$0.00	$0.00	$292,814.09	-0.5%
1	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 Foster Youth Low Income	All Schools	Ongoing	$269,403.70	$3,251.00	$272,654.70	$0.00	$0.00	$0.00	$272,654.70	12.9%
1	1.17	Military Connectedness	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0%
1	1.18	Edward P. Duplex Continuation High School						Ongoing	$491,395.42	$9,230.00	$412,697.55	$87,927.87	$0.00	$0.00	$500,625.42	0%
1	1.19	Wheatland Community Day High School						Ongoing	$422,908.29	$23,060.00	$434,468.29	$11,500.00	$0.00	$0.00	$445,968.29	0%
2	2.1	Student Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$23,281.08	$18,130.00	$30,411.08	$11,000.00	$0.00	$0.00	$41,411.08	32.6%
2	2.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%

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 Percentage of Improved Services
2	2.3	Athletics	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wheatland Union High School	Ongoing	$270,990.00	$199,500.00	$470,490.00	$0.00	$0.00	$0.00	$470,490.00	37.5%
2	2.4	Facility Improvements	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
2	2.5	Staff Wellness	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	-100%
2	2.6	Marriage Family Therapist (MFT) and School Based Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,020.00	$316,650.40	$316,650.40	$0.00	$8,020.00	$0.00	$324,670.40	70.4%
2	2.7	Surveys and Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0%
2	2.8	School Safety Student Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$242,961.43	$2,790.00	$245,751.43	$0.00	$0.00	$0.00	$245,751.43	51%
2	2.9	PBIS Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$13,000.00	$0.00	$13,000.00	$0.00	$0.00	$13,000.00	0%
2	2.10	Parent Project	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
2	2.11	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0%
2	2.12	Cyber Security Internet Safety	All	No			All Schools	Ongoing	$0.00	$12,000.00	$12,000.00	$0.00	$0.00	$0.00	$12,000.00	0%
3	3.1	Student Communication and Collaboration	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
3	3.2	Community Communication and Collaboration	All	No			All Schools	Ongoing	$0.00	$9,000.00	$9,000.00	$0.00	$0.00	$0.00	$9,000.00	0%
3	3.3	Staff Communication and Collaboration	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
3	3.4	Parent Communication and Collaboration	All	No			All Schools	Ongoing	$6,100.00	$3,000.00	$0.00	$9,100.00	$0.00	$0.00	$9,100.00	0%
3	3.5	Parent Trainings/Workshops/ Support Groups	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%

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 Percentage of Improved Services
			Low Income			Low Income										
3	3.6	Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
4	4.1	Edmentum	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edward P. Duplex	Ongoing	$67,971.34	$3,000.00	$67,971.34	$3,000.00	$0.00	$0.00	$70,971.34	17.3%
4	4.2	Counseling	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edward P. Duplex	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
4	4.3	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edward P. Duplex	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
5	5.1	Edmentum	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wheatland Community Day High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
5	5.2	Counseling	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wheatland Community Day High School	Ongoing	$0.00	$70,971.34	$67,971.34	$3,000.00	$0.00	$0.00	$70,971.34	17.3%
5	5.3	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wheatland Community Day High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%

2026-27 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)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	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
15,078,227	4,981,164	33.035%	0.000%	33.035%	$7,764,441.53	392.800%	444.294 %	**Total:**	$7,764,441.53
								LEA-wide Total:	$6,806,468.14
								Limited Total:	$58,726.62
								Schoolwide Total:	$899,246.77

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 Foster Youth Low Income	All Schools	$1,423,296.44	69.7%
1	**1.2**	Maintain Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,095,542.96	70.7%
1	**1.3**	Curriculum and Assessment/Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,383.91	-23.5%
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 Foster Youth Low Income	All Schools	$51,955.00	-45.4%
1	**1.5**	Intervention/Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,089.22	96.4%
1	**1.6**	College Going Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,449.00	0%

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	1.7	Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,186,625.00	0%
1	1.8	Technology Replacement Rotation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	25%
1	1.9	Career and Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,322,159.00	-22.1%
1	1.10	Homeless and Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$58,726.62	4.2%
1	1.11	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	0%
1	1.13	Professional Development for Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,500.00	-25.1%
1	1.14	Professional Development for Classified	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	90%
1	1.15	Pirates at SEA : Scholars Enrichment Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wheatland Union High School	$292,814.09	-0.5%
1	1.16	Wheatland Union High School Virtual Academy, EPD Independent Study, Short Term Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$272,654.70	12.9%
2	2.1	Student Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,411.08	32.6%
2	2.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0%
2	2.3	Athletics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wheatland Union High School	$470,490.00	37.5%

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 (%)
2	2.6	Marriage Family Therapist (MFT) and School Based Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$316,650.40	70.4%
2	2.7	Surveys and Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0%
2	2.8	School Safety Student Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,751.43	51%
2	2.9	PBIS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0%
2	2.10	Parent Project	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0%
2	2.11	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0%
3	3.5	Parent Trainings/Workshops/ Support Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0%
3	3.6	Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0%
4	4.1	Edmentum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edward P. Duplex	$67,971.34	17.3%
4	4.2	Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edward P. Duplex	$0.00	0%
4	4.3	Social Emotional Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edward P. Duplex	$0.00	0%
5	5.1	Edmentum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wheatland Community Day High School	$0.00	0%
5	5.2	Counseling	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Wheatland	$67,971.34	17.3%

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 (%)
					Low Income	Community Day High School		
5	**5.3**	Social Emotional Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wheatland Community Day High School	$0.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,184,598.00	$15,799,383.00

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**	Maintain Certificated Staff FTE due to enrollment	Yes	$1,835,563.00	$2,246,098
1	**1.2**	Maintain Classified Staff	Yes	$1,066,847.00	$1,105,104
1	**1.3**	Curriculum and Assessment/Data Analysis	Yes	$972,793.00	$778,963
1	**1.4**	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies	Yes	$308,585.00	$202,698
1	**1.5**	Intervention/Enrichment	Yes	$502,379.00	$501,074
1	**1.6**	College Going Culture	Yes	$42,449.00	$42,449
1	**1.7**	Special Education	Yes	$2,462,432.00	$2,658,952
1	**1.8**	Technology Replacement Rotation	Yes	$120,000.00	$229,712
1	**1.9**	Career and Technical Education	Yes	$2,637,187	$3,468,497
1	**1.10**	Homeless and Foster Youth	Yes	$58,337.00	$58,399

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	1.11	English Learner Supports	Yes	$104,788.00	$100,987
1	1.12	Facility Improvements	No	$1,310,068.00	$1,873,290
1	1.13	Professional Development for Certificated	Yes	$211,706.00	$0
1	1.14	Professional Development for Classified	Yes	$10,000.00	$10,000
1	1.15	Pirates at SEA : Scholars Enrichment Academy	Yes	$330,022.00	$329,230
1	1.16	Wheatland Union High School Virtual Academy, EPD Independent Study, Short Term Independent Study	Yes	$1,043,619.00	$1,085,860
1	1.17	Military Connectedness	No Yes	$5,000.00	$92
2	2.1	Student Connectedness	Yes	$33,933.00	$33,933
2	2.2	Professional Development	Yes	$0.00	$0
2	2.3	Athletics	Yes	$342,241.00	$325,995
2	2.4	Facility Improvements	No Yes	$0.00	$0
2	2.5	Thought Exchange	No Yes	$11,000.00	$11,000

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)
2	2.6	Marriage Family Therapist (MFT) and School Based Social Workers	Yes	$305,077.00	$305,366
2	2.7	Surveys and Data Analysis	Yes	$10,000.00	$0
2	2.8	School Safety Student Mental Health	Yes	$303,550.00	$262,432
2	2.9	PBIS Implementation	Yes	$5,000.00	$8,679
2	2.10	Parent Project	Yes	$0.00	$0
2	2.11	Chronic Absenteeism	Yes	$12,000.00	$9,000
2	2.12	Cyber Security Internet Safety	No	$0.00	$0
3	3.1	Student Communication and Collaboration	No Yes	$0.00	$0
3	3.2	Community Communication and Collaboration	No Yes	$9,000.00	$8,950
3	3.3	Staff Communication and Collaboration	No Yes	$0.00	$0
3	3.4	Parent Communication and Collaboration	No Yes	$9,100.00	$20,585

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)
3	3.5	Parent Trainings/Workshops/ Support Groups	Yes	$0.00	$0
3	3.6	Community Partnerships	Yes	$0	$0
4	4.1	Edmentum	Yes	$0	$0
4	4.2	Counseling	Yes	$57,961	$58,019
4	4.3	Social Emotional Learning	Yes	$3,000	$3,000
5	5.1	Edmentum	Yes	$0	$0
5	5.2	Counseling	Yes	$57,961.00	$58,019
5	5.3	Social Emotional Learning	Yes	$3,000	$3,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,276,925	$6,007,312.75	$6,267,542.32	($260,229.57)	325.200%	311.100%	-14.100%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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 (Input Percentage)
1	1.1	Maintain Certificated Staff FTE due to enrollment	Yes	$838,646.70	$782,046.00	6.2%	-1%
1	1.2	Maintain Classified Staff	Yes	$597,846.50	$626,331.80	9.1%	14.3%
1	1.3	Curriculum and Assessment/Data Analysis	Yes	$283,880.00	$266,543.16	11.1%	4.4%
1	1.4	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies	Yes	$95,201.00	$46,922.11	0	0
1	1.5	Intervention/Enrichment	Yes	$123,457.16	$170,734.86	-23.8%	5.4%
1	1.6	College Going Culture	Yes	$42,449.00	$42,499	0%	0%
1	1.7	Special Education	Yes	$0.00	$0.00	0%	0%
1	1.8	Technology Replacement Rotation	Yes	$120,000.00	$229,712.17	1.3%	93.9%
1	1.9	Career and Technical Education	Yes	$1,697,655.20	$1,929,756.03	323.9%	381.9%
1	1.10	Homeless and Foster Youth	Yes	$56,336.94	$56,399.30	72.5%	72.7%
1	1.11	English Learner Supports	Yes	$0.00	$0.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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 (Input Percentage)
1	1.13	Professional Development for Certificated	Yes	$87,450.00	$0	9.6%	-100%
1	1.14	Professional Development for Classified	Yes	$10,000.00	$10,000.00	-44.4%	-44.4%
1	1.15	Pirates at SEA : Scholars Enrichment Academy	Yes	$294,269.00	$293,345.61	-4.2%	-4.5%
1	1.16	Wheatland Union High School Virtual Academy, EPD Independent Study, Short Term Independent Study	Yes	$1,032,618.75	$1,030,195.67	12.3%	16.7%
1	1.17	Military Connectedness	Yes	$5,000.00	$92.22	0%	-98.2%
2	2.1	Student Connectedness	Yes	$22,933.00	$22,933.00	-23.0%	13.9%
2	2.2	Professional Development	Yes	$0.00	$0.00	0%	0%
2	2.3	Athletics	Yes	$342,241.00	$380,699.23	1.4%	12.8%
2	2.4	Facility Improvements	Yes	$0	$0	0%	0%
2	2.5	Thought Exchange	Yes	$11,000.00	$11,000.00	-56%	-56%
2	2.6	Marriage Family Therapist (MFT) and School Based Social Workers	Yes	$152,538.50	$159,820.29	0%	0%
2	2.7	Surveys and Data Analysis	Yes	$10,000.00	$10,000.00	0%	0%
2	2.8	School Safety Student Mental Health	Yes	$162,790.00	$180,561.87	-10.9%	-1.2%
2	2.9	PBIS Implementation	Yes	$0.00	$0.00	0%	0%
2	2.10	Parent Project	Yes	$0.00	$0.00	0%	0%
2	2.11	Chronic Absenteeism	Yes	$12,000.00	$9,000.00	18.2%	-11.3%
3	3.1	Student Communication and Collaboration	Yes	$0	$0	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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 (Input Percentage)
3	3.2	Community Communication and Collaboration	Yes	$0	$0	0%	0%
3	3.3	Staff Communication and Collaboration	Yes	$9,000	$8,950	0%	-.6%
3	3.4	Parent Communication and Collaboration	Yes	$0	$0	0%	0%
3	3.5	Parent Trainings/Workshops/ Support Groups	Yes	$0	$0	0%	0%
3	3.6	Community Partnerships	Yes	$0.00	$0	0%	0%
4	4.1	Edmentum	Yes	$0.00	$0	0%	0%
4	4.2	Counseling	Yes	$0.00	$0	0%	0%
4	4.3	Social Emotional Learning	Yes	$0.00	$0	0%	0%
5	5.1	Edmentum	Yes	$0.00	$0	0%	0%
5	5.2	Counseling	Yes	$0.00	$0	0%	0%
5	5.3	Social Emotional Learning	Yes	$0.00	$0	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	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 Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$13,642,936.00	$4,276,925	0.00%	31.349%	$6,267,542.32	311.100%	357.040%	$0.00	0.000%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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

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 32627(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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