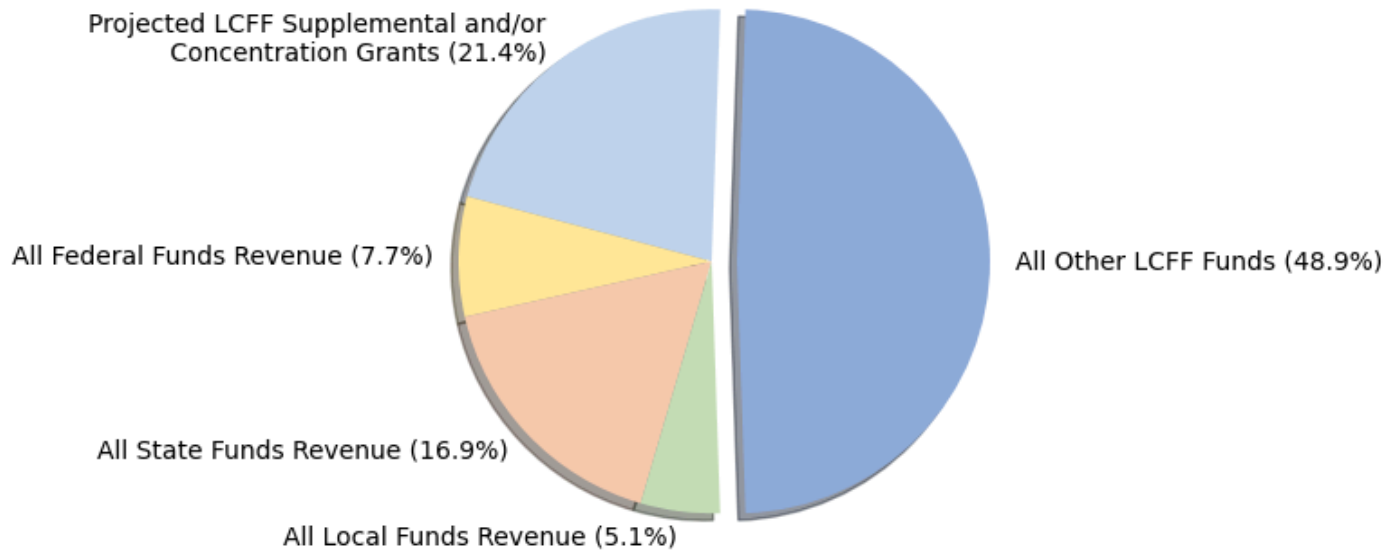


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wheatland Union High School District
CDS Code: 58 72769 0000000
Schools Year: 2024-25
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).

Projected Revenue by Funding Source

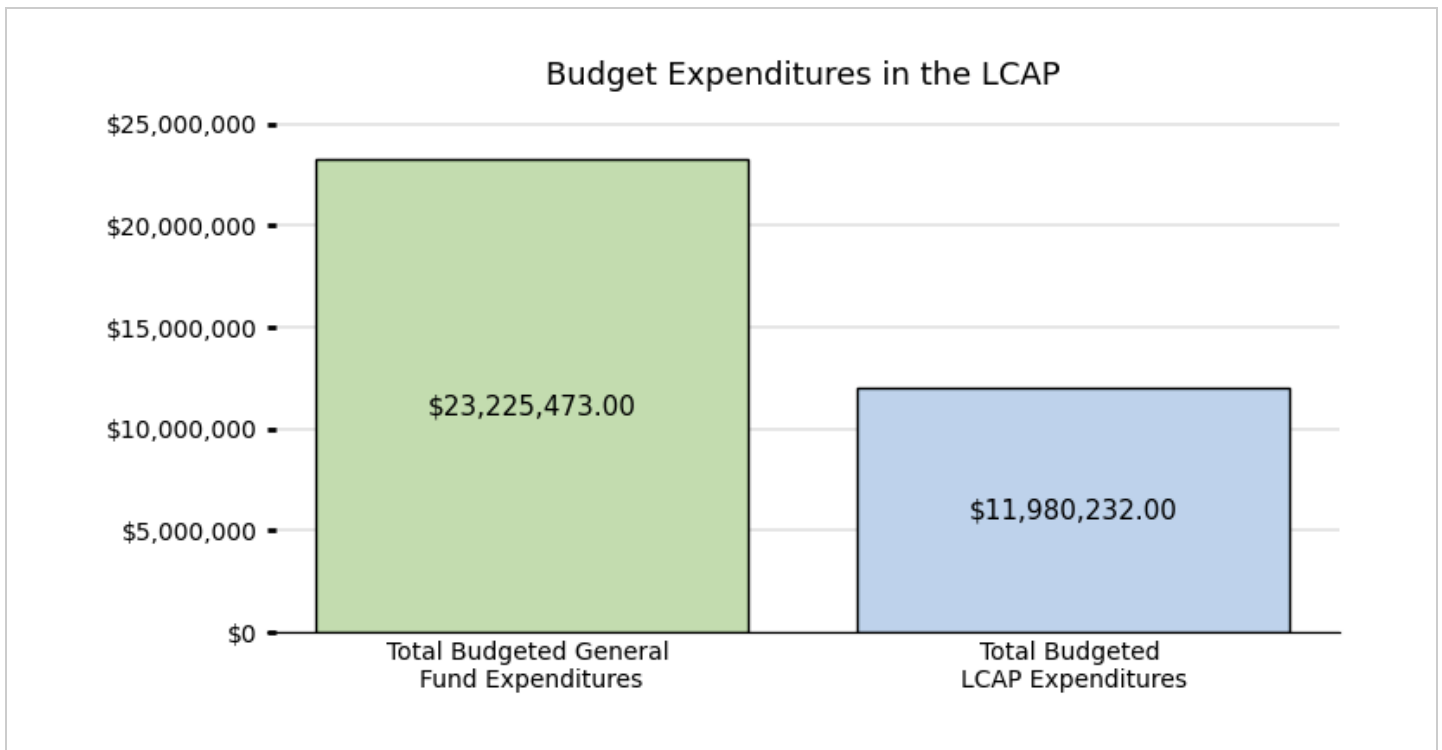


Funding Source	
Projected LCFF Supplemental and/or Concentration Grants	\$3,969,095
All Federal Funds Revenue	\$1,428,559
All State Funds Revenue	\$3,143,717
All Local Funds Revenue	\$940,283
All Other LCFF Funds	\$9,082,642

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 \$22,533,391.00, of which \$17,020,832.00 is Local Control Funding Formula (LCFF), \$3,143,717.00 is other state funds, \$940,283.00 is local funds, and \$1,428,559.00 is federal funds. Of the \$17,020,832.00 in LCFF Funds, \$3,969,095.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students). The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

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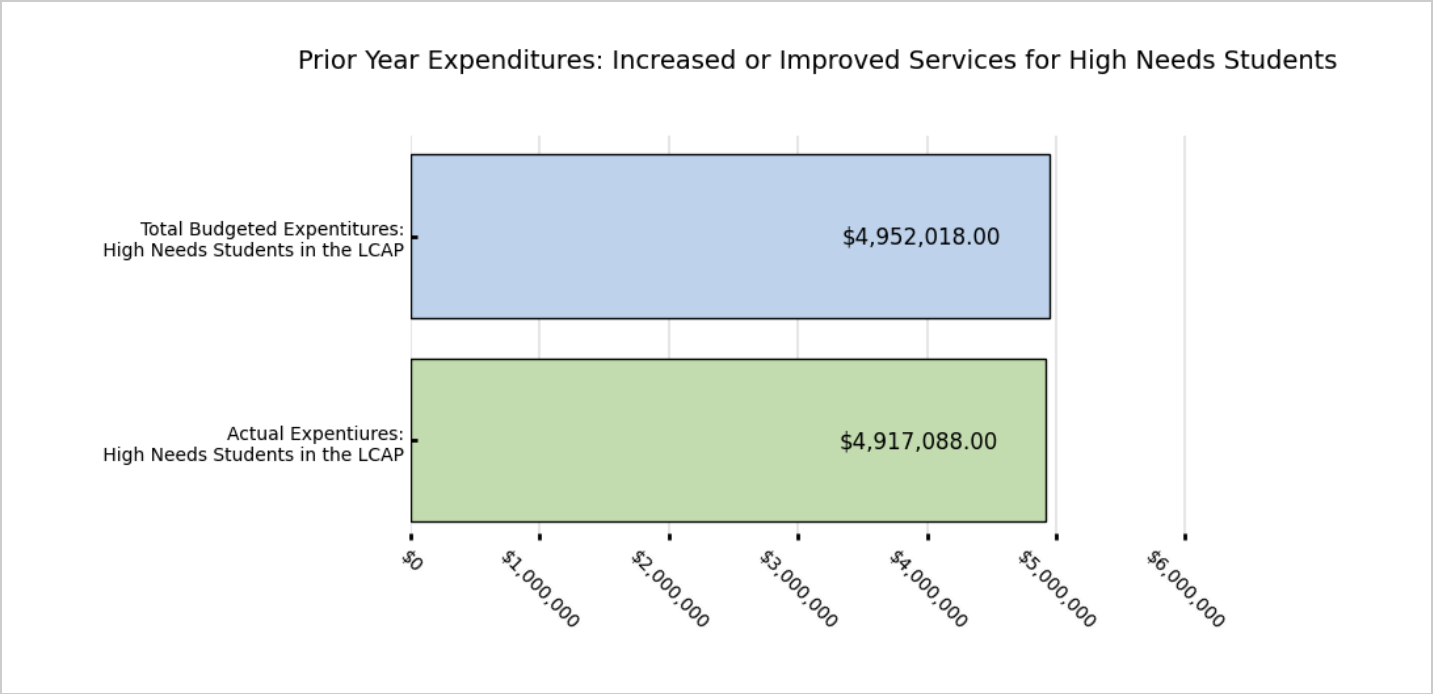
This chart provides a quick summary of how much Wheatland Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wheatland Union High School District plans to spend \$23,225,473.00 for the 2024-25 school year. Of that amount, \$11,980,232.00 is tied to actions/services in the LCAP and \$11,245,241.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: The General Fund expenditures, both restricted and unrestricted, that are not a part of the LCAP, cover the district's primary functions and management costs. These expenses incorporate teaching and services for 9th-12th grade students, district and school administration, library and media services, custodial and maintenance work, utility bills, data processing, general administrative costs, and debt service payments that are not related to LCAP initiatives.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Wheatland Union High School District is projecting it will receive \$3,969,095.00 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.

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Wheatland Union High School District's LCAP budgeted \$4,952,018.00 for planned actions to increase or improve services for high needs students. Wheatland Union High School District actually spent \$4,917,088.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$34,930.00 had the following impact on Wheatland Union High School District's ability to increase or improve services for high needs students: In the 2023-24 academic year, Wheatland Union High School utilized 99% of the initially projected funds meant for augmenting or enhancing services for high-need students. The following year, 2024-25, will see the district amplifying staffing levels and executing the actions detailed in the LCAP to cater to students with high needs.



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 2024 - 2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Wheatland Union High School District, located in the rural sector at the southeastern end of Yuba County, spans an extensive geographical zone of nearly 150 square miles. Given the district's remote location and limited accessibility to external services, it has been a pivotal component in linking students and their families to integral resources such as school-provided meals, clothing, healthcare, and mental health services. The district has demonstrated determination in championing holistic childhood development and overcoming various obstacles as aptly embodied in the public statement, "Every Day, Every Child, Whatever It Takes." The schooling bodies within the district include Wheatland Union High School, Edward P. Duplex Continuation School (receives Equity Multiplier funding), and Wheatland Community Day High School (receives Equity Multiplier funding). Combined, they accommodate an estimated 1092 students, as per the data of the 2023-24 academic year. The student demographics further reveal a mix of several ethnicities, encompassing Hispanic, White, American Indian-Alaska Native, Asian, Pacific Islander, Black, Multi-Ethnic, and a handful with undisclosed ethnicities. The district's enrollment has experienced significant growth in recent years, escalating from 784 in the 2018-19 academic year to 1092 in the 2023-24 academic year. While this increasing trend is anticipated to continue, it may be at a tapered rate due to the prevailing economic situation. Despite the challenge of academic disruptions faced during the pandemic, extraordinary progress was noted in the spring of 2023, when the 11th-grade students attained the highest regional test scores in the Colusa, Yuba, Sutter area. This remarkable achievement especially in English and Math, signifies that students have managed to not only recover the learning losses caused by the pandemic but also outperform their pre-pandemic academic levels. To further substantiate their commitment towards nurturing academic growth, physical health, and mental well-being of students, the district implemented the four pillars of community schools. This initiative, financially backed by the California Community School Partnership Program Implementation Grant and district funds, encompasses diverse strategies aimed at decreasing chronic absenteeism and suspension rates, improving school attendance, boosting high school graduation rates, assisting vulnerable students, and amplifying student achievement universally, and serving as a hub to bring together many partners to offer a range of support and opportunities to students, families, and communities. Wheatland Union High School District's "Local Control and Accountability Plan" (LCAP) outlines a holistic, tactical approach to fostering every facet of a student's life and learning journey. The focus points of the plan include community and family engagement, academic and socio-emotional support, inclusivity, safety, enhanced communication, career and college readiness, as well as cultural and academic enrichment. This comprehensive effort was recognized with the district receiving the 2023 CSBA Golden Bell Recipient - Access and Equity. In conclusion, the Wheatland Union High School District elicits unwavering commitment to its students. It emphasizes on nurturing a holistic, resilient, and future-ready set of individuals, thus fulfilling its promise, "Every Day, Every Child, Whatever It Takes."

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 school district highlighted significant strides in some sectors and areas requiring improvement in others. In English Language Arts (ELA) and Mathematics, progress was noted in student outcomes. An 8.7 increase in the overall success rate in ELA was indicated with green color, signifying satisfactory advancement. The overall improvement in Mathematics was seen despite the current rate being -84, reflecting a significant improvement from previous years. However, the performance progress of students with disabilities in these subjects did not match the same rate, indicating an urgent need for improved specialized education strategies. A growth of 54.3 was observed in the English Language Proficiency Index (ELPI) performance of students with disabilities, leading to a significant current rate of 45.7. However, further improvement is necessary. The predominant annual challenges were related to Mathematics, which was identified as needing further enhancement. Although an upward trend was recognized in Mathematics for all student subsets, the progress of students with disabilities was found to be the singular exception. When considering broader annual successes, the impact of implementing co-teaching was significantly evident. Unfortunately, a lack of supplementary data restricted a more in-depth analysis. Without complete data, a comprehensive discussion on annual achievement cannot be properly presented. However, it's important to note that we have access to other datasets that we will continue to examine, such as [NWEA \(MAP assessments\)](#). Additionally, we anticipate having more data available as co-teaching is fully implemented. For the 2023-24 school year, co-teaching has only been rolled out to 9th grade courses. For the 2024-25 school year, we plan to extend co-teaching to 10th grade, which should enrich our dataset further.

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	<ul style="list-style-type: none"> Conducted ThoughtExchange analyses with teachers during the Fall and Spring. Teacher meetings with the opportunity for input were held on the following dates: 9/20, 10/18, 11/15, 1/17, 2/28, 3/20, 4/15, and 5/15. [September – May] Participated in a series of departmental meetings with the teaching body to exchange ideas and monitor progress. These meetings took place on: 9/20, 10/18, 11/15, 1/17, 2/28, 3/20, 4/15, and 5/15. [September – May] Regularly analyzed data to identify underrepresented groups among teachers during meetings. Implemented staff surveys in January and May to solicit their views on student needs, probable solutions, and potential LCAP updates. Their feedback was incorporated into the plans. [January & May]
School Site Council	<ul style="list-style-type: none"> The School Site Council engaged in SPSA/LCAP meetings to discuss and formulate objectives during the months of August, October, February, and April. [August – April] An extensive review of data was conducted in February to identify underrepresented groups. [February]
WHEAT	<ul style="list-style-type: none"> The ThoughtExchange was conducted in both Fall and Spring to garner feedback from the educational partner, WHEAT, regarding the existing actions of the school district as well as any potential recommendations. [Fall/Spring] Relevant data was analyzed to pinpoint any possible gaps in communication and representation between the school district and WHEAT and added to the LCAP. [Post-Spring ThoughtExchange]
CSEA	<ul style="list-style-type: none"> Facilitated the ThoughtExchange process with the California School Employees Association during both the Fall and Spring seasons, serving as a medium for open discussion and idea sharing. [Fall/Spring] Evaluated the responses received from the above-mentioned ThoughtExchange initiatives. [May]
Parents	<ul style="list-style-type: none"> Engaged parents in a ThoughtExchange during the fall and spring seasons to foster discussion on educational issues and concerns. [Fall, Spring] Arranged a unique event for Military Parents, providing a forum for them to express their ideas and proposals for school enhancements. [October 25] Engaged parents in a survey on the ASSETS (after school program) [October/February]

Educational Partner(s)	Process for Engagement
Students	<ul style="list-style-type: none"> • Conducted ThoughtExchange sessions with students during the fall and spring to gather insights on education-related subjects. These sessions were analysis-based, focusing on events, activities, and concerns directly impacting the students. [Fall/Spring] • Analyzed data from the ThoughtExchange sessions meticulously. Identified and addressed potential underrepresentation of certain groups within this data. [Post ThoughtExchange sessions] • Conducted survey's on belonging, connectedness, and engagement to assist in making programmatic changes [6, 18, and 30 week marks in school]
Businesses	<ul style="list-style-type: none"> • Meetings with the Career and Technical Education (CTE) Advisory were conducted to facilitate communication with businesses as integral components of the educational partners' group. These meetings took place on the 7th and 14th of November. • Throughout November, substantial feedback was gathered, further bolstering the school district's dedication towards achieving academic objectives. • An Agricultural (AG) Advisory Meeting was organized at the commencement of the year with local businesses on the 9th of January. The objective of this meeting was to deliberate on potential enhancements in the agricultural curriculum, thereby providing students with a comprehensive educational experience. • A subsequent AG Advisory Meeting was held towards the conclusion of the academic year with businesses on the 30th of May. The emphasis of this meeting was to evaluate the improvements implemented and to strategize for the forthcoming academic session. [May] • A comprehensive data review was carried out to pinpoint areas necessitating enhanced engagement. Following this, outreach initiatives were implemented to adequately represent the identified areas. This process is undertaken on a monthly basis. [Ongoing]
Colleges	<ul style="list-style-type: none"> • The school district conducted engagement sessions with Yuba College for the purpose of career and college planning and student transition (post secondary) and offer insight for the LCAP. These sessions took place in October, December, February, and April. [October – April] • Meetings were scheduled with Sierra College for the same purpose, with the aim of further enhancing students' awareness about potential future career paths. These meetings were held in March. [March] • The school district, in collaboration with Sacramento State, organized sessions to guide students in their career and college goals. These sessions took place in September. [September] • In order to determine the effectiveness of these sessions, the school district collected and reviewed data in April to inform the LCAP.

Educational Partner(s)	Process for Engagement
Community School Partnerships	<ul style="list-style-type: none"> • Conducted bi-weekly interactions with the Yuba County Action Team, thereby strengthening the educational collaboration between the school district and Community School Partnerships. [Bi-Weekly] • Participated in the Sutter-Yuba Behavioral Health Stakeholder Meetings, ensuring the development of effective strategies for student mental health in conjunction with Community School Partnerships. [September] • Engaged bi-weekly with the Displaced Youth Multidisciplinary Team, aiming to optimally address the requirements of displaced students within the partnership. [Bi-Weekly] • Organized and facilitated advisory meetings, promoting an ongoing open dialogue with Community School Partnerships. [December] • Scheduled Equity/Anti Bias Engagement Meetings to enhance an inclusive environment within the school district, in line with Community School Partnerships' objectives. [September, February] (all to inform the LCAP development)
Military	<ul style="list-style-type: none"> • Streamlined the recruitment process by conducting Air Force Recruiter Engagement Meetings, resulting in mutual benefits for both the students and the military. Two meetings were conducted to foster a shared understanding and collaborative relationship and allowed the opportunity for LCAP input. [October] • Worked in collaboration with the Air Force Recruiting team to better comprehend their requirements and how the school district could meet those needs, thereby fortifying the partnership. [October] • Arranged subsequent meetings with the military partner to ensure enduring engagement and mutual growth. [October]
Classified and Other School Personnel	<ul style="list-style-type: none"> • Engaged Classified and Other School Personnel in ThoughtExchange sessions during the Fall and Spring to gather their perspectives on various educational issues. [Fall/Spring] • Analyzed data from the post-ThoughtExchange period to identify underrepresented groups and employed a targeted approach to solicit their feedback. [Post-Fall and Spring ThoughtExchange] • Administered staff surveys to identify student needs, potential action plans, and possible updates to the LCAP. [January]
SELPA	<ul style="list-style-type: none"> • The Executive Director of Student Services engaged with the identified educational partners through a series of collaborative meetings and workshops, specifically involving the Special Education - SELPA Director, to ensure a comprehensive development of the LCAP. [Ongoing]

Educational Partner(s)	Process for Engagement
EPD/WCDHS Focus Goals (Equity Multiplier)	<ul style="list-style-type: none"> Engaged with EPD/WCHDS staff to discuss and establish Focus Goals, grounded in Equity Multiplier, to augment the educational experience and equity for all students [May]. Meetings were conducted with EPD/WCHDS staff, seeking to streamline the implementation process, solidify partnerships and address any arising challenges [May]. Identified disparity in representation, which led to a comprehensive evaluation of collected data. As a result, underrepresented groups were contacted through phone calls and local meetings to ensure their active participation. [Ongoing]

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

In response to the feedback received from partners identifying gaps in student services and proposing targeted interventions based on community feedback, Wheatland Union High School District has developed a broad goal to address these concerns with the subsequent actions...

- Maintaining staff, including certificated and classified staff, to support increased enrollment and provide optimal academic support. (Actions 1.1, 1.2)
- Comprehensive initiatives to improve curriculum, provide thorough assessments, support new teachers, and enhance academic support through tutoring, behavior and academic monitoring, and additional resources. (Actions 1.3, 1.4)
- Enhanced student and parental support programs, including Parent Institutes, college trips, transportation for after-school events, and support for special education students for better post-secondary transitions. (Actions 1.5, 1.6)
- Technology upgrades and expansion of educational facilities and programs, including a 1:1 student to device ratio, Career and Technical Education pathways, and construction projects to improve learning environments. (Actions 1.7, 1.8, 1.11)
- Professional development and academic support programs focusing on equity, inclusivity, mental health training, and targeted support for independent study students and military families. (Actions 1.12, 1.13, 1.14, 1.15, 1.16)

In response to the feedback received from partners, recommending expansions in work-based learning and internship opportunities informed by local industry needs, Wheatland Union High School District has developed a broad goal to address this feedback with the following actions...

- Developing partnerships with local businesses to create more work-based learning opportunities.
- Expanding internship programs tailored to meet the needs of both students and local industries.
- Integrating career readiness education into the curriculum to better prepare students for the workforce.
- Establishing a feedback loop with industry partners to continually adapt and improve programs.
- Increasing access to career counseling for students to explore various career paths and internships.

In response to the feedback received from community health partners, highlighting the need for increased mental health services and wellness programs, the Wheatland Union High School District has developed a broad goal to address this feedback through the implementation of specific actions...

- Enhancing student connectedness through diverse programs like "Link Crew", "Leadership", and various athletic programs, alongside professional development in social-emotional learning, diversity awareness, and more.
- Improving student athletes' experiences by increasing athletic budgets, adding sports teams, and utilizing communication tools like the Band App for parent-student interaction.
- Equitable enhancements to facilities aim to create safe, modern environments for students, funded by developer fees and maintenance contributions, including updates in transportation and classroom furniture.

- Addressing social-emotional needs with the addition of mental health professionals and surveying student interests for continuous improvement in engagement and belonging.
- Strengthening safety and attendance through tobacco prevention measures, bullying and visitor management systems, and attendance management strategies to reduce truancy and dropout rates.
- Efforts to gauge and enrich student interests through surveys and initiatives like the Tobacco Prevention initiative, Vape Detectors, and PBIS, focus on fostering a healthier school environment and community relationship.

In response to the feedback received from community groups, advocating for the implementation of cultural enrichment and academic programs that mirror the diverse interests and backgrounds of the student body, Wheatland Union High School District has developed a broad goal to address this feedback with the following actions...

- The school district is implementing diverse initiatives to foster student connectedness, including club activities, student ambassador programs, and special programs for students at risk, alongside Professional Development training for staff on social-emotional well-being and diversity.
- Enhancement of athletic programs and facilities, along with improved parent-student communication and safety measures for student athletes, are part of the district's effort to ensure student welfare
- Recruitment of mental health professionals and development of an MTSS model centered on equity aim to provide comprehensive social and emotional learning assistance.
- The district is focused on enhancing academic and behavioral outcomes through attendance management, , and parental training programs, ensuring a safe and conducive learning environment.

In response to the feedback received from partner organizations advising on strategies to enhance parent and family engagement, Wheatland Union High School District has developed a broad goal to address this feedback with the following actions...

- Implemented by the school district, the strategic action aims to enhance student achievement and community engagement through various digital tools, direct teacher outreach, integrated training opportunities, and celebratory events, thereby fostering a well-rounded educational ecosystem.
- To bolster community engagement and enhance educational resources, the school district is implementing multiple initiatives including streaming athletic events, providing community-based instruction, operating a student store, delivering parent and community training, fostering staff-community relationships, pursuing connections with military communities, presenting work-based learning for CTE with the community, assessing website satisfaction, acquiring ThoughtExchange, sustaining social media campaigns, launching a community calendar for students, staff, parents, and community members, offering translation services, and hosting a college and career fair, "Bite of Reality."
- Enhanced communication and increased community engagement are ensured by the school district through actions such as, but not limited to, the leveraging of tools like 'Aeries' and 'Parent Square,' instigating faculty outreach, launching of training opportunities for parents/community, continued social media postings, and improving translation services, thus fostering stronger ties with families, military community, and the local community at large.
- Implemented by the school district, Goal 3 seeks to bridge communication gaps and build strong connections with families and the local community through various methods such as Aeries and Parent Square, athletic event broadcasting, staff outreach, and subsequent training opportunities - enhancing overall inclusivity and interaction amongst students, staff, parents, and community members.
- Training and workshops on crucial topics aiming to foster student growth are provided to parents, with a particular emphasis on those of EL, Low-income, Special Education, Foster Youth, and Homeless children, by the district's Counselors and Directors - thereby boosting involvement through both in-person and virtual sessions.
- Efforts are sustained by the school district to maintain Memorandum of Understanding (MOU) agreements with Yuba Sutter Food Bank and Harmony Health to provide support to local families and medical services respectively, as well as initiating new MOU with Big Smiles for dental services and South Yuba SARB. Community Based Instruction (CBI) also benefits special education students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District's objective has been carefully formulated to address a broad spectrum of State-based priorities. At the forefront of these is State Priority 1: Basic (Conditions of Learning). Under this umbrella, the District's goals guarantee that teachers are not only appropriately assigned but have suitable credentials in their respective subject areas. This serves to promote equity and elevate the standard of professional learning. Furthermore, action has been taken to ensure students can access instructional resources aligned with standards, a measure designed to foster consistent and effective pedagogy. The maintenance of school facilities, an element indispensable for curating a positive learning landscape, is another area the District's goal focuses on.

State Priority 2: State Standards (Conditions of Learning) is another cornerstone that the District's objective bolsters. In this context, the goal amplifies the practical application of academic and performance standards, a strategy aimed at ensuring all students can engage in an equitable, top-quality, and vigorous educational experience. This antecedent also segues into State Priority 4: Pupil Achievement (Pupil Outcomes), as it involves evaluating the performance on standardized tests and indicators of preparedness for higher education. As part of State Priority 5: Pupil Engagement, the District's commitment to fostering a supportive school climate comes to the fore. This involves encouraging high attendance rates and low student dropout numbers, both factors indicative of robust student engagement. The District realizes this by providing a comprehensive course offering, as mandated by State Priority 7: Course Access (Conditions of Learning). Finally, State Priority 8: Other Pupil Outcomes is addressed specifically through the District's ambition to ensure efficient outcomes across a wide array of subject domains. The ultimate goal is to prepare students for a spectrum of potential futures, from higher education and military service to immediate entry into the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Percent of highly qualified teachers LCFF Priority: 1	2023-24 Data 94.34% of teachers are fully credentialed			95%	
2	Percentage of teacher misassignments Prty: 1	2023-24 Data 94% of teachers are appropriately assigned 6% are misassigned			95% of teachers will be appropriately assigned	
3	Percentage of pupils completing Articulated and Dual Enrollment Courses Number of students participating in the Pirates at SEA (College Access) Program Percentage of students scoring a 3 or higher on the AP exam Prty: 1, 2, 4, 5, 7, 8	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). <ul style="list-style-type: none"> Class of 2024: 222 of 302 (74% of class up from 190) Class of 2025: 179 of 293 (61% of class up from 147) Class of 2026: 174 of 317 (55% of class up from 130) Class of 2027: 131 of 298 (44% of class up from 30) 2022-23 Data (23-24 released in July - annually) 50.9% of students scored 3 or better (AP)			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) Maintain between 175-225 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
4	<p>Student Performance on the ELA CAASPP/SBAC Standardized Test - LCFF Priority 1, 2, 4, 5, 7, 8</p> <p>Percentage of students "prepared" for college by Smarter Balanced Assessment (Early Assessment Program) - Prty: 1, 2, 4, 5, 7, 8</p>	<p>2022-23</p> <p>CAASPP, 11th Grade</p> <p>Level 4: 25.97%</p> <p>Level 3: 34.11%</p> <p>Level 2: 21.71%</p> <p>Level 1: 18.22%</p>			<p>CAASPP, 11th Grade</p> <p>Decrease Level 1 and Level 2 by 10%</p> <p>EAP-ELA: 70%</p>	
5	<p>Student Performance on the Math CAASPP/SBAC Standardized Test</p> <p>Percentage of students "prepared" for college by Smarter Balanced Assessment (Early Assessment Program) - Prty: 1, 2, 4, 5, 7, 8</p>	<p>2022-23 Academic Performance for Multiple Grade Levels: - Level 4 Performance: 3.24% - Level 3 Performance: 28.42% - Level 2 Performance: 60.07% - Level 1 Performance: 8.27%</p>			<p>Decrease Level 1 and Level 2 by 10%</p> <p>EAP-Math: 40%</p>	
6	<p>Percentage of Standard Met or Exceeded: Science (CAST)</p> <p>Prty: 1, 2, 4, 5, 7, 8</p>	<p>2022-23 CAST, Multiple Grade Levels</p> <p>Level 4: 3.24%</p> <p>Level 3: 28.42%</p> <p>Level 2: 60.07%</p> <p>Level 1: 8.27%</p>			<p>CAST, Multiple Grade Levels</p> <p>Decrease Level 1 and Level 2 by 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
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 2023-24 (Spring) NWEA Rit Score: Reading 9th Grade: 218.4 10th Grade: 223.3			NWEA Rit Score: Reading (Spring Score) 9th Grade: 221.4 10th Grade: 223.51 11th Grade Outcome from CAASPP	
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			NWEA Rit Score: Language (Spring Score) 9th Grade: 219 10th Grade: 220.86	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
9	Rit Growth NWEA: Math Prty: 1, 2, 4, 5, 7, 8	2023-24 (Fall) NWEA Rit Score: Math 9th Grade: 226.7 10th Grade: 228.4 11th Grade: 231.1 2023-24 (Spring) NWEA Rit Score: Math 9th Grade: 228.5 10th Grade: 235.4			NWEA Rit Score: Math (Spring Score) 9th Grade: 230.03 10th Grade: 232.42 11th Grade Outcome from CAASPP	
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			NWEA Rit Score: Science (Spring Score) 9th Grade: 213.99 10th Grade: 215.29 11th/12th Grade Outcome from CAST	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
11	<p>Percentage of students districtwide completing A – G</p> <p>Prtly: 1, 2, 4, 5, 7, 8</p>	<p>2023-24 Data</p> <p>WUHS - 41.8% of students completed A-G Requirements</p> <p>EPD - 0% of students completed A-G Requirements</p> <p>District - 39.2% of students completed A-G Requirements</p>			District - 50% of students completed A-G Requirements	
12	<p>Student access to standards aligned instructional materials</p> <p>Prtly: 1, 2, 4, 5, 7, 8</p>	District is Williams Act Compliant			Maintain Williams Act 'Compliant' status	
13	<p>Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Prtly: 1, 2, 4, 5, 7, 8</p>	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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
14	<p>Implementation of State Academic Standards - Including ELs Access to ELD and Core</p> <p>*English Learner progress towards English proficiency (ELPAC) - towards English proficiency (ELPAC)</p> <p>*EL reclassification rate</p> <p>*Metric includes disaggregated rates for LTELS</p> <p>Prt: 1, 2, 4, 5, 7, 8</p>	<p>State standards are fully implemented within the District; including, ELs access to ELD and core classes.</p> <p>The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4 = 45.7%</p> <p>The percentage of current EL students (LTEL disaggregated) who progressed at least one ELPI level, maintained ELPI level 4 = 45.7%</p> <p># of ELs: 35</p> <p># of Reclassifications: 13 (from Spring 2023 ELPAC administration) = 38%</p> <p>Reclassifications of LTELS: 5 (from Spring 2023 ELPAC administration - 16 total LTELS) = 31%</p>			<p>State standard implementation will be maintained within the District.</p> <p>English Learner progress towards English proficiency: 50%</p> <p>English Learner progress towards English proficiency (LTEL disaggregated): Maintain</p> <p>EL reclassification rate: Maintain</p> <p>Reclassification rate of LTELS: Maintain</p>	
15	<p>Students receiving the CA State Seal of Biliteracy</p> <p>Prt: 1, 2, 4, 5, 7, 8</p>	<p>2022-23</p> <p>4 students receiving the CA State Seal of Biliteracy</p>			<p>80% of the student enrollment in AP Spanish or other Language will be evaluated</p>	
16	<p>Students receiving the CA Golden State Seal Merit Diploma</p> <p>Prt: 1, 2, 4, 5, 7, 8</p>	<p>2022-23</p> <p>35 students receiving the CA Golden State Seal Merit Diploma</p>			<p>Increase to 50 students receiving the CA Golden State Seal Merit Diploma</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
17	Students receiving the CA State Seal of Civic Engagement Prt: 1, 2, 4, 5, 7, 8	2022-23 0 students receiving the CA State Seal of Civic Engagement			15 students receiving the CA State Seal of Civic Engagement	
18	Number of Dual Enrollment Course Offerings Prt: 1, 2, 4, 5, 7, 8	Dual Enrollment 23-24: <ul style="list-style-type: none">• 21 DE Subject Agreements in Place• 23-24: 28 sections Articulation 23-24: <ul style="list-style-type: none">• 11 Articulation Agreements in Place• 23-24: 22 sections of Articulated courses			Maintain	
19	Students participating in concurrent enrollment courses Prt: 1, 2, 4, 5, 7, 8	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			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
20	<p>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)</p> <p>Prt: 1, 2, 4, 5, 7, 8</p>	<p>2023-24 Data</p> <p>2 out of 9 were enrolled in alternative schools - 22.2%</p> <p>54 of 1116 students enrolled in alternative education within the district - 4.8%</p> <p>Class of '22 & '23</p> <p>100% Graduation Rate for Foster Youth; significantly higher than the state average of 61.2%</p>			Maintain	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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.

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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	Maintain Certificated Staff FTE due to enrollment	<p>In response to the surge in enrollment, the District is committed to maintaining its Full-Time Equivalent (FTE) certificated staff. This step is deemed crucial in maintaining high educational standards and effectively equipping students for their post-secondary endeavors.</p> <p>Spending Items:</p> <p>Increase and maintain Certificated FTE by 12.10 FTE to accommodate enrollment growth and improve programs.</p> <p>Metrics:</p> <p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 15: Students receiving the CA State Seal of Biliteracy</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p>	\$1,559,754.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Maintain Classified Staff	<p>The district is committed to sustaining the existing classified staff level, proportionate to the rate of enrollment. This action is in accordance with the objective of bolstering post-secondary readiness facilitated by the integral curriculum initiative. Our dedicated staff members diligently assist students throughout their academic pursuit, assuring their preparedness for post-secondary educational programs.</p> <p>Spending Items:</p> <p>Increase and maintain Classified staffing to accommodate enrollment growth and improve program</p> <p>Metrics:</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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)</p>	\$935,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Curriculum and Assessment/Data Analysis	<p>Adoption of an integrated curriculum by the district. This will cover various fields, including Social Sciences, Mathematics, English Language, Music and Arts, Professional Educator Training, as well as an Anti-bias Curriculum. A specialized program called READ 180 is also in place, alongside modifications intended for special education (SPED) curriculum - (Alternate Pathways). Furthermore, considerable improvements are aimed towards Assessment and Data Analysis. Initiatives will be launched to facilitate training in NWEA, SBAC and Interim Assessments. Additionally, the district will be implementing a comprehensive Data Analysis Training program for all administrators and staff.</p> <p>Spending Items:</p> <p>Curriculum, Assessments, and Certification Programs - Non Personnel</p> <p>Certification Programs - Personnel</p> <p>Metrics:</p> <p>Metric 3: Percentage of pupils completing Articulated and Dual Enrollment Courses</p> <p>Metric 5: Student Performance on the Math CAASPP/SBAC Standardized Test</p> <p>Metric 6: Percentage of Standard Met or Exceeded: Science (CAST)</p> <p>Metric 7: Rit Growth NWEA: Reading</p> <p>Metric 8: Rit Growth NWEA: Language</p> <p>Metric 9: Rit Growth NWEA: Math</p> <p>Metric 10: Rit Growth NWEA: Science</p> <p>Metric 14: Implementation of State Academic Standards</p>	\$914,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies	<p>The administration has prioritized support for our new teachers and staff, including those in programs such as the Teacher Candidate Intern Program (TCIP), Preliminary Intern Program (PIP), Short-Term Staff Permit (STSP), interns, and previously experienced staff who are newly employed. We have ensured that all necessary resources, including instructional coaches and supplies, are provided. There is an important goal to highlight: "Enhancing Post-Secondary Preparedness through an Integrated Curriculum Initiative." Here, the District has made a commitment to this goal by providing extensive support for all new teaching and administrative staff members. This support extends to those involved in the Teacher Candidates Intern Program (TCIP), Preliminary Intern Program (PIP), and Short-Term Staff Permit (STSP) program. It also includes interns and new hires with prior field experience. In addition to this, the District has made certain provisions for instructional coaches and supplies, making them an integral part of this program.</p> <p>Spending Items:</p> <p>Induction Program</p> <p>Administrative Retreat</p> <p>Metrics:</p> <p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p>	\$16,849.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Intervention/Enrichment	<p>Various activities pertaining to intervention and enrichment are systematically executed. Some of these activities encompass online tutoring support and after-school programs, an intervention credit recovery through Edmentum, and the deployment of engagement strategies for the WUHS Virtual Academy. Transportation is arranged for after-school events such as tutoring and extracurricular activities. The ASSETS program is retained and grown as required, and ongoing tutoring is ensured through the DODEA grant and general fund, which is led by a Tutoring Lab Lead and two Academic Techs. Digital programs via Edmentum are used for for credit recovery and enrichment, and initiatives such as the Parent Project and Summer School continue to receive backing. Lastly, a range of clubs are available to cater to the varied needs and interests of all students.</p> <p>Spending Items:</p> <p>After School Tutoring-Teacher Extra Duty</p> <p>After School Events-Transportation</p> <p>Tutoring Lab</p> <p>After School Program - Personnel</p> <p>After School Program - Non Personnel</p> <p>Metrics:</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>	\$462,378.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	College Going Culture	<p>The District is committed to enhancing post-secondary preparedness, involving planning parent institutes and college trips, as well as other college opportunities for students in grades 9-11. It is a priority to offer transportation for after-school events, which include tutoring and extracurricular activities. We are dedicated to executing the ASSETS program and maintaining support for the four-year plan throughout the summer by conducting meetings with parents and students. These plans are made for incoming 8th graders and current 9th graders. We facilitate review appointments through CTE/C, WE WORK, and tutoring labs which can be attended in person or via Zoom. We ensure that teachers involved in dual enrollment are duly paid their stipends and benefits and receive appropriate training.</p> <p>Spending Items:</p> <p>College Field Trips</p> <p>Dual Enrollment Teacher Stipends</p> <p>Metrics:</p> <p>Metric 3: Percentage of pupils completing Articulated and Dual Enrollment Courses</p> <p>Metric 11: Percentage of students districtwide completing A - G – LCFF</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>	\$42,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Special Education	<p>Commitment to improvements in special education, spearheaded by the Executive Director of Student Services, including work-based learning opportunities alongside ample support for moderate-to-severe students. Our collaborative efforts extending to the Department of Rehabilitation and the execution of Community-Based Instruction underscore our dedication to a comprehensive post-secondary transition. We have programs specialized for 18-to-22-year-olds on campus and have initiated the High School Program to provide focused resources for moderate-to-severe students (SAIL). Additionally, we're subject to specific monitoring in SPED. Continuous improvement strategies are implemented through a range of initiatives. To highlight a few, we have training enhancement for improved tracking of service hours and goals, recurring Data Team Meetings, development, and enforcement of written policies for monitoring. Our team receives thorough development and training for effective communication with parents using the Parent Square platform - an important step towards facilitating better communication between parents and staff. Application of a co-teaching model is steadily pursued to ensure deliverance of inclusive, robust education. Alternate Pathways for SPED students leading to a diploma are put in place and will be maintained.</p> <p>Spending Items:</p> <p>Special Education - Personnel</p> <p>Special Education - Non Personnel</p> <p>Metrics:</p> <p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 4: Student Performance on the ELA CAASPP/SBAC Standardized Test</p> <p>Metric 5: Student Performance on the Math CAASPP/SBAC Standardized Test</p> <p>Metric 6: Percentage of Standard Met or Exceeded: Science (CAST)</p> <p>Metric 7: Rit Growth NWEA: Reading</p>	\$2,348,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 8: Rit Growth NWEA: Language Metric 9: Rit Growth NWEA: Math Metric 10: Rit Growth NWEA: Science Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs Metric 14: Implementation of State Academic Standards		
8	Technology Replacement Rotation	<p>The District plans to implement a Technology Replacement Rotation process with the objective of achieving a one-to-one ratio of students to devices. Additionally, technology will also be provided for new staff members. This initiative is aimed at promoting post-secondary preparedness via an integrated curriculum initiative.</p> <p>Spending Items:</p> <p>Chromebooks</p> <p>Metrics:</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 15: Students receiving the CA State Seal of Biliteracy</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 17: Students receiving the CA State Seal of Civic Engagement</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>	\$118,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Career and Technical Education	<p>The Career and Technical Education/College Center (CTE/C), along with all CTE pathways—with the noted exclusion of Woodshop—is guaranteed maintenance and enlargement. In an effort to enhance readiness for post-secondary education, we have introduced Graphic Production, Electric Vehicles, and AG Productions/Mechanics. These additions are supported by Strong Workforce Grants, and will be in effect from January 2024 to June 2026 and then maintained by the district's general fund.</p> <p>Spending Items:</p> <p>College and Career Readiness Coordinator</p> <p>We Work Center Supplies</p> <p>We Work Center Software</p> <p>Supplies, Equipment, Licensing, Other</p> <p>CTE Staff</p> <p>Metrics:</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>	\$2,098,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Homeless and Foster Youth	<p>The District will improve the readiness of students for post-secondary education by developing, modifying, and enforcing practices aimed at reducing the number of foster youth disproportionately enrolled in continuation schools. Transfer recommendations will be made based on transparent, consistent criteria, ensuring the holder of educational rights can make well-informed decisions about the youth's school placement. We will also set up mechanisms to allow foster youth participation in their local comprehensive school as needed. This includes credit recovery programs or the provision of tutoring and behavioral support services. The District continues its commitment to supporting students through our Homeless and Foster Youth Liaison, which includes transportation, clothing assistance, school supplies, and dedicated counseling. We provide safe harbor meals, organize college tours, and continually improve the process of identifying families in need through a refined family finding process.</p> <p>Spending Items:</p> <p>Transportation for Homeless and Foster Youth</p> <p>Homeless and Foster Youth Supplies</p> <p>Director of Ed Services</p> <p>Metrics:</p> <p>Metric 4: Student Performance on the ELA CAASPP/SBAC Standardized Test</p> <p>Metric 5: Student Performance on the Math CAASPP/SBAC Standardized Test</p> <p>Metric 6: Percentage of Standard Met or Exceeded: Science (CAST)</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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</p>	\$34,665.00	Yes

Action #	Title	Description	Total Funds	Contributing
		general population enrolled in such schools (10% from baseline)		
11	English Learner Supports	<p>The district is implementing the "Enhancement of Post-Secondary Preparedness through Integrated Curriculum Initiative" by maintaining the English Language Development (ELD) section in the Master Schedule. A role of English Learner Liaison, or Family Engagement Coordinator, is established through our Community Schools. This position ensures ongoing interaction with English learner families, facilitating student progression.</p> <p>Spending Items:</p> <p>English Learner Liaison</p> <p>Metrics:</p> <p>Metric 11: Percentage of students districtwide completing A - G – LCFF</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p>	\$114,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Facility Improvements	<p>As part of our commitment to maintaining and enhancing our facilities, we address normal wear and tear annually, specifically during the summer months, to ensure our infrastructure remains in top condition for our students and staff. Currently, we are excited to announce the development of construction documents for a new multipurpose room, which is in the process of obtaining approval through the Division of the State Architect (DSA). Furthermore, we are looking forward to the upcoming bonds set to appear on the November ballot. These bonds will play a crucial role in not only the construction of the multipurpose room but also in the establishment and continued planning of Plumas Lake High School. Additionally, we are undertaking a transformative project to convert the existing woodshop into an auto shop, enhancing our vocational training facilities and broadening the scope of practical skills education available to our students.</p> <p>Spending Items:</p> <p>Maintenance Staff</p> <p>Facility Repairs and Maintenance</p> <p>Deferred Maintenance Projects</p>	\$1,074,816.00	No

Action #	Title	Description	Total Funds	Contributing
13	Professional Development for Certificated	<p>Teachers will receive training in Advanced Placement, dual enrollment, and articulation. Data analysis training will also be extended to administration and staff. In addition, a long term support system will be set up for general and special education teachers involving co-teaching. UDL (Universal Design for Learning) will be a focus for staff as well as trauma informed practices and artificial intelligence. To ensure continuity, resources such as the Instructional Playbook and Goal Book will be maintained. In terms of assessment, the effectiveness of these interventions will be evaluated through interim assessments and consistent focus on data training. Every quarter, a district-wide professional development session aimed at Student Learner Outcomes will be implemented. This will be reinforced with classroom visits following each lesson.</p> <p>Spending Items:</p> <p>Travel & Conference costs for professional development</p> <p>Metrics:</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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)</p>	\$149,272.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	Professional Development for Classified	<p>The District is placing a focus on equity and inclusivity for special populations through continued professional development of instructional methods. For addressing mental health issues, we utilize the 'Question, Persuade, Refer' training model. Para training focuses on best practices, and selected staff members undergo further training for academic coaching roles. The implementation of Anti-Bias, SWIS, and PBIS programs contribute significantly to fostering comprehensive educational development.</p> <p>Spending Items:</p> <p>Classified Professional Development</p> <p>Bus Driver Training</p> <p>Metrics:</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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)</p>	\$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Pirates at SEA : Scholars Enrichment Academy	<p>Sustained commitment will be devoted to guaranteeing smooth functioning, evaluation, and enhancement of the program with a concentrated focus on elevating the preparedness of students for their imminent post-secondary ventures.</p> <p>Spending Items:</p> <p>Pirates at Sea staff</p> <p>Metrics:</p> <p>Metric 3: Percentage of pupils completing Articulated and Dual Enrollment Courses</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>	\$307,063.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	<p>Wheatland Union High School Virtual Academy, EPD Independent Study, & Short Term Independent Study</p> <p>Edward P. Duplex</p> <p>Wheatland Community Day High School</p>	<p>The District will assign two full-time equivalents (FTEs) to deliver independent study instruction and will allocate one FTE Academic Technology Specialist to manage paperwork and administer student/home outreach activities. Additionally, the District also assures the appointment of a counselor to supervise these Independent Study initiatives.</p> <p>EPD: Provide two full-time FTEs for instruction (see Equity Multiplier).</p> <p>WCDHS: Provide one full-time FTE for instruction and one FTE Academic Tech for additional support (see Equity Multiplier).</p> <p>Spending Items:</p> <p>Independent Study Staff</p> <p>Supplies</p> <p>Continuation Program (EPD) Staff</p> <p>EPD Supplies</p> <p>Community Day School (CDS) Staff</p> <p>CDS Supplies</p> <p>Metrics:</p> <p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 11: Percentage of students districtwide completing A - G</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 15: Students receiving the CA State Seal of Biliteracy</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p>	\$883,063.00	Yes

Action #	Title	Description	Total Funds	Contributing
17	Military Connectedness	<p>Focused academic tracking and providing support towards social emotional learning (SEL) to boost preparedness for post-secondary life. It will be ensured that the two Military Liaisons will be retained and continued, monthly breakfast events will be organized along with a back-to-school brigade. As part of this integrated curriculum plan, Military-associated outings would also be arranged. The success of these actions will be monitored through consistent evaluations of academic tracking measurements and SEL support outcomes. The quantity and success rate of the monthly breakfast events, activities related to the back-to-school brigade, and Military-assisted outings will also be continuously tracked and evaluated.</p> <p>Spending Items:</p> <p>Military Connectedness Supplies</p>	\$5,000.00	No
18	Edward P. Duplex Continuation High School	<p>At Edward P. Duplex (EPD) continuation high school, there are 2 FTE (Full-Time Equivalent) positions tied to the school. Additionally, a certificated math teacher comes over for one period a day to provide dedicated support for math.</p> <p>Spending Items:</p> <p>Metrics:</p> <p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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)</p>		Yes

Action #	Title	Description	Total Funds	Contributing
19	Wheatland Community Day High School	<p>At Wheatland Community Day high school, there 1 FTE (Full-Time Equivalent) position tied to the school. Additionally, a full-time academic technician is there for added support.</p> <p>Spending Items:</p> <p>Metrics:</p> <p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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)</p>		

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

- 4. Pupil Achievement (Pupil Outcomes)
- 5. Pupil Engagement (Engagement)
- 7. Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Graduation Rate	<p>2022-23 Four-Year Adjusted Cohort Graduation Rate Data</p> <p>District: 95.4% (247 out of 259)</p> <p>WUHS: 96.9% (217 out of 224)</p> <p>EPD: 85.7% (30 out of 35)</p> <p>2022-23 Graduation Rate for Students with Disabilities</p> <p>District: 86.5%, categorized as "High" on the Dashboard (Cohort = 37) - 13.2% increase from 2021-22</p> <p>–</p> <p>2023-24 Students Enrolled in Alternative Education Within the District</p> <p>4.8% (54 of 1116)</p>			<p>Maintain rates for District, WUHS, EPD</p> <p>Increase Graduation Rate for Students with Disabilities by 5%</p>	
2	Dropout Rate	<p>2022-23 Dropout Rate</p> <p>District: 2.7% (7 out of 259 students)</p> <p>WUHS: 1.8% (4 out of 224 students)</p> <p>EPD: 8.5% Dropout Rate (3 out of 35 students)</p>			Maintain rates for District, WUHS, EPD	
3	Facility Maintenance (measured by FIT tool)	<p>2023-24 Scores</p> <p>Overall: "Good"</p>			Maintain FIT status	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
4	Chronic Absenteeism Rate & Subgroup	2023-2024 (YTD) District: <ul style="list-style-type: none"> • 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% 			Decrease District Overall Rate to Below 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
5	<p>Suspension Rate (% with at least 1 suspension)</p> <p>Number of Expulsions</p> <p>WUHSD Discipline Distribution</p>	<p>2022-23 Dashboard</p> <p>No longer 'Very high', 'High', or 'Medium' in any subgroup. All 'Low' and 'Very Low' for Discipline</p> <p>% of Students Suspended at Least Once by Subgroup</p> <p>2.2% of students suspended at least once</p> <p>African American: 2.5% (Cohort = 40 students, Declined 20%)</p> <p>Homeless: 6% (Cohort = 50 students, Declined 5.4%)</p> <p>Two or More Races: 9.9% (Cohort = 147 students, Declined 8.5%)</p> <p>Socioeconomically Disadvantaged: 2.3% (Cohort = 931 students, Declined 7%)</p> <p>Students with Disabilities: 3.6 (Cohort = 192 students, Declined 8%)</p> <p>White: 1.6% (Cohort = 496 students, Declined 5.3%)</p> <p>Hispanic: 3.6% (Cohort = 386 students, Declined 4.8%)</p> <p>English Learners: 2.3% (Cohort = 43 students, Declined 3.3%)</p> <p>Asian: 0% (Cohort = 57 students, Declined 2%)</p> <p>2023-24: 3 Stipulated Expulsions</p> <p>2023-24: WUHSD Discipline Distribution (Suspensions-</p>			<p>Suspension Rate: Not to exceed 5%</p> <p>Number of Expulsions: Not to exceed 5</p> <p>Discipline Distribution: Decrease baseline by a minimum of 20%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
		Incidents) WUHS: 70 SPED: 26 EPD: 6 SPED: 4 Community Day: 12 SPED: 1				
6	Attendance Rate	2023-24: 93.41% (P1); 94.8% (P2)			Increase to 95% (P2)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
7	Students Participating in Sports	<p>Total M Participation: 363</p> <ul style="list-style-type: none"> - 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) <p>Total F Participation: 241</p> <ul style="list-style-type: none"> - Girls Volleyball Varsity: 12 (F) - Girls Volleyball JV: 12 (F) - Girls Volleyball Frosh: 12 (F) - Girls Basketball Varsity: 10 (F) - Girls Basketball JV: 15 (F) - Girls Soccer Varsity: 20 (F) - Girls Soccer JV : 17 (F) - Wrestling-Girls: 13 (F) - Swimming-Girls: 13 (F) - Track and Field-Girls: 47 (F) - Softball Varsity: 15 (F) - Softball JV: 12 (F) - Golf-Girls: 9 (F) - Tennis: 28 (F) 			Maintain or increase student participation counts in sports	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
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			Maintain rates and number of check-ins	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
9	<p>Surveys/ Thought Exchanges of Students, Parents, Staff</p> <p>California Health Kids Survey (CHKS) - Students feel safe at school.</p>	<p>Theme is Goal 2 Focused: ThoughtExchanges for staff and parents</p> <p>2023-24 Data: Inflexion</p> <p>Connectedness: +65% (H) -13% (L)</p> <p>Connection: +74 (H) -14% (L)</p> <p>Engagement: +53% (H) -26% (L)</p> <p>Student Perception of School Safety and Connectedness (CHKS)</p> <p>2022-23: 9th graders</p> <ul style="list-style-type: none"> • 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% <p>2022-23: 11th graders</p> <ul style="list-style-type: none"> • 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% 			<p>Maintain Student Surveys of 6, 18, 30-week surveys. These are Reported to the Board.</p> <p>Student Perception of School Safety and Connectedness (CHKS): Increase baseline by 15%</p>	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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.

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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	Student Connectedness	<p>Two advisors each maintain advising responsibilities for Link Crew and Leadership. The continuation of unique programs such as "Honor the Code", "Pirate Come About", and the "Depper Awards" are encouraged to enhance student connectedness. A diverse array of club activities include the Student Ambassador Program, Military Connectedness Program, Student Cultural Advisory Council, and the Safe Harbor Program. Inclusive engagement strategies include a range of sports and activities, from CTSOs such as E-Sports and HOSA, to Swimming. These efforts maintain active student involvement and foster a sense of community within the District.</p> <p>Spending Items:</p> <p>Link Crew Stipends</p> <p>Leadership Advisor Stipends</p> <p>Student Awards/Depper</p> <p>Pirate Come About - Personnel</p> <p>Pirates Come About - Non Personnel</p> <p>Metrics:</p> <p>Metric 7: Students Participating in Sports</p> <p>Metric 8: Participation in ASSETS Program</p> <p>Metric 9: Surveys/ThoughtExchanges of Students, Parents, Staff</p>	\$29,794.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	<p>District highly encourages participation in professional development opportunities such as Social Emotional and De-escalation Training, Yearbook Training, as well as Sports and Leadership Training. Being members of CSADA & CADA is mandatory, and we also ensure that Suicidal Prevention Training and related resources are available. We train our staff on promoting student inclusion through the Equity Challenge and Diversity Training. Our commitment to promoting 'Welcoming Schools' is evident, and achieving Trauma-Informed Certification contributes significantly to this aim.</p> <p>Metrics:</p> <p>Metric 1: Graduation Rate</p> <p>Metric 2: Dropout Rate</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Athletics	<p>The objective is to maintain and possibly increase the athletic budgets of the District, not excluding provisions for swimming or tennis due to facility constraints (Partner with MJUSD). There will be an assessment to determine if there is interest for more sports teams. Home campus shall be retained for the clearance of student-athletes. We plan to continue the use of band apps to ensure a seamless communication between parents and students. Travel provisions for Automated External Defibrillators (AED) will be upheld. Our collaboration with MJUSD for tennis and pool services will sustain as a priority.</p> <p>Spending Items:</p> <p>Athletic Stipends</p> <p>Athletic Supplies</p> <p>Athletic Dues/Memberships, Licenses, Other Expenditures</p> <p>Metrics:</p> <p>Metric 7: Students Participating in Sports</p>	\$337,355.00	Yes
4	Facility Improvements	<p>The equitable enhancement of facilities across the District is guaranteed to ensure students enjoy safe and modern environments similar to those in prosperous communities. The Deferred Maintenance Plan is regularly reviewed, and surplus or unneeded equipment is identified and disposed of accordingly. Regular updates are made to the Developer Fees and the Facility Master Plan. Transportation and cleaning schedules are fine-tuned for optimal efficiency, and the procurement of new classroom furniture is an ongoing process. Resources including Developer Fees and Routine Restricted Maintenance are utilized, and there is an emphasis on increasing the Resource Maintenance Adjustment (RMA) to support the execution of the deferred maintenance plan.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5	Staff Wellness	<p>The District has established Teacher Satisfaction Survey, concentrating on elements such as leadership, community, policy, and everyday experiences and exchanges at work. An analysis of the collected data will be performed to gauge satisfaction levels regarding the district, workplace, and professional incidents. Professional Development pertinent to social-emotional wellness will be maintained, centering on equipping teachers to address the effects of trauma on student accomplishment.</p> <p>Spending Items:</p> <p>Thought Exchange</p>	\$25,000.00	No
6	Marriage Family Therapist (MFT) and School Based Social Workers	<p>The Promotion of Holistic Student Engagement and Well-being in the District: Marriage Family Therapist (MFT) and a School-Based Social Worker to manage the social-emotional needs of students and address behaviors that inhibit learning. Support for special populations will be consistently provided by the Licensed School Based Social Worker (LSBSW), who will also actively engages with families. The ongoing development of a Multi-Tiered Systems of Support (MTSS) model, structured as part of an Equity Program and in collaboration with Inflexion and the MTSS/Orange County Office of Education (OCOE) Grant, is also part of this initiative.</p> <p>Spending Items:</p> <p>Marriage and Family Therapist</p> <p>Metrics:</p> <p>Metric 1: Graduation Rate</p> <p>Metric 2: Dropout Rate</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>	\$161,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Surveys and Data Analysis	<p>The district fosters student engagement and wellbeing via the California Healthy Kids Survey every other year. Also, we carry out three specific surveys at intervals of 6, 18, and 30 weeks on subjects such as belonging, connectedness, and engagement from Inflexion, and gathering student preferences for curricular, cocurricular, and extracurricular activities via ThoughtExchange. Insights from the Inflexion surveys will undergo analysis every quarter to guide enhancement tactics.</p> <p>Spending Items:</p> <p>Inflexion Strategic Planning Contract</p> <p>Metrics:</p> <p>Metric 9: Surveys/ThoughtExchanges of Students, Parents, Staff</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	School Safety & Student Mental Health	<p>The promotion of holistic student engagement and well-being is advanced by several distinct actions. These include tobacco prevention methods, such as vape detectors and collaboration with the Wheatland Police Department to provide a School Resource Officer five days per week. The officers' roles go beyond enforcement; they also aim to strengthen relationships between families and law enforcement. This strategy seeks to improve student attendance and deter entry into the prison pipeline. Additional efforts to support this goal include every other year administration of the California Healthy Kids Survey, allocation of funds for safety supplies, and implementation of a visitor management platform and online student bullying system. The PASS Program operated by Yuba County Probation significantly bolsters this objective by nurturing alliances between students, parents, and the school.</p> <p>Spending Items:</p> <p>Resource Officer</p> <p>PASS Officer</p> <p>Raptor Technologies Visitor Management Software</p> <p>Metrics:</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>	\$185,557.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	PBIS Implementation	<p>The District assures the implementation of Positive Behavioral Interventions and Supports (PBIS), an evidence-based three-tiered framework. This framework enhances the school environment and safety, promotes social, emotional, and academic outcomes for all students, particularly those with disabilities and from underrepresented groups. The District commits to the distribution of behavior management charts to teachers, providing them with strategies for addressing student behavior. We also offer incentives to students who demonstrate positive behavior. In addition, the SWIS data system is utilized for referral data collection, which assists in identifying effective strategies.</p> <p>Spending Items:</p> <p>PBIS Supplies</p> <p>Metrics:</p>	\$5,000.00	Yes
10	Parent Project	<p>Maintenance of the 10-week parent education course in the District is a priority. The course equips parents of teens aged 11-18 with key tools to understand and handle a range of issues, from emotional behavior and substance abuse prevention, to discussing relationships, improving school performance, and leveraging local resources for family support.</p> <p>Metrics:</p> <p>Metric 1: Graduation Rate</p> <p>Metric 2: Dropout Rate</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Chronic Absenteeism	<p>The district is committed to the sustained utilization of RAAWEE for Attendance Management, and has implemented South Yuba School Attendance Review Board (SARB). The plan incorporates an additional resource - a dedicated SARB and SPED Secretary. A robust, proactive approach involving outreach to students and their parents is undertaken to resolve any potential concerns with attendance procedures. Periodic meetings are conducted to assess student attendance and formulate strategies aimed at its optimization. The School Attendance Review Team (SART) plays a substantial role in these processes, enabling standardization and effectiveness. Efforts to coordinate with the School Resource Officer (SRO) and Positive Academic Support System (PASS) to carry out home visits have been put in place. In addition, a dedicated Homeless and Attendance Clerk is in place to oversee the unique needs of specific demographics.</p> <p>Metrics:</p> <p>Metric 1: Graduation Rate</p> <p>Metric 2: Dropout Rate</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Cyber Security & Internet Safety	<p>The District is committed to the continuous participation in cybersecurity planning and risk assessments with TSCIG. To protect against inappropriate content, Go Guardian filters have been acquired. Moreover, Go Guardian is actively used in classrooms to elevate instructional quality. An elective insurance policy for student technology has been instituted, and attendance for off-campus trainings is pursued when needed.</p> <p>Spending Items:</p> <p>Go Guardian Security Software</p> <p>Metrics:</p> <p>Metric 1: Graduation Rate</p> <p>Metric 2: Dropout Rate</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p>	\$10,150.00	No

Goal

Goal #	Description	Type of Goal
3	<p>Goal 3: Engage families and members of the greater school community as educational partners.</p> <p>In the coming year, the District aims to continually bolster and grow its relationships with families and the wider community. The main objective is active inclusion of key stakeholders in the educational process. Steps towards this include initiating constructive dialogues, promoting open communication, and fostering joint participation in school activities. This initiative begins at the start of the academic year and continues throughout. Regular surveys and feedback methods will assess engagement levels and effectiveness of this initiative. Regular reports and observational records will aid in measuring the progress towards this educational partnership goal.</p>	Broad

State Priorities addressed by this goal.

3. Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District's objective targets State Priority 3: Parental Involvement (Engagement). To advance this priority, the District employs routine communication updates distributed through several digital tools and platforms. The objective's construction intentionally focuses on increasing parental involvement, chiefly via training workshops and inclusive school affairs. The development of these initiatives had a clear aim - encourage parental involvement especially with programs serving unduplicated students and those with special needs. By positively influencing 'Culture & Climate,' this objective seeks to improve the school environment thereby promoting academic excellence and encouraging substantial behavioral modification. Additionally, the District aims to promote 'Equity.' It accomplishes this through ensuring that communication strategies and initiatives are evenly distributed, accessible, and equally beneficial to all diverse groups. The objective's focus on 'Family & Community' emphasizes the District's dedication to fostering important partnerships with families and community members as a means of enhancing college and career readiness amongst students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	California Health Kids Survey (CHKS) - Parent Engagement	<p>Promotion of Parent Involvement in School</p> <p>9th: 52%</p> <p>11th: 35%</p> <p>Teachers at this school communicate with parents about what students are expected to learn in class</p> <p>9th: 56%</p> <p>11th: 32%</p> <p>Parents feel welcome to participate at this school</p> <p>9th: 51%</p> <p>11th: 30%</p> <p>School staff take parent concerns seriously</p> <p>9th: 48%</p> <p>11th: 43%</p> <p>Other Metrics (New):</p> <p>Parent Input: Parent Decision-Making Involvement Index (PDII)</p> <p>Survey Participation Rate: Percentage of parents completing annual surveys on school decisions and policies.</p> <p>Feedback Implementation Rate: Percentage of parent feedback that is reviewed and acted upon by school administration.</p>			<p>CHKS Data: Increase baseline data by 15%</p> <p>Parent Input:</p> <p>Survey Participation Rate: 50%</p> <p>Feedback Implementation Rate: 25%</p> <p>UPP and SPED Input:</p> <p>Program Awareness Rate: 75%</p> <p>Event Attendance Rate: 20%</p> <p>Engagement Activities Participation Rate: 25%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
		<p>UPP and SPED Input: Promoting Parental Participation in Programs for Unduplicated Pupils and Students with Disabilities</p> <p>Program Awareness Rate: Percentage of parents aware of the programs available for unduplicated pupils and students with disabilities.</p> <p>Event Attendance Rate: Percentage of parents attending events/workshops specifically designed for unduplicated pupils and students with disabilities.</p> <p>Engagement Activities Participation Rate: Percentage of parents participating in engagement activities (e.g., volunteer opportunities, parent-teacher associations) focused on unduplicated pupils and students with disabilities.</p>				
2	Usage of Communication Tools	<p>Frequency of Access</p> <p>1. Parent Square</p> <p>2. Thought Exchange Participation</p>			Maintain	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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.

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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	Student Communication and Collaboration	A variety of communication programs and platforms, such as Bulletin, Aeries, Parent Square, and DocuSign, will be utilized by the District. We have also integrated resources like Adobe and Apptegy to enhance our website and develop a phone application. Measures to improve community engagement include teacher outreach to students, parents, community member and staff training opportunities, and maintaining an informative community calendar. The District plans to establish stronger connections with the military community and carry out evaluations to assess website satisfaction. We will use ThoughtExchange to improve communication quality. Shifting our calendar from Google to Outlook is on the agenda. We're also aiming to foster engagement through initiatives such as Positive Postcards, Students of the Month Celebrations, and the College and Career Fair/Bite of Reality program. Lastly, the District will continue to refine communication by providing translation services, introducing a new marquee and infographic within the school, and keeping district communication information up-to-date.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2	Community Communication and Collaboration	<p>The District will enhance family and community engagement by streaming athletics events for off-campus public viewing. We plan to further build relationships with our community through the establishment of a WUHSD student store, offering training opportunities for parents and community members, and bolstering staff connectivity with families and the larger community. Furthermore, the initiative will take advantage of military community relationships and incorporate work-based learning opportunities for CTE within the community into the curriculum. To ensure we are meeting our community's needs, we will continually assess satisfaction with the website and procure ThoughtExchange. To keep our community connected and informed, we will continue with regular social media posts and campaigns. In addition, a community calendar will be made available for students, staff, parents, and community members. Lastly, the District will continue to organize events such as a college and career fair together with a Bite of Reality event.</p>	\$0.00	No
3	Staff Communication and Collaboration	<p>The District is committed to enhancing family and community engagement in educational processes. This commitment will be executed via the use of Parent Square, increased teacher outreach, and the utilization of online platforms such as Aeries. We aim to foster strong staff-to-community connections by implementing a variety of strategies. Some of such strategies are the 'Staff of the Month' Celebrations and meticulously planned social media campaigns. Continuous evaluation of satisfaction levels towards the District's website is also part of our commitment. To further engage our community, we provide translation services, numerous training opportunities for parents and the community at large, the use of services like DocuSign, and the public streaming of athletic events.</p> <p>Spending Items:</p> <p>Apptegy</p>	\$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Parent Communication and Collaboration	<p>The advancement of family involvement in educational processes is realized via our digital platforms, as well as implementing Docusign, promoting active teacher outreach, and maintaining a WUHSD Student Store. Frequent training for parents and community members enhances their integration. We establish solid relationships with the military community and periodically evaluate the satisfaction of our website users. We keep SPED families informed on a regular basis by utilizing calendars and maintaining continuous communication. Our ongoing contract with Apptegy provides website maintenance and mobile app services. The use of a school and district-wide communication infographic encourages transparency and clarity. To further engage our parents, we provide translation services, numerous training opportunities for parents and the community at large, and the public streaming of athletic events.</p>	\$0.00	No
5	Parent Trainings/Workshops/ Support Groups	<p>The District will provide training and workshops specifically designed to promote student growth and success. We place special focus on engaging parents of English Learners, Low-Income students, Special Education students, Foster Youth, and Homeless students. To maximize attendance, we offer these training sessions both in-person and virtually. Management and facilitation of these parent groups will be the responsibility of Counselors and Directors. The District will actively seek feedback from these sessions with the goal of continuous improvement in mind.</p> <p>Spending Items:</p> <p>Teacher and Counselor Extra Duty</p> <p>Metrics:</p> <p>Metric 1: California Health Kids Survey (CHKS) - Parent Engagement</p> <p>Metric 2: Usage of Communication Tools</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Community Partnerships	<p>Community Schools: The District will maintain a Memorandum of Understanding (MOU) with the Yuba Sutter Food Bank to strengthen its support to local families. Concurrently, the current MOU with Harmony Health for the delivery of medical services will continue. The District also plans to establish and uphold the Big Smiles MOU to provide dental services. Additionally, we will maintain the South Yuba School Attendance Review Board (SARB) and Community Based Instruction (CBI) for Special Education (SPED).</p> <p>Metrics:</p> <p>Metric 1: California Health Kids Survey (CHKS) - Parent Engagement</p> <p>Metric 2: Usage of Communication Tools</p>	\$0.00	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal encapsulates the rigorous nature of the District's curricula and assessments. These have been meticulously developed to align with State Standards, thereby ensuring students meet state benchmarks while properly equipped for college and their impending career (Priority 2). The District promotes equity by offering all students, including English learners, access to high-quality instruction. This access is supplemented by professional learning designed to enrich teaching practices. The goal also emphasizes the use of data-driven assessments in constructing the goal of enhancing student achievement (Priority 4), whilst preparing students for college and career success effectively. The goal directly addresses and intertwines with the described priorities by laying a strong emphasis on enhancing student readiness for college and careers while also fostering a sense of connectedness amongst students. This goal, as part of the District's strategic actions, aims to provide comprehensive support and professional orientation to students, which is a reflection of Priority 5 ('Pupil Engagement'), where the focus is on developing a positive school culture and climate that engages and supports all students. It aligns with Priority 6 ('School Climate'), by advocating for a safe and inclusive environment that

promotes equity and resolves disparities, thereby creating a nurturing atmosphere that is conducive to learning and personal growth. Furthermore, the goal supports Priority 7 ('Course Access') by ensuring that students have access to a wide range of courses, which prepares them for future academic and career opportunities. Finally, it encapsulates Priority 8 ('Other Pupil Outcomes') through its commitment to achieving positive student outcomes by aligning curriculum and instruction with State Standards and focusing on equitable access to resources. The comprehensive approach of the "Equity Multiplier" goal, with its focus on readiness, connectedness, and strategic action, demonstrates the District's commitment to fulfilling these priorities through targeted, evidence-based methodologies and performance measures.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Graduation Rate	2022-23 Four-Year Adjusted Cohort Graduation Rate Data EPD: 85.7% (30/35 students)			Increase to 92%	
2	Counseling/Academic Check-ins	Counselor will complete weekly check-ins with students - documented by counseling logs.			Maintain weekly check-ins and logs	
3	CTE Completion or Certification	0 CTE Completers or Certifications			Increase to 20% of enrollment obtaining either CTE Completion status or a Certification in CTE	
4	Social Emotional Learning Activities	Complete Social Emotional Learning Activities Monthly			Increase to weekly Social Emotional Learning Activities	
5	Dropout Rate	2022-23 Dropout Rate EPD: 8.6% (3/35 students)			Decrease to 5% or below	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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.

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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	Edmentum	<p>The objective is to enhance student connectedness and prepare them for college and their future careers. This will necessitate certain actions, notably maintaining the Edmentum software to provide continuity in the coursework alongside Edmentum's Career and Technical Education (CTE) courses. These actions align completely with our broader goal. Our district is completely committed to delivering high-quality continuity in coursework and specialized career courses. Thus, such acquisitions are of crucial importance to achieving our stated objective.</p> <p>Spending Items:</p> <p>Edmentum</p> <p>Metrics:</p> <p>Metric 1: Graduation Rate</p> <p>Metric 3: CTE Completion or Certification</p> <p>Metric 5: Dropout Rate</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Counseling	<p>The District has begun the process of hiring a part-time counselor. This individual's main task will be offering support tailored to the needs of the Continuation High School. This role plays an essential part in our aim to enhance student engagement and readiness for college and careers through the implementation of the Equity Multiplier framework.</p> <p>Spending Items:</p> <p>Counselor .5 FTE</p> <p>Metrics:</p> <p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 4: Social Emotional Learning Activities</p>	\$45,769.00	Yes
3	Social Emotional Learning	<p>Resources intended for furtherance of Social and Emotional Learning (SEL) are will be procured. The efficacy of these measures will be evaluated based on the diminished ratio of student to counselor at the Continuation High School and the noticeable enhancement in the SEL results following the use of these resources.</p> <p>Spending Items:</p> <p>SEL Supplies</p> <p>Metrics:</p> <p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 4: Social Emotional Learning Activities</p>	\$1,000.00	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

assure equal educational opportunities for all students. Under the banner of State Priority 5, "Pupil Engagement", the primary goal of WUHS is to cultivate a positive school culture and climate. This includes measures to bolster school attendance rates and minimize chronic absenteeism, thereby augmenting students' sense of belonging and connectedness. Further efforts are made to bolster student engagement through reinforced family and community involvement. In light of State Priority 6, titled "School Climate", the school endeavors to foster a positive atmosphere that encourages safety and connectedness. This also addresses disparities in school discipline by incorporating fair practices. Collaborative partnerships with families and communities are formed to amplify support systems for students. In alignment with State Priority 7, known as "Course Access", the primary goal is to facilitate students' access to a broad range of study courses, aligned with state standards. To augment instructional practices and support the varied needs of students, professional learning opportunities are made readily available. Lastly, under State Priority 8, designated as "Other Pupil Outcomes", WUHS targets positive pupil outcomes by aligning the curriculum and promoting equity initiatives. These goals are bolstered by professional learning opportunities that enhance instructional practices, fostering pupil achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Return to Wheatland Union High School	All students return to WUHS and graduate (unless their expulsion keeps them enrolled at Community Day)			Maintain returning enrollment rate	
2	Counseling/ Academic Check-ins	Counselor will complete weekly check-ins with students documented by counseling logs.			Maintain weekly check-in frequency	
3	Social Emotional Learning Activities	Complete Social Emotional Learning Activities Monthly			Increase to weekly Social Emotional Learning Activities	
4	CTE Completion or Certification	0 CTE Completers or Certifications			Increase to 20% of enrollment obtaining either CTE Completion status or a Certification in CTE	
5	Suspension Rate	2023-24: 11 suspensions			Decrease by 10 or less suspensions	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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.

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New 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.

Not Applicable in Year 1 of New Plan.

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	Edmentum	<p>The District will ensure continuity in coursework through Edmentum. The District will initiate this action, setting up a range of College, Career, and Technical education courses also made accessible through Edmentum. The District will allocate and record funding specifically for this cause and subsequent reviews will be carried out to evaluate the efficacy of this strategic move.</p> <p>Spending Items:</p> <p>Edmentum</p> <p>Metrics:</p> <p>Metric 1: Return to Wheatland Union High School</p> <p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 4: CTE Completion or Certification</p> <p>Metric 5: Suspension Rate</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Counseling	<p>The District will enlist a part-time counselor particularly devoted to supporting the unique requirements of students enrolled in the Continuation High School. This initiative plays a crucial role in promoting the goal, particularly areas like College and Career Readiness, alongside Student Connectedness. It offers invaluable academic and emotional assistance that prepares these students for a variety of educational and career trajectories.</p> <p>Spending Items:</p> <p>Counselor .5 FTE</p> <p>Metrics:</p> <p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 3: Social Emotional Learning Activities</p>	\$45,769.00	Yes
3	Social Emotional Learning	<p>To address the requirements of the Continuation High School, a part-time counselor will be hired. Supplementary materials will be procured to enhance the Social and Emotional Learning (SEL) support. These measures significantly add value to the student support framework.</p> <p>Spending Items</p> <p>SEL Supplies</p> <p>Metrics:</p> <p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 3: Social Emotional Learning Activities</p>	\$1,000.00	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024 - 2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15% LCFF Concentration Grant
\$3,969,095.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected % to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total % to Increase or Improve Services for the Coming School Year
30.89%	0%	\$0	30.89%

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

Required Descriptions

A: 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 #(s)	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	<p>Needs:</p> <p>The action formulated in response to certain identified needs within the school community. These needs chiefly arose from the increase in enrollment, resulting in a higher student-to-teacher ratio. The requirement for an adequate number of certificated staff to attend to the educational needs of all student groups is a critical concern, given how this increased ratio could potentially compromise the quality of education and individual attention accorded to each student.</p> <p>Assessment:</p> <p>The action seeks to address these needs by maintaining the Full-Time Equivalent (FTE) of certificated staff. It means that the school district will uphold the teaching staff numbers in proportion to the rise in student enrollment, thereby preserving the education quality and individual attention given to each student.</p>	<p>Explanation:</p> <p>Spanning across all student groups, the action plan manifests the school district's commitment to providing equal attention and quality education to all students, irrespective of their background or learning needs. The successful implementation of this action is anticipated to reflect through maintained or improved student-to-teacher ratios, positive feedback from students, and improved academic performance.</p> <p>Rationale:</p> <p>The logic behind the scope of this action is straightforward. By keeping a direct correlation between the increase in student numbers and the FTE of our certified staff, we directly address the challenge of increased enrollment. This approach enables us to ensure that all students, irrespective of the student group they belong to, receive the support they need and are not left behind. In essence, this is not just about managing numbers but creating an equitable environment where every student benefits from personal attention and high-quality education. Our experience has shown this to be the most effective way of meeting the unique needs of all student groups while keeping academic standards uncompromised.</p>	<p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 15: Students receiving the CA State Seal of Biliteracy</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p>

Goal and Action #(s)	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
1.2	<p>Needs:</p> <p>The action emerged because of requirements identified within the school community; these needs were especially significant for all student groups. These needs were largely a result of increased enrollment, calling for the school to retain classified staff for effective management and the assurance of quality education.</p> <p>Assessment:</p> <p>The action plan, by focusing on the retention of a sufficient number of classified staff, seeks to deal with these prerequisites considering the heightened student population. Therefore, it is anticipated that students will receive the necessary attention, and the quality of education will not be subject to degradation due to overcrowded classrooms.</p>	<p>Explanation:</p> <p>The broad reach of the action, encompassing all student groups, elucidates its wide relevance and potential effect. Despite the clarity of the objectives of this action, the provision of specific statistical details and metrics were noticeably absent in the contextual information given.</p> <p>Rationale:</p> <p>The logic behind choosing a universal scope for this action is largely due to its comprehensive appeal. The policy responds to potential demands of any increase in student enrollment by planning for a corresponding increase in staffing. This approach is an effective response to support every learner within our institution. The action is a strategic balance of resources in readiness for future demands, ensuring our district is always equipped to provide a conducive learning environment regardless of fluctuations in student numbers.</p>	<p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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)</p>

Goal and Action #(s)	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
1.3	<p>Needs:</p> <p>The identified needs of the school district include an enhanced curriculum and improved data analysis within the student body. The current curriculum, comprising of subjects such as social science, math, English, music/arts, patient care, and educator pathways, is insufficient in catering to the diverse needs of all students to ensure an equitable education. Moreover, the district has recognized the requirement for superior assessment methods and data analysis to effectively monitor, interpret and evaluate student behavior and academics.</p> <p>Assessment:</p> <p>Tackling these needs, the school district developed an action initiative titled "Curriculum and Assessment/Data Analysis". This action plan entails an all-encompassing review and enhancement of the existing curriculum, focusing particularly on subjects such as social science, math, English, music/arts, patient care, and educator pathways. It also maintains assessment tools like NWEA and SBAC, along with providing data analysis training for the administration and staff members.</p>	<p>Explanation:</p> <p>The span of this action extends to all students in the district, focusing on a more inclusive and effective education. Data from previous years support the implementation of this action. The district, driven by the identified needs of the student body, aims to advance the quality of education and ensure academic success for all students through this action.</p> <p>Rationale:</p> <p>The scope of our action extends over the entire district, embodying our principle that every student deserves an education that fosters their unique abilities and passions while inculcating essential knowledge and skills. Our confidence in this initiative stems from all the relevant data gathered over the past years, suggesting the potential effectiveness of this action plan. The desired outcome of this endeavor is to raise the standard of education distinctly in our district. Implementing these standardized assessments and infusing data analysis into our teaching methodology, is a strategic approach to improving classroom instruction and student outcomes. All these efforts are geared towards monitoring and evaluating behavior and academics, thus advancing the overall quality of education.</p>	<p>Metric 3: Percentage of pupils completing Articulated and Dual Enrollment Courses</p> <p>Metric 5: Student Performance on the Math CAASPP/SBAC Standardized Test</p> <p>Metric 6: Percentage of Standard Met or Exceeded: Science (CAST)</p> <p>Metric 7: Rit Growth NWEA: Reading</p> <p>Metric 8: Rit Growth NWEA: Language</p> <p>Metric 9: Rit Growth NWEA: Math</p> <p>Metric 10: Rit Growth NWEA: Science</p> <p>Metric 14: Implementation of State Academic Standards</p>

Goal and Action #(s)	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	<p>Needs:</p> <p>The school community identified several requirements that influenced the creation of this action. These needs emanated largely from the demands of the diverse student groups. All students, notwithstanding their respective backgrounds, necessitated an efficacious and well-structured teaching framework capable of catering to their learning needs. Consequently, the urgent requirement for new teachers and administrative staff, inclusive of TCIP, PIP, STSP, interns, along with experienced new hires, was deemed essential. The purpose behind these new additions was to assure that all students received the indispensable attention and guidance. Added support in the form of instructional coaches was also perceived as crucial to furnish supplemental resources to the students.</p> <p>Assessment:</p> <p>The action satisfies the identified needs by presenting a robust structure of support for the new teachers and administrative staff. This entails a comprehensive induction program for the TCIP, PIP, STSP, and interns, alongside substantial training for the newly hired individuals with prior experience. The action also encompasses the deployment of instructional coaches for offering personalized assistance to students, which in turn, enhances their learning outcomes. The success of the action is assessed through several metrics such as student performance, teacher satisfaction, and overall school performance. The efficiency of this action will be evident in the improved learning outcomes of all students and in a more effective teaching and administrative structure. The action propounds to support the teaching and learning process through the provision of robust support for new teachers and administration and by ensuring the availability of instructional coaches and supplies.</p>	<p>Explanation:</p> <p>The inception of this action on a district-wide scale is essential in establishing a unified and effective educational atmosphere. It paves the way for seamless integration of new staff members, cultivates a culture of collaboration, and enhances the learning outcomes for students. The action expands its reach to all student groups, ensuring that no student is deprived of the enhanced teaching and administrative aid. To further simplify the teaching-learning process, necessary supplies are also part of the provision.</p> <p>Rationale:</p> <p>Having instructional coaches at disposal supports all teachers in enacting effective teaching practices that are custom-fitted to the diverse needs of their charges. This holistic strategy assures that each educator has access to the requisite resources and guidance required to thrive in their role. The ultimate beneficiaries of this plan are the students, who experience improved academic achievement, and the school district stands to succeed overall.</p>	<p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p>

Goal and Action #(s)	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
1.5	<p>Needs:</p> <p>The leadership team within the district has identified an urgent requirement for specialized intervention and enrichment efforts directed towards supporting student groups: English Learners, Foster Youth, and Low-Income students. These student groups encounter unique challenges which can potentially disrupt their academic progress. The challenges comprise of language barriers for English Learners, unstable living conditions for Foster Youth, and financial constraints for Low-Income students. This action involves Tutoring Support for Students, Intervention Credit Recovery via Edmentum, and Engagement Strategies for WUHS Virtual Academy. These initiatives are designed to provide customized academic support and foster an advantageous learning environment for these student groups.</p> <p>Assessment:</p> <p>The action encompasses monitoring and evaluating academic and behavioral aspects through Data Teams, offering transportation for afterschool events, and implementing the ASSETS program. These initiatives aim to promote student well-being, facilitate participation in extracurricular activities, and uphold a holistic development approach.</p>	<p>Explanation:</p> <p>The scope of this action directly correlates to the unique needs of the identified student groups, enabling our district to target and responsibly address these needs. The district's commitment to equity and inclusivity is the keystone to this action, manifesting in the diverse array of support measures for these student groups.</p> <p>Rationale:</p> <p>The effectiveness of this action will be examined through regular examination via different metrics and statistical analyses. The action also incorporates sustaining an additional tutoring lab financed via the DODEA grant, launching online programs for Community Day and EPD, initiating the Parent Project, organizing Summer School, and introducing diverse clubs. These actions are intended to provide extra academic support, foster parent engagement, counteract learning loss during the summer, and enhance student engagement in diverse interests. This meticulous process ensures that the action remains on track with our overarching commitment to success for every student, irrespective of their individual challenges.</p>	<p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>

Goal and Action #(s)	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
1.6	<p>Needs:</p> <p>The school community has recognized several needs that prompted the initiative of the "College Going Culture" action. The primary focus is to instill a college-bound mentality among all students, with special emphasis on English learners, foster youth, and low-income students. Such groups often encounter specific hurdles such as language barriers, instability, and financial constraints, which can hinder their academic growth and restrict their post-secondary opportunities</p> <p>Assessment:</p> <p>The "College Going Culture" action is a comprehensive strategy devised to address the aforementioned needs. It comprises several initiatives: setting up Parent Institutes to engage parents in their children's education journey, funding college trips for grades 9-11, providing transportation for after-school events, and maintaining the ASSETS program. Reinforcing a 4-year plan support over the summer plus providing stipends for Dual Enrollment teachers form an essential part of this initiative. This broad-based approach specifically focuses on aiding English learners, foster youth, and low-income students, thus ensuring that no student is left behind.</p>	<p>Explanation:</p> <p>This initiatives constitutes a broad-reaching action plan targeting student groups' needs throughout the district. Our strategy predicates equalizing post-secondary opportunities for all students, irrespective of their personal circumstances.</p> <p>Rationale:</p> <p>This inclusive approach advocates for a college-centric mentality, cultivating a prevalent college-going culture among all students. The objective is to ensure that no student feels left out, and each one can nurture the ambition of further studies. Ultimately, this strategy enhances the overall academic environment within our school community fostering a holistically nurturing and motivationally positive educative ambiance.</p>	<p>Metric 3: Percentage of pupils completing Articulated and Dual Enrollment Courses</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>

Goal and Action #(s)	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
1.7	<p>Needs:</p> <p>The leadership team has identified the unique needs under this action. To address these specific needs, several initiatives have been implemented under the Special Education action. There is a critical need for targeted support and guidance, which has led to the appointment of an Executive Director of Student Services. Additionally, students with moderate to severe disabilities require work-based learning opportunities and personalized educational support to develop practical skills. To enhance educational delivery, the implementation of a co-teaching model is essential, along with regular Data Team Meetings to closely monitor student progress. Effective management of service hours and goals, development of written and monitoring procedures, and establishing a robust documentation system for parent/staff communication are crucial to ensure accountability and transparency. Stronger communication within the school community is also needed to foster transparency and collaboration between parents, staff, and students. These strategies collectively aim to improve the educational experience and outcomes for all students involved.</p> <p>Assessment:</p> <p>To address these specific needs, several initiatives have been implemented under the Special Education action. The leadership team has appointed an Executive Director of Student Services to provide targeted support and guidance. The introduction of Work-Based Learning Opportunities and Supports for Moderate/Severe Students are expected to offer practical skills and personalized educational support. Through the implementation of a co-teaching model and regular Data Team Meetings, the leadership hopes to enhance educational delivery and closely monitor student progress. The management of service hours and goals,</p>	<p>Explanation:</p> <p>The breadth of the Special Education action plan, encompassing the appointment of an Executive Director of Student Services, the introduction of Work-Based Learning Opportunities, and customary Data Team meetings, rests on the principles of Equity, Inclusion, Preparation for Adult Life, College and Career Readiness, Inclusive Education, and Data-Driven Decision Making. These guiding principles equip the action plan to extend equivalent opportunities to all students, insightfully prepare them for life post-education, and base decisions on solid, trustworthy data.</p> <p>Rationale:</p> <p>Each initiative, including the continuation of a co-teaching model, development of effective written and monitoring procedures, and implementation of a parent-staff communication documentation system, amongst others, is strategically designed to offer practical skills, personalized educational assistance, and reinforce communication with all educational partners while enhancing transparency and accountability.</p>	<p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 4: Student Performance on the ELA CAASPP/SBAC Standardized Test</p> <p>Metric 5: Student Performance on the Math CAASPP/SBAC Standardized Test</p> <p>Metric 6: Percentage of Standard Met or Exceeded: Science (CAST)</p> <p>Metric 7: Rit Growth NWEA: Reading</p> <p>Metric 8: Rit Growth NWEA: Language</p> <p>Metric 9: Rit Growth NWEA: Math</p> <p>Metric 10: Rit Growth NWEA: Science</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p>

Goal and Action #(s)	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
	development of written and monitoring procedures, and establishing a documentation system for parent/staff communication are some crucial ongoing initiatives. These strategies aim to improve transparency, accountability, and stronger communication within the school community.		
1.8	<p>Needs:</p> <p>The requirements that motivated the formulation of the Technology Replacement Rotation action primarily originate from the distinct scenarios confronted by the English learners, foster youth, and low-income pupil groups within our school community. The limited availability of technology resources often impeded these demographic groups from fully immersing in the learning process.</p> <p>Assessment:</p> <p>The Technology Replacement Rotation initiative was designed with a dual objective - to ensure a balance between student-to-device ratio and to combine the new staff with techno-centric teaching methods. This strategy guarantees that these disadvantaged student are not only provided with the required technology but also pioneers the creation of a more inclusive and equitable educational surrounding.</p>	<p>Explanation:</p> <p>This strategy not only guarantees a balanced ratio of students to devices but simultaneously integrates our faculty with teaching methods that are rooted in technology. It is a strategic move designed to provide necessary technology to these specific student groups and foster an educational environment that is seamless, equitable, and inclusive for everyone.</p> <p>Rationale:</p> <p>The broad scope of the 'Technology Replacement Rotation' action is instrumental for several significant reasons. First, as we inhabit an era characterized by technological progression, maintaining substantial technology is paramount for effective teaching and learning methods. Second, our district has set an objective of ensuring equitable technology access to all students and staff, irrespective of their socioeconomic status or their geographical position within the district. The third reason lies in the district's support for its '1-to-1' initiatives that promise each student has their individual device for educational purposes. Lastly, our action aims at the needs of new faculty members, providing them with necessary technology tools and devices to accomplish their roles effectively.</p>	<p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 15: Students receiving the CA State Seal of Biliteracy</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 17: Students receiving the CA State Seal of Civic Engagement</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>

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1.9	<p>Needs:</p> <p>The student community presented a pressing requirement that led to the conception of this action: the conspicuous absence of diverse technical abilities and career-centred knowledge among the entire student demographic. The urgency of this need was strikingly significant considering the swift development of the job market and the escalating requirement for technical competency.</p> <p>Assessment:</p> <p>In response to this prevailing need, the 'Career and Technical Education' initiative plans to uphold and amplify the aim of the Career and Technical Education/College Center (CTE/C) and all related CTE paths, excluding Woodshop specifically. The inclusion of specialization courses like Graphic Production, Electric Vehicles, and AG Productions/Mechanics, which would be financed by SWP Grants within the period of January 2024 to June 2026, will afford students the chance to acquire industry-related abilities and understanding, thereby bolstering their professional opportunities.</p>	<p>Explanation:</p> <p>We've adopted the execution of this initiative on a LEA-wide basis to ensure equity and universal accessibility of these opportunities for every student, without the restrictions of financial status or personal background. The essence of this initiative is thorough, embracing all students and proffering diverse courses to cater to varied interests and vocational trajectories. This extensive strategy aspires to provide all students with the indispensable tools and skills required to successfully maneuver the dynamic job market.</p> <p>Rationale:</p> <p>By including industry-recognized certifications and credentials in our curriculum, we aim to increase job prospects and enhance earning potential for our students. Also, we provide work-based learning experiences for a deeper understanding and professional networking opportunities in their respective fields. This LEA-wide implementation factors in each student's individual circumstance, be it socio-economic or language proficiency, thereby granting them access to career-oriented educational opportunities.</p>	<p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>

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1.10	<p>Needs:</p> <p>Needs revolve primarily around the unique challenges experienced by these student populations, including a disproportionate tendency to enroll in continuation schools, difficulties associated with attending local comprehensive schools, and overall lack of support in critical areas such as transportation, clothing, housing, and school supplies.</p> <p>Assessment:</p> <p>To address these needs, the proposed action advocates for the development, modification, and implementation of policies and practices aimed at reducing the disproportionate enrollment of foster youth in continuation schools. Notably, these initiatives call for establishing transparent criteria for transfer, aiding in making informed decisions regarding school placement, and developing policies that encourage participation in local comprehensive schools.</p>	<p>Explanation:</p> <p>The action includes ongoing support services covering transportation, clothing, housing, and school supplies. The scope of action involves continual evaluation of various metrics to measure the effectiveness of the policies implemented. Further, our action plan provides ongoing support services and proactive measures, including dedicated counseling, Safe Harbor Breakfasts and dinners, and college tours.</p> <p>Rationale:</p> <p>The district wide scope of the action is designed to ensure consistency and optimize resource usage, providing comprehensive support for homeless and foster youth. This broad scope also allows for continuous assessment of the effectiveness of implemented policies and furthers our commitment to equity by strengthening all students' opportunity to academically succeed and flourish in their educational journey.</p>	<p>Metric 4: Student Performance on the ELA CAASPP/SBAC Standardized Test</p> <p>Metric 5: Student Performance on the Math CAASPP/SBAC Standardized Test</p> <p>Metric 6: Percentage of Standard Met or Exceeded: Science (CAST)</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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)</p>

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1.11	<p>Needs:</p> <p>The school district identified various needs within the English Learners in our school community, stemming from the distinctive obstacles these learners encounter, such as potential language barriers, cultural disparities, and a requirement for extra academic backing.</p> <p>Assessment:</p> <p>To cater to these needs, the school district rollout of an initiative that comprises the assignation of an English Learner Liaison - also recognized as the Family Engagement Coordinator. The central function of this role is to serve as a bridge linking the school and families of English Learners, thereby facilitating crucial support and communication. Furthermore, the initiative ensures the integration of a dedicated ELD English in the Master Schedule. This inclusion guarantees that English language development, tailored explicitly towards English Learners, is a set part of the everyday curriculum.</p>	<p>Explanation:</p> <p>The breadth of these strategies, coupled with their district-wide implementation, validates its pivotal role in mandating a comprehensive approach to meeting the diverse needs of our English Learners throughout the district.</p> <p>Rationale:</p> <p>The rationale underpinning these district-wide measures ensures that necessary support is available to all English Learners, hence enabling them to unlock their full academic potential. Moreover, these strategies seek to adequately prepare our students for their future success. Such measured and broad-based response is prompted by our commitment to ensuring every student's needs are met, irrespective of their linguistic background or cultural differences.</p>	<p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p>

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1.13	<p>Needs:</p> <p>The identified needs within the student groups of English Learners, Foster Youth, and Low Income necessitated enhanced instructional methodologies, specialized training for teachers, and data-driven strategies to revamp their academic performance and overall school experience. These students in particular, demand concentrated focus on equity and inclusive practices, AP, Dual Enrollment, and Articulation training for teachers as well as data analysis training for administration and staff. Intervention relating to mental health, bias, trauma, and behavior is also required, especially for SPED students who demand co-teaching strategies and goal-oriented approaches.</p> <p>Assessment:</p> <p>The action, designed to address the needs, encompasses a variety of professional development programs. These include Instructional Professional Development on Equity and Inclusive Practices, AP, Dual Enrollment, and Articulation Training for Teachers, Data Analysis Training and many more. To supervise the effectiveness of these programs, interim assessments, Data Training, an instructional playbook, and Student Learner Outcomes have been instilled. The action also integrates Math Coaching and Professional Development with Solution Tree, specially aimed at English Learners, Foster Youth, and Low Income students who may find mathematical concepts challenging.</p>	<p>Explanation:</p> <p>Its broad range extends to every teacher receiving the same lesson and classroom visits to reinforce classroom Student Learner Outcomes. It also includes training and constant support for co-teaching for SPED teachers and General Ed teachers, coupled with the use of the Goal Book. Summarily, the action 'Professional Development for Certificated' is a comprehensive response to the multifaceted needs of English Learners, Foster Youth and Low Income students, thereby cultivating an inclusive and equitable educational setting.</p> <p>Rationale:</p> <p>Opting to implement this action across the entire district ensures uniformity and fosters equality within all classrooms. Irrespective of their background or the nature of their assignment, all educators will equally benefit from similar training and support. This approach helps to neutralize disparities in educational outcomes and guarantees all students equitable access to high-quality education. By extending professional development to span the district or individual schools, we are maximizing its reach and impact, leading to significant improvements in not only the quality of instruction but also student engagement and academic achievement. It also encourages collaboration and knowledge sharing among educators, thereby augmenting the overall efficacy of instructional practices and student support initiatives.</p>	<p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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)</p>

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1.14	<p>Needs:</p> <p>The school community identified several needs primarily focused on refining instructional methods to better accommodate all students. The diversity within the student body demanded a more inclusive and equitable approach to education, emphasizing the needs of special populations. Additionally, the mental health of students emerged as a key area of concern, necessitating staff members who are skilled in identifying and resolving related issues.</p> <p>Assessment:</p> <p>These identified needs are addressed through a series of targeted training programs. These include Instructional Professional Development on Equity and Inclusive Practices which aims to provide staff with the necessary skills to foster a more inclusive learning environment. The Question, Persuade, Refer training focuses on improving mental health awareness, thus empowering staff to respond effectively to students' mental health needs. Moreover, the Para Training on Best Practices and Academic Coaching Training aid in enhancing the academic support provided to students. The Anti Bias, SWIS, and PBIS training programs further enrich the educational atmosphere.</p>	<p>Explanation:</p> <p>The action is comprehensive in scope, accommodating all student groups, and ensuring that staff members are well-equipped to cater to a diverse range of needs. The district-wide implementation not only amplifies its effects but also aligns perfectly with the wider objectives of our school district-inclusivity, equality, and improvement of instructional strategies.</p> <p>Rationale:</p> <p>The rationale behind the wide scope of this action can be attributed to the dual goals of standardization and inclusivity. By applying this action consistently across the entire district, we can ensure uniformity in the delivery of our educational services and foster a sense of collaboration and shared learning among staff members. All staff will have the opportunity to grow and learn, so the students in turn, will greatly benefit in terms of academic performance and overall well-being.</p>	<p>Metric 12: Student access to standards aligned instructional materials</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 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)</p>

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1.15	<p>Needs:</p> <p>The school community has identified a need for enhanced academic enrichment directed at the entirety of the student body. This indicated widespread demand identified is indicative of the lack of academically stimulating opportunities or resources that appeal to the diverse range of interests and abilities among students. Maintenance of the "Pirates at SEA: Scholars Enrichment Academy" program is to ensure enduring access to a plethora of learning resources and opportunities for our students, enhancing the overall learning environment.</p> <p>Assessment:</p> <p>The evaluation of this action's effectiveness is listed with specific statistics and metrics in the action plan. The extent of student engagement, satisfaction, and improvements in academic performance serve as our primary parameters of assessment.</p>	<p>Explanation:</p> <p>The broad scope of the action plan further affirms our dedication to provide comprehensive educational support, fostering an academically inclusive and enriching environment. As we continue to identify and cultivate varied learning opportunities, we sustain a consistent and supportive learning environment, addressing the primary needs identified within our school community through the "Pirates at SEA: Scholars Enrichment Academy" action.</p> <p>Rationale:</p> <p>Adopting a school-wide approach to this action is determined to be the most effectual way to guarantee equity and access to all students, thereby maximizing their potential engagement in the program. This strategy also serves to optimize the utilization of our resources, fostering a culture that inspires readiness for higher education and enhances cooperation among the student body.</p>	<p>Metric 3: Percentage of pupils completing Articulated and Dual Enrollment Courses</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p> <p>Metric 19: Students participating in concurrent enrollment courses</p>

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1.16	<p>Needs:</p> <p>The Wheatland Union High School community identified particular needs among the English Learners, Foster Youth, and Low-Income students. These groups usually face diverse challenges, such as language barriers, unstable living environments, and financial constraints, which often hinder their academic progress. To counter these challenges, and magnify the students' academic growth, the Wheatland Union High School Virtual Academy, EPD Independent Study, and Short-Term Independent Study initiatives were employed.</p> <p>Assessment:</p> <p>These tailor-made initiatives ensure the students' individual circumstances and learning requirements are catered for; three full-time FTEs are provided for Independent Study Instruction, and one FTE Academic Tech oversees paperwork and student/home outreach. Therefore, students have access to tailored instruction and an Academic Tech who liaises between the school and home. Additionally, a permanently placed counselor offers more support to the students under the Independent Study. This comprehensive approach demonstrates the school district's commitment to addressing the identified needs, giving these vulnerable students a fighting chance to overcome their unique challenges and succeed.</p>	<p>Explanation:</p> <p>The reason for the implementation of these actions across the entire Local Education Authority (LEA) was to guarantee equity, uniformity, and efficiency in addressing the needs identified.</p> <p>Rationale:</p> <p>The initiatives are designed to promote cooperation and adhere to regulations, securing access for all students to exceptional independent study opportunities. Furthermore, they ensure the provision of the necessary support to help the students succeed.</p>	<p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 15: Students receiving the CA State Seal of Biliteracy</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p>

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1.18	<p>Needs:</p> <p>The Wheatland Union High School community identified particular needs among the English Learners, Foster Youth, and Low-Income students. These groups usually face diverse challenges, such as language barriers, unstable living environments, and financial constraints, which often hinder their academic progress. To counter these challenges, and magnify the students' academic growth, the Wheatland Union High School District opened EPD in 2019.</p> <p>Assessment:</p> <p>These tailor-made initiatives ensure the students' individual circumstances and learning requirements are catered for; two full-time FTEs are provided for Instruction as well as a certificated math teacher. Additionally, a permanently placed counselor will offer more support to the students academically and social and emotionally. This comprehensive approach demonstrates the school district's commitment to addressing the identified needs, giving these vulnerable students a fighting chance to overcome their unique challenges and succeed.</p>	<p>Explanation:</p> <p>The reason for the implementation of these actions across the entire Local Education Authority (LEA) was to guarantee equity, uniformity, and efficiency in addressing the needs identified.</p> <p>Rationale:</p> <p>The initiatives are designed to promote cooperation and adhere to regulations, securing access for all students to exceptional continuation education study opportunities. Furthermore, they ensure the provision of the necessary support to help the students succeed.</p>	<p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p> <p>Metric 15: Students receiving the CA State Seal of Biliteracy</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p>
1.19	<p>Needs:</p> <p>The Wheatland Union High School community identified particular needs among the English Learners, Foster Youth, and Low-Income students. These groups usually face diverse challenges, such as language barriers, unstable living environments, and financial constraints, which often hinder their academic progress. To counter these challenges, and magnify the students' academic growth, the Wheatland Union High School District has the Wheatland Community Day High School in place -for both expulsions and voluntary placement.</p> <p>Assessment:</p>	<p>Explanation:</p> <p>The reason for the implementation of these actions across the entire Local Education Authority (LEA) was to guarantee equity, uniformity, and efficiency in addressing the needs identified.</p> <p>Rationale:</p> <p>The initiatives are designed to promote cooperation and adhere to regulations, securing access for all students to exceptional continuation education study opportunities. Furthermore, they ensure the provision of the necessary support to help the students succeed.</p>	<p>Metric 1: Percent of highly qualified teachers</p> <p>Metric 2: Percentage of teacher misassignments</p> <p>Metric 11: Percentage of students districtwide completing A – G</p> <p>Metric 13: Broad course of study offered for all students, including unduplicated pupils and students with special needs</p> <p>Metric 14: Implementation of State Academic Standards</p>

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	These tailor-made initiatives ensure the students' individual circumstances and learning requirements are catered for; two full-time FTEs are provided for Instruction as well as a certificated math teacher. Additionally, a permanently placed counselor will offer more support to the students academically and social and emotionally. This comprehensive approach demonstrates the school district's commitment to addressing the identified needs, giving these vulnerable students a fighting chance to overcome their unique challenges and succeed.		<p>Metric 15: Students receiving the CA State Seal of Biliteracy</p> <p>Metric 16: Students receiving the CA Golden State Seal Merit Diploma</p> <p>Metric 18: Number of Dual Enrollment Course Offerings</p>
2.1	<p>Needs:</p> <p>The school district has recognized a significant demand for heightened student connectedness within the entire student population. Observations have unveiled occurrences of student isolation, insufficient engagement in school activities, and under-representation of some student demographics in leadership roles and recognition schemes. The situation has necessitated the construction of an action plan aimed at addressing these needs comprehensively.</p> <p>Assessment:</p> <p>To address the noted needs, the district delivered the action plan titled "Student Connectedness". The plan encompasses structural support to Link Crew and Leadership advisors, continuation of programs tailored to acknowledge students and uplift connectedness, allocation of time for club activities, initiation of a Student Ambassador Program, Military Connectedness Program, Student Cultural Advisory Council, and a Safe Harbor Program targeted for at-risk scholars. These initiatives strive to guarantee that all students are perceived as valued, engaged, and connected members within the school community.</p>	<p>Explanation:</p> <p>The LEA-wide implementation of this action ensures that all students deserve equal access to educational resources and support, thus eliminating potential disparities. The broad-scope approach ensures that our diverse student population receives comprehensive support tailored to their unique needs.</p> <p>Rationale:</p> <p>This across-the-board action not only fosters consistency and collaboration between schools, educators, and students but also allows for the strategic centralization and allocation of resources, reaching a vast student base effectively. In addition, this action plan serves as an essential cultural and community-building tool by instilling a shared identity, sense of belonging, and pride among students, educators, and families alike. Ultimately, this collective effort cultivates a supportive and inclusive learning environment, encouraging every student to thrive.</p>	<p>Metric 7: Students Participating in Sports</p> <p>Metric 8: Participation in ASSETS Program</p> <p>Metric 9:</p> <p>Surveys/ThoughtExchanges of Students, Parents, Staff</p>

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2.2	<p>Needs:</p> <p>The school community expressed various needs, such as the staff's requirement for proficiency in social-emotional and de-escalation strategies, considering the diverse emotional and behaviorally challenging traits displayed by the student body. Additionally, the staff needed specialized training in areas like yearbook production, sports leadership, suicide prevention, and the cultivation of a culture steeped in respect and inclusivity. These were viewed as fundamental elements in the creation of an environment that nurtures the holistic development of all students.</p> <p>Assessment:</p> <p>The action addresses these needs by integrating Social Emotional and De-escalation Professional Development into their regimen, the staff will be better positioned to tackle various emotional and behavioral issues. Yearbook Training enhances the creative skills required for yearbook production, thereby fostering school spirit and a sense of belonging. Sports and Leadership Training allows staff to coordinate sports activities more effectively while inspiring leadership qualities within the students. A bonus of membership to CSADA & CADA is extensive access to a diverse range of resources. Crucially, Suicide Prevention Training/Resources will equip staff with the necessary tools to identify students at risk and intervene appropriately. The Equity Challenge and Diversity Training will endorse a culture of respect and acceptance, establishing a wholesome sense of inclusion amongst all students. The Trauma-Informed Certification will equip staff with the know-how to support students who have encountered trauma.</p>	<p>Explanation:</p> <p>The action's focus remains on addressing the needs of all student groups within the school community. The reason behind implementing this action on an LEA-wide scale is primarily to maintain consistency, fairness, and inclusivity within our institution.</p> <p>Rationale:</p> <p>All staff members undergo the same training, ensuring uniform standards in providing emotional, academic, and social support for students. This universal approach guarantees all students, irrespective of their backgrounds, feel welcomed and supported in their educational journey. Additionally, the Professional Development action encourages better collaboration and communication within the staff body, across different schools, and various departments, therefore fostering a spirit of teamwork and collective responsibility towards our students' success. Indicators of this initiative's success include advancements in managing emotional and behavioral situations, a significant uptick in the quality of our yearbooks, an increased aptitude in sports and leadership activities, lowering suicide rates, a heightened sense of inclusivity amongst our students, and improved outreach for learners affected by trauma.</p>	<p>Metric 1: Graduation Rate</p> <p>Metric 2: Dropout Rate</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>

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2.3	<p>Needs:</p> <p>The leadership team of the school district has recognized a prevailing requirement to augment athletic opportunities for all the enrolled students. This recognition is grounded in the understanding that athletic activities contribute significantly not only to a student's overall physical health, but also to their social development, the enhancement of teamwork skills, and promotion of school spirit.</p> <p>Assessment:</p> <p>This action includes plans for budget increases for athletics, which would sustain existing sports teams and assess the interest in creating additional ones. The plan incorporates the initiation of a Band App for parent-student communication and an AED for travel, thereby widening its approach. Further, this comprehensive action scheme, which embodies the district's commitment to provide a robust athletic program for all students, proposes collaboration with MJUSD for tennis and pool services.</p>	<p>Explanation:</p> <p>The scope of this action plan envelopes the entire student body, thereby enforcing the principle of equity. It guarantees that all students have equal access to athletic resources, irrespective of their diverse backgrounds. The action aligns with our commitment to foster an inclusive environment that accommodates various interests and needs, ensuring each student gets an opportunity to participate in athletics.</p> <p>Rationale:</p> <p>The action plan's scope also lends a hand in fortifying the community, cultivating a shared identity and school spirit across the district. On top of this, it champions the physical, social, and emotional well-being of our students, rendering attention to their health and safety. Lastly, it reinforces the understanding that a healthy body fosters a healthy mind, bringing improvement in academic performance.</p>	Metric 7: Students Participating in Sports

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2.6	<p>Needs:</p> <p>Notably English Learners, Foster Youth, and Low Income students, provided the impetus for developing this action. The students within these groups often wrestle with social-emotional issues and behaviors that interfere with their ability to learn. This situation calls for specialized support to facilitate their effective engagement in, and benefit from, the learning process.</p> <p>Assessment:</p> <p>In response to these identified needs, the action plan proposes the introduction of a Marriage Family Therapist (MFT) and School-Based Social Worker. The role of these professionals is to manage the bridge between school and home in terms of social-emotional needs, thus fostering a learning environment more conducive to scholar success. In addition, a Licensed School-Based Social Work (LSBSW) role is preserved to offer tailored support for these particular student populations and liaise closely with their families. The action plan also stipulates the incorporation of a Multi-Tiered System of Supports (MTSS) model predicated on Equity. This model, which was established in collaboration with Inflexion and the MTSS/OCOE Grant, aims to ensure student needs are met in an equitable manner.</p>	<p>Explanation:</p> <p>The extent of this action will span the whole Local Education Agency (LEA), ensuring all students, without considering their school or background, are able to benefit from these much-needed support services. This approach amplifies the principles of equity and inclusivity, by removing any obstruction barring access and ensuring all students can avail the required assistance.</p> <p>Rationale:</p> <p>The comprehensive support offered by the MFTs and School-Based Social Workers caters to a broad spectrum of student needs, cultivating a helpful and supportive educational atmosphere. Early intervention is also facilitated by this system, enabling the timely recognition and resolution of issues connected to mental health and social-emotional challenges. This LEA-wide range also facilitates better collaboration and coordination of services among school staff, administrators, families, and community partners, assuring robust, integrated support for students.</p>	<p>Metric 1: Graduation Rate</p> <p>Metric 2: Dropout Rate</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>

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2.7	<p>Needs:</p> <p>A primary need was identified to comprehensively understand the students' interests spanning curricular, cocurricular, and extracurricular activities. There was an imperative need to customize school programs to cater to students' individual interests and needs. It was deemed essential to assess the students' sense of belonging, connection, and engagement within the school community since these factors directly influence their academic performance and overall school experience.</p> <p>Assessment:</p> <p>By using this program and conducting biannual surveys on student interests, along with the California Healthy Kids Survey, the school seeks to fulfill its objective. Regular surveys on belonging, connection, and engagement are executed, and the data garnered will be scrutinized every quarter to formulate improvements in school programs.</p>	<p>Explanation:</p> <p>The action plan encompasses all students within the school district, thereby offering a thorough understanding of the students' needs and interests. This inclusive strategy arms every student in our district, including English Learners, Low-Income Students, and Foster Youth, with the power to be an integral part of our school community's betterment.</p> <p>Rationale:</p> <p>Our commitment to analyze feedback from all students ensures transparency and accountability in our efforts, establishing trust within the community and unveiling areas that need enhancement. A well-rounded understanding of all our students' experiences and requirements empowers us to custom-build our initiatives and programs to serve our diverse student population more effectively.</p>	Metric 9: Surveys/ThoughtExchanges of Students, Parents, Staff

Goal and Action #(s)	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
2.8	<p>Needs:</p> <p>Among the concerns was an increase in tobacco use and vaping, significantly affecting students' health. A growing requirement for improved relationships between law enforcement and families was observed, with an intention to increase school attendance and discourage students from entering the pathway to imprisonment. Pressing issues related to student safety and bullying were marked for immediate attention. Leadership also recognized a need to decrease truancy, dropout rates, and disciplinary issues on campus.</p> <p>Assessment:</p> <p>Initiatives, such as the Tobacco Prevention program featuring Vape Detectors and collaborating with Wheatland PD for a School Resource Officer, were launched. This officer, with a full-time campus presence since late spring 2022, had duties encompassing education, outreach, and support, ultimately fostering improved relationships between families and law enforcement. Additionally, the PASS Program by Yuba County Probation was sustained to involve students, families, and the school in worthwhile partnerships aiming to curtail truancy, dropout rates, and disciplinary issues.</p>	<p>Explanation:</p> <p>The wide-ranging scope of the action plan involved all students in the school. The urgency to adopt a district-wide execution of these actions stems from our commitment to promoting a sense of universal need inclusiveness, ensuring all students receive sufficient proactive support.</p> <p>Rationale:</p> <p>This approach enables us to take a proactive stance, identifying potential issues and addressing them before they escalate to crisis levels. Furthermore, it fosters synergy and coordination among school staff, law enforcement, and community partners; this collaborative ethos guarantees the optimum use of resources and the effective delivery of services towards meeting the specific needs of our student population.</p>	<p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>

Goal and Action #(s)	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
2.9	<p>Needs:</p> <p>The school community identified a pressing need for the PBIS Implementation action based on several challenges. The development of a comprehensive and intricately designed framework to enhance school climate and safety stood out as a prerequisite. Also highlighted was the necessity for a multi-tiered strategy to provide social, emotional, and behavioral support encompassing all student groups. These groups include underrepresented students, as well as those with disabilities, who notably require additional aid in improving their academic and psychosocial outcomes.</p> <p>Assessment:</p> <p>In response to the needs, the PBIS Implementation action was structured. It employs an evidence-backed three-tiered structure aimed at the enhancement of school safety and climate. To monitor the efficacy of strategies and ensure they cater aptly to student needs, the SWIS data system is enlisted to collect referral data. The goal is to bolster the capacity of the system to apply a multi-tiered strategy in providing support.</p>	<p>Explanation:</p> <p>The scope of this action embraces all students, underscoring those from underrepresented groups and those with disabilities. The implementation of the PBIS action across the entire LEA provides uniformity and coherence in behavioral management methods and expectations, which aids in creating a coalesced learning environment. This all-inclusive implementation of PBIS ensures equity, as all students will have access to evidence-based behavior support practices, helping us tackle any disparities in discipline practices.</p> <p>Rationale:</p> <p>Applying this strategy throughout the LEA allows for the sharing of resources, exchange of expert information, and collaborative efforts, which will improve the efficacy of the PBIS. A consistent application will also facilitate consistent data collection and analysis, thus promoting data-driven decisions to boost student behavior and wellness. This comprehensive and all-inclusive approach will ensure that PBIS practices are custom designed to cater to the individual needs of our students, leading to more specific and impactful behavior support methods.</p>	

Goal and Action #(s)	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
2.10	<p>Needs:</p> <p>The action implemented as a direct response to the unique needs identified within the student groups of English Learners, Foster Youth, and Low-Income students. These groups frequently face challenges like limited English proficiency, unstable home environments, and financial constraints. These obstacles often result in behavioral issues, substance use, and poor school attendance and performance.</p> <p>Assessment:</p> <p>The design of the action is aimed at equipping parents with the skills necessary to effectively manage the issues faced by these student groups. The parent education course, lasting ten weeks, offers concrete strategies to handle tough teens aged 11-18 with the aim to reduce arguments, preventative measures or intervention in substance use, regulate emotional behaviors, improve school attendance and performance. Additionally, it empowers parents with knowledge about the impact of technology and techniques to discuss relationships with their teens, while also providing them with access to local resources that would be beneficial for the entire family.</p>	<p>Explanation:</p> <p>The intent behind implementing the action district-wide is rooted in promoting equality. By ensuring all families within the district can access these resources, we can guarantee a fair opportunity for every student's progress. With the project offered at multiple locations or virtually, we bypass common roadblocks such as scheduling conflicts or transportation issues, thereby improving accessibility. The broad-based approach also encourages collaboration and active community involvement allowing the district to partner with local organizations to supply supplemental resources.</p> <p>Rationale:</p> <p>A district-wide application also offers consistency and quality assurance, guaranteeing a standard level of service delivery. This strategy directly caters to the needs of the students identified and equips their families with the skills and resources necessary to bolster their children's academic and overall development. The action's effectiveness can be gauged by noting enhancements in the identified problem areas.</p>	<p>Metric 1: Graduation Rate</p> <p>Metric 2: Dropout Rate</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>

Goal and Action #(s)	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
2.11	<p>Needs:</p> <p>The difficulties encountered by unduplicated count student groups may originate from language barriers for the English Learners, unstable home environments for the Foster Youth, and financial hardships for the Low-income students.</p> <p>Assessment:</p> <p>The Chronic Absenteeism action employs a series of strategies including maintaining RAAWEE for Attendance Management, South Yuba SARB, and initiating proactive outreach to students and parents. This aims to minimize their difficulties with the processes related to school attendance. The School Attendance Review Team (SART) will collaborate with SRO and PASS, conducting home visits to ensure that students receive adequate support at home. Furthermore, the Homeless and Attendance Clerk will pay special attention to these groups, ensuring their unique requirements are not overlooked.</p>	<p>Explanation:</p> <p>The scope of this action was decided upon to ensure uniform support for all students, regardless of their circumstances. Through universal implementation of our strategies, we can provide every student with equal access to necessary support services and interventions. Coordinating our approaches across all schools within the district, we maintain consistency in our support efforts.</p> <p>Rationale:</p> <p>The use of centralized attendance management systems, such as RAAWEE, allows for efficient resource utilization. Additionally, the data collected via these systems enables us to make decisions about resource allocation effectively. We believe executing the action at this scope to be the optimal method to cater to the needs of the identified student groups.</p>	<p>Metric 1: Graduation Rate</p> <p>Metric 2: Dropout Rate</p> <p>Metric 4: Chronic Absenteeism Rate & Subgroup</p> <p>Metric 5: Suspension Rate</p> <p>Metric 6: Attendance Rate</p>

Goal and Action #(s)	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
3.5	<p>Needs:</p> <p>The school district has discerned multiple requirements within its community, notably among English Learners, Foster Youth, and Low-Income background student groups. The main needs primarily revolve around inadequate parental involvement and comprehension of their child's educational trajectory. This void is attributed to different factors including language barriers, unfamiliarity with the education system, and scarcity of resources.</p> <p>Assessment:</p> <p>The objective of this action is to present trainings or workshops to parents on various topics that bolster student growth and achievement. The intention is to urge parents from the aforementioned student groups to participate. The workshops will be conducted both virtually and in-person by counselors and directors, in a bid to maximize participation. By initiating these workshops, the district aspires to equip parents with indispensable knowledge and tools required to promote their children's academic success.</p>	<p>Explanation:</p> <p>The action is broad in scope, aiming to engage as many parents as possible, predominantly parents of English Learners, Low-Income, Special Education, Foster Youth, and Homeless students. Implementing this action district-wide leverages a sense of community engagement and foster a collaborative environment between the families and the district. This broad scope also offers an opportunity for efficient use of resources and a coordinated effort, ensuring consistent accessibility to vital information and support services.</p> <p>Rationale:</p> <p>The broad reach of this initiative garners a larger impact, meets the needs of diverse families within the district, and ultimately contributes to improved academic outcomes and student achievement. This concerted approach in engaging parents not only counts on them as active partners in their child's education but also highlights our district's strong commitment to promoting equity and inclusivity in education.</p>	<p>Metric 1: California Health Kids Survey (CHKS) - Parent Engagement</p> <p>Metric 2: Usage of Communication Tools</p>

Goal and Action #(s)	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
3.6	<p>Needs:</p> <p>The needs of these cohorts encompass food security, medical services, dental care, and community-based guidance for special education students. The roots of these requirements can be traced back to a myriad of potential situations such as language related obstacles, unstable domestic settings, financial instability, and the distinctive needs of special education.</p> <p>Assessment:</p> <p>The implementation of the action will address the needs by sustaining Memorandums of Understanding (MOU) with the Yuba Sutter Food Bank, Harmony Health, Big Smiles for Dental, and South Yuba SARB. These collaborations aim to directly support local families, provide essential medical and dental care services, and community-based instruction for those in special education. The initiative not only sustains pre-existing partnerships but also endeavors to form new alliances, thereby providing a comprehensive strategy to cater to the identified needs.</p>	<p>Explanation:</p> <p>The reason we adopt a LEA-wide approach is to ensure that the help and resources provided by these partnerships are available and accessible to every student in need within our district. This kind of systemic action allows for an effective, strategic, and unified response to the identified needs. Thus, through our community partnerships, we can offer an extensive support system for our students, providing the assistance they require directly and efficiently.</p> <p>Rationale:</p> <p>This approach helps us in leveraging the strength and capabilities of community resources to significantly uplift the quality of education and care provided to our students. References include Yuba Sutter Food Bank MOU; Harmony Health MOU; Big Smiles for Dental MOU; South Yuba SARB MOU.</p>	<p>Metric 1: California Health Kids Survey (CHKS) - Parent Engagement</p> <p>Metric 2: Usage of Communication Tools</p>

Goal and Action #(s)	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
4.1	<p>Needs:</p> <p>The school district has identified certain student groups, including English Learners, Low-Income, and Foster Youth, who have specific needs leading to the creation and incorporation of the action titled "Edmentum." Primarily, these needs include consistent, quality coursework to bolster academic growth and attainments. Moreover, a noteworthy requirement is the provision of career and technical education (CTE) programs to anchor them for potential career paths and opportunities. A steady stream of coursework to counterbalance disruptions in learning caused by varying factors such as mobility or socio-economic barriers is another recognized requirement.</p> <p>Assessment:</p> <p>The deployment of Edmentum will pledge that all students, irrespective of their backgrounds, obtain access to uniform, top-tier coursework. Additionally, students will benefit from Edmentum's CTE courses, enabling them to pursue career and technical education and preparing them for upcoming career paths and opportunities. The dimensions of the action extend towards rendering extra support and resources to these student populations, catering to their unique needs and challenges. By assuring well-rounded access to educational opportunities and accomplishments, the action aims to alleviate the effects of socio-economic complications on these students' educational journey.</p>	<p>Explanation:</p> <p>The reason this action plan will be implemented school-wide is to ensure consistency and fair distribution of educational opportunities. By implementing these actions across all our schools, we promote a uniform, high-quality learning environment.</p> <p>Rationale:</p> <p>The plan will support the diverse needs of our student population while offering resources effectively. By addressing the unique challenges of specific student groups, we can further cultivate a supportive learning atmosphere. This will allow us to optimally cater to our student population's wide array of needs, ensuring quality education for all students, regardless of their individual backgrounds.</p>	<p>Metric 1: Graduation Rate</p> <p>Metric 3: CTE Completion or Certification</p> <p>Metric 5: Dropout Rate</p>

Goal and Action #(s)	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
4.2	<p>Needs:</p> <p>The school district recognizes the heightened necessity for supplementary emotional and psychological support for all students, with a specific focus on those enrolled in the Continuation High School. It is increasingly evident that these students often encounter unique challenges and stressors that can detrimentally influence their scholarly performance and overall well-being.</p> <p>Assessment:</p> <p>In light of the identified needs, the school district's proposed solution is to employ a half-time counselor, who will deliver focused support to students of the Continuation High School, addressing their specific needs and cultivating a more nurturing educational atmosphere. This approach is all-encompassing, intending to address the concerns of every student within the school community. The counselor's role is envisioned to be multifaceted; responding to individual student needs and contributing towards a positive overall school environment.</p>	<p>Explanation:</p> <p>Through the introduction of specialized counseling services, our intention is to advance student involvement, retention, and graduation rates, particularly in the Continuation High School. We anticipate that the effectiveness of our efforts can be confirmed by observing improvements in student well-being and academic performance, as well as an overall uplift in the school environment.</p> <p>Rationale:</p> <p>It is our view that this concentrated focus on individual student support will drastically improve our district's efforts to support all learners, but especially those who attend our Continuation High School. By making this investment in a part-time counselor, not only are we acknowledging their struggles but also actively working towards solutions.</p>	<p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 4: Social Emotional Learning Activities</p>

Goal and Action #(s)	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	<p>Needs:</p> <p>The school community has discerned the requirement for amplified social-emotional learning (SEL) support for all learners. This is borne out of the intricate emotional and social trials that learners are contending with in the contemporary educational sphere. These challenges that may range from stress, anxiety to struggles within their interpersonal relationships, bear significant implications on the learners' academic outcomes and their overall wellbeing.</p> <p>Assessment:</p> <p>The proposed course of action tackles these needs through the employment of a part-time counselor specifically for the Continuation High School. This counseling expert will offer direct support to learners, spearheading them through their emotional and social difficulties.</p>	<p>Explanation:</p> <p>The action plan includes procuring supplies to bolster SEL support throughout the LEA. This comprehensive approach targets all students and showcases the district's dedication to nurture an all-inclusive and supportive learning environment that prioritizes learners' social and emotional wellbeing.</p> <p>Rationale:</p> <p>This equal access particularly resonates within a Continuation High School setting, where students often confront personal obstacles, trauma, or other barriers that can negatively impact their educational journey. Executing this broad-based action is intended to foster a supportive learning environment that prioritizes the holistic wellbeing and academic development of every learner. Our overarching strategy ensures that all students obtain indispensable socio-emotional backing to aid them in overcoming challenges, ultimately boosting their academic success.</p>	<p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 4: Social Emotional Learning Activities</p>
5.1	<p>Needs:</p> <p>The school district's leadership team has recognized the need for continuity of coursework for all students when enrolled at the Community Day School - wanting to ensure a seamless transition back when they are ready.</p> <p>Assessment:</p> <p>The leadership team initiated an action known as "Edmentum". Its focus is to provide a uniform platform for all coursework aligned to WUHS, thus ensuring minimal or no disruption to students' learning journey. Beyond providing a consistent learning interface, Edmentum's Career and Technical Education (CTE) offerings will enrich students with a variety of vocational subjects, thus adding value to their all-round educational experience</p>	<p>Explanation:</p> <p>With the scope of this action encircling all students in the district, it underlines the leadership team's commitment toward providing a smooth learning experience irrespective of the student's learning environment.</p> <p>Rationale:</p> <p>The reason for implementing this action across the entire school district primarily stems from our commitment to guaranteeing an equal availability of educational resources for every student. This includes English Language Learners, economically disadvantaged students, and those in foster care. By adopting Edmentum uniformly, we encourage consistency and fairness in our educational offerings. This cultivates a nurturing learning ecosystem, boosting inclusivity and providing equal opportunities for all students within our district. No citations were utilized in the formation of this document.</p>	<p>Metric 1: Return to Wheatland Union High School</p> <p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 4: CTE Completion or Certification</p> <p>Metric 5: Suspension Rate</p>

Goal and Action #(s)	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
5.2	<p>Needs:</p> <p>The school district has identified a requirement for enhanced mental health support and guidance for all its students. This need is highly pronounced in the Continuation High School, where students are regularly faced with unique and challenging situations which can affect their academic and overall well-being negatively.</p> <p>Assessment:</p> <p>In response to this emergent need, the district has conclusively decided to engage the services of a half-time counselor, whose sole duty lies in providing the necessary support to the Continuation High School students. The introduction of professional counseling services ensures that students have access to vital emotional and psychological aid. This strategy has a broad reach, attempting to cater to the entire student body of the Continuation High School.</p>	<p>Explanation:</p> <p>The school district has recognized an urgent need for increasing mental health and guidance support for all students, with special attention to those attending the Continuation High School. In line with this, the district has taken substantial action by hiring a part-time counselor committed to addressing these concerns. The role of this counselor is pivotal, offering important emotional and psychological support that is tailored to the unique requirements of the Continuation High School's student body. By doing so, the district is taking proactive steps towards ensuring each student has the relevant resources and support systems necessary to excel both academically and personally.</p> <p>Rationale:</p> <p>The decision to hire a part-time counselor is based on the significant and evident need for such services amongst the students. The intention behind this strategy is to uphold the district's pledge towards equity, focusing on enhancing student engagement, retention, and graduation rates. This supportive environment promotes students' overall wellbeing, equipping them with the necessary support on their journey towards academic and personal success.</p>	<p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 3: Social Emotional Learning Activities</p>

Goal and Action #(s)	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
5.3	<p>Needs:</p> <p>The primary need that grew apparent, especially in the Continuation High School, was dealing with complex emotional and social hurdles affecting their scholastic performance and overall school experience.</p> <p>Assessment:</p> <p>This action initiative includes the recruitment of a part-time counselor, committed to aiding students in the Continuation High School. The counselor offers focused support to students, assisting in propelling over their personal issues. The integrated plan also incorporates the procurement of materials for Social Emotional Learning (SEL), adding to the range of resources readily available to our pupils. The acquisition of a part-time counselor and SEL support materials reflects a visible investment in this sector. The action named "Social Emotional Learning" was introduced in response to the recognized needs within our scholastic community, particularly revolving around the emotional and social happiness of the learners."</p>	<p>Explanation:</p> <p>Our student body has voiced explicit needs linked to emotional and social wellness. This is a comprehensive, school-wide program that includes the hiring of a part-time counselor and the procurement of supplies for enhanced SEL support. Our new counselor is wholly interested in helping students navigate personal problems that could impede academic success. Meanwhile, the SEL supplies are an extra foothold, offering tangible resources to aid social and emotional development. The goal is to ensure that every student has unhindered access to this specialized assistance.</p> <p>Rationale:</p> <p>The intention behind deploying this action across all levels of the school is the underlying principle of equality and inclusiveness. All students should have the opportunity to utilize these specialized resources, regardless of their background or current circumstances. This strategy creates a unified, supportive learning environment, integral in supporting the students' general well-being and academic growth. Such a broad-minded approach is proactive and effective in identifying and tackling the multifaceted needs of our increasingly diverse student population.</p>	<p>Metric 2: Counseling/Academic Check-ins</p> <p>Metric 3: Social Emotional Learning Activities</p>

Insert or delete rows, as necessary.

B: 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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

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.

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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.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	13.87
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15.01

2024 – 25 Total Planned Expenditures Table 1

LCAP Year (Input)	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 %)
2024	\$12,849,126.00	\$3,969,095.00	30.89%	0.00%	30.89%

2024 – 25 Total Planned Expenditures Table 2

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals:	\$7,218,223.00	\$3,902,039.00	\$31,200.00	\$828,770.00	\$11,980,232.00	\$8,739,651.00	\$3,240,581.00

2024 – 25 Total Planned Expenditures Table 3

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	Maintain Certificated Staff FTE due to enrollment	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$1,559,754.00	\$0.00	\$789,568.00	\$685,197.00	\$0.00	\$84,989.00	\$1,559,754.00	
1	2	Maintain Classified Staff	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$935,333.00	\$0.00	\$548,048.00	\$305,912.00	\$0.00	\$81,373.00	\$935,333.00	
1	3	Curriculum and Assessment/Data Analysis	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$614,624.00	\$300,031.00	\$255,406.00	\$659,249.00	\$0.00	\$0.00	\$914,655.00	
1	4	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$16,849.00	\$0.00	\$0.00	\$0.00	\$16,849.00	\$16,849.00	
1	5	Intervention/Enrichment	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$422,475.00	\$39,903.00	\$162,025.00	\$0.00	\$0.00	\$300,353.00	\$462,378.00	
1	6	College Going Culture	All English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$2,445.00	\$40,000.00	\$42,445.00	\$0.00	\$0.00	\$0.00	\$42,445.00	
1	7	Special Education	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,994,485.00	\$354,436.00	\$1,795,741.00	\$313,974.00	\$0.00	\$239,206.00	\$2,348,921.00	
1	8	Technology Replacement Rotation	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$118,450.00	\$118,450.00	\$0.00	\$0.00	\$0.00	\$118,450.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	9	Career and Technical Education	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$1,087,417.00	\$1,010,773.00	\$400,472.00	\$1,677,313.00	\$0.00	\$20,405.00	\$2,098,190.00	
1	10	Homeless and Foster Youth	Homeless Foster Youth	Yes	LEA Wide	Foster Youth	All Schools	Ongoing	\$22,665.00	\$12,000.00	\$32,665.00	\$0.00	\$0.00	\$2,000.00	\$34,665.00	
1	11	English Learner Supports	English Learners	Yes	LEA Wide	English Learners	All Schools	Ongoing	\$114,304.00	\$0.00	\$0.00	\$114,304.00	\$0.00	\$0.00	\$114,304.00	
1	12	Facility Improvements	All	No	LEA Wide	N/A	All Schools	Ongoing	\$357,297.00	\$717,519.00	\$1,074,816.00	\$0.00	\$0.00	\$0.00	\$1,074,816.00	
1	13	Professional Development for Certificated	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$149,272.00	\$79,822.00	\$48,250.00	\$21,200.00	\$0.00	\$149,272.00	
1	14	Professional Development for Classified	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$23,000.00	\$18,000.00	\$5,000.00	\$0.00	\$0.00	\$23,000.00	
1	15	Pirates at SEA : Scholars Enrichment Academy	All	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Union High School	Ongoing	\$307,063.00	\$0.00	\$307,063.00	\$0.00	\$0.00	\$0.00	\$307,063.00	
1	16	Wheatland Union High School Virtual Academy, EPD Independent Study, & Short Term Independent Study	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$873,681.00	\$9,382.00	\$883,063.00	\$0.00	\$0.00	\$0.00	\$883,063.00	
1	17	Military Connectedness	Military Connected Students	No	LEA Wide	N/A	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
2	1	Student Connectedness	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$19,294.00	\$10,500.00	\$29,794.00	\$0.00	\$0.00	\$0.00	\$29,794.00	
2	2	Professional Development	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	3	Athletics	All	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Union High School	Ongoing	\$170,596.00	\$166,759.00	\$337,355.00	\$0.00	\$0.00	\$0.00	\$337,355.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	4	Facility Improvements	All	No	LEA Wide	N/A	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	5	Staff Wellness	All	No	LEA Wide	N/A	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	
2	6	Marriage Family Therapist (MFT) and School Based Social Workers	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$161,680.00	\$0.00	\$0.00	\$80,840.00	\$0.00	\$80,840.00	\$161,680.00	
2	7	Surveys and Data Analysis	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	
2	8	School Safety & Student Mental Health	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$185,557.00	\$182,802.00	\$0.00	\$0.00	\$2,755.00	\$185,557.00	
2	9	PBIS Implementation	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	
2	10	Parent Project	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	11	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	12	Cyber Security & Internet Safety	All	No	LEA Wide	N/A	All Schools	Ongoing	\$0.00	\$10,150.00	\$10,150.00	\$0.00	\$0.00	\$0.00	\$10,150.00	
3	1	Student Communication and Collaboration	All	No	LEA Wide	N/A	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	2	Community Communication and Collaboration	All	No	LEA Wide	N/A	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3	Staff Communication and Collaboration	All	No	LEA Wide	N/A	All Schools	Ongoing	\$0.00	\$9,000.00	\$9,000.00	\$0.00	\$0.00	\$0.00	\$9,000.00	
3	4	Parent Communication and Collaboration	All	No	LEA Wide	N/A	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
3	5	Parent Trainings/Workshops/ Support Groups	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	
3	6	Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	1	Edmentum	English Learners Foster Youth Low Income	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	Ongoing	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
4	2	Counseling	All students	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	Ongoing	\$45,769.00	\$0.00	\$45,769.00	\$0.00	\$0.00	\$0.00	\$45,769.00	
4	3	Social Emotional Learning	All Students	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	Ongoing	\$0.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	
5	1	Edmentum	All students	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	Ongoing	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
5	2	Counseling	All Students	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	Ongoing	\$45,769.00	\$0.00	\$45,769.00	\$0.00	\$0.00	\$0.00	\$45,769.00	
5	3	Social Emotional Learning	All students	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	Ongoing	\$0.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	

2024 – 25 Contributing Actions Table 1

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)
\$12,849,126.00	\$3,969,095.00	30.89%	0.00%	\$6,094,257.00	47.43%	47.43%

2024 – 25 Contributing Actions Table 2

Totals by Type	Total LCFF Funds
Total:	\$6,094,257.00
LEA-wide Total:	\$5,338,301.00
Targeted Total:	\$0.00
Schoolwide Total:	\$755,956.00

2024 – 25 Contributing Actions Table 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 (%)
1	1.1	Maintain Certificated Staff FTE due to enrollment	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$789,568.00	
1	1.2	Maintain Classified Staff	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$548,048.00	
1	1.3	Curriculum and Assessment/Data Analysis	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$255,406.00	
1	1.4	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience); Including Instructional Coaches and Supplies	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Intervention/Enrichment	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$162,025.00	
1	1.6	College Going Culture	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$42,445.00	
1	1.7	Special Education	Yes	LEA Wide	English Learners Foster Youth Low Income	All Schools	\$1,795,741.00	
1	1.8	Technology Replacement Rotation	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$118,450.00	
1	1.9	Career and Technical Education	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$400,472.00	
1	1.10	Homeless and Foster Youth	Yes	LEA Wide	Foster Youth	All Schools	\$32,665.00	
1	1.11	English Learner Supports	Yes	LEA Wide	English Learners	All Schools	\$0.00	
1	1.13	Professional Development for Certificated	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$79,822.00	
1	1.14	Professional Development for Classified	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$18,000.00	
1	1.15	Pirates at SEA : Scholars Enrichment Academy	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Union High School	\$307,063.00	
1	1.16	Wheatland Union High School Virtual Academy, EPD Independent Study, & Short Term Independent Study	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$883,063.00	
2	2.1	Student Connectedness	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$29,794.00	
2	2.2	Professional Development	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
2	2.3	Athletics	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Union High School	\$337,355.00	
2	2.6	Marriage Family Therapist (MFT) and School Based Social Workers	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Surveys and Data Analysis	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
2	2.8	School Safety & Student Mental Health	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$182,802.00	
2	2.9	PBIS Implementation	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
2	2.10	Parent Project	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
2	2.11	Chronic Absenteeism	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
3	3.5	Parent Trainings/Workshops/Support Groups	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
3	3.6	Community Partnerships	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
4	4.1	Edmentum	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	\$10,000.00	
4	4.2	Counseling	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	\$45,769.00	
4	4.3	Social Emotional Learning	Yes	School Wide	English Learners Low Income Foster Youth	Edward P. Duplex	\$0.00	
5	5.1	Edmentum	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	\$10,000.00	
5	5.2	Counseling	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	\$45,769.00	
5	5.3	Social Emotional Learning	Yes	School Wide	English Learners Low Income Foster Youth	Wheatland Community Day High School	\$0.00	

2023 – 24 Annual Update Table 1

Totals:	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:	\$11,020,437.00	\$11,065,131.00

2023 – 24 Annual Update Table 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
1	1.1	Increase Certificated Staff FTE due to enrollment	Yes	\$1,276,321.00	\$1,311,989.00
1	1.2	Increase Classified Staff	Yes	\$909,349.00	\$885,750.00
1	1.3	Curriculum	Yes	\$981,159.00	\$959,652.00
1	1.4	Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience)	No	\$80,571.00	\$26,528.00
1	1.5	Intervention	Yes	\$193,914.00	\$222,182.00
1	1.6	College Going Culture	Yes	\$40,000.00	\$40,000.00
1	1.7	WE WORK Center	Yes	\$202,833.00	\$207,684.00
1	1.8	Assessments and Data Analysis	No		
1	1.9	Enrichment	Yes		
1	1.10	Technology Replacement Rotation	Yes	\$118,450.00	\$168,908.00
1	1.11	Career and Technical Education	Yes	\$1,962,802.00	\$1,870,290.00
1	1.12	Homeless and Foster Youth	Yes	\$108,616.00	\$133,601.00
1	1.13	English Learner Supports	Yes	\$15,038.00	\$15,038.00
1	1.14	Facility Improvements	No	\$744,501.00	\$991,559.00
1	1.15	Professional Development for Certificated	Yes	\$153,699.00	\$146,440.00
1	1.16	Professional Development for Classified	No	\$10,900.00	\$6,906.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
1	1.17	Special Education	Yes	\$2,712,706.00	\$2,636,498.00
1	1.18	Explore Options for WASC Accreditation of Edward P. Duplex	Yes	\$461,487.00	\$463,353.00
1	1.19	Pirates at SEA - Scholars Enrichment Academy	Yes	\$66,261.00	\$66,954.00
1	1.20	Wheatland Union High School Virtual Academy, EPD Independent Study, & Short Term Independent Study	Yes	\$406,877.00	\$308,987.00
1	1.21	Military Connectedness	No	\$5,000.00	
1	1.22	Foster Youth			
1	1.23	Foster Youth			
2	2.1	Student Connectedness	Yes	\$27,680.00	\$23,343.00
2	2.2	Professional Development	Yes		
2	2.3	Athletics	Yes	\$331,957.00	\$355,022.00
2	2.4	Facility Improvements	No		
2	2.5	Staff Wellness	No		
2	2.6	Marriage Family Therapist (MFT) and School Based Social Workers	Yes		
2	2.7	Surveys and Data Analysis	Yes	\$500.00	\$500.00
2	2.8	School Safety & Student Mental Health	Yes	\$186,151.00	\$201,282.00
2	2.9	Special Education	No		
2	2.10	PBIS Implementation	Yes	\$1,000.00	\$1,000.00
2	2.11	Parent Project	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
2	2.12	Chronic Absenteeism	Yes		
2	2.13	Cyber Security & Internet Safety			
3	3.1	Student Communication and Collaboration	No	\$22,665.00	\$22,665.00
3	3.2	Community Communication and Collaboration	No		
3	3.3	Staff Communication and Collaboration	No		
3	3.4	Parent Communication and Collaboration	No		
3	3.5	Parent Trainings/Workshops/ Support Groups	Yes		
3	3.6	Community Partnerships	Yes		

2023 – 24 Contributing Actions Annual Update Table 1

6. Estimated Actual LCFF Supplemental and/or Concentration Grants	4. Total Planned Contributing Expenditures	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$3,752,503	\$4,952,018.22	\$4,917,088.00	(\$35,430.22)	45.62%	45.30%	(0.32%)

2023 – 24 Contributing Actions Annual Update Table 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	1.1	Increase Certificated Staff FTE due to enrollment	Yes	\$475,292.00	\$301,965.00		
1	1.2	Increase Classified Staff	Yes	\$541,028.00	\$513,271.00		
1	1.3	Curriculum	Yes	\$116,803.00	\$116,595.00		
1	1.5	Intervention	Yes	\$75,794.00	\$75,794.00		
1	1.6	College Going Culture	Yes	\$40,000.00	\$40,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	1.7	WE WORK Center	Yes	\$30,000.00	\$204,558.00		
1	1.9	Enrichment	Yes				
1	1.10	Technology Replacement Rotation	Yes	\$118,450.00	\$168,908.00		
1	1.11	Career and Technical Education	Yes	\$567,369.00	\$459,463.00		
1	1.12	Homeless and Foster Youth	Yes	\$10,000.00	\$10,000.00		
1	1.13	English Learner Supports	Yes				
1	1.15	Professional Development for Certificated	Yes	\$93,200.00	\$82,716.00		
1	1.17	Special Education	Yes	\$1,676,429.00	\$1,676,429.00		
1	1.18	Explore Options for WASC Accreditation of Edward P. Duplex	Yes	\$323,738.00	\$325,623.00		
1	1.19	Pirates at SEA - Scholars Enrichment Academy	Yes	\$66,261.00	\$66,954.00		
1	1.20	Wheatland Union High School Virtual Academy, EPD Independent Study, & Short Term Independent Study	Yes	\$310,479.00	\$308,987.00		
2	2.1	Student Connectedness	Yes	\$27,680.00	\$8,021.00		
2	2.2	Professional Development	Yes				
2	2.3	Athletics	Yes	\$331,957.00	\$355,022.00		
2	2.6	Marriage Family Therapist (MFT) and School Based Social Workers	Yes				
2	2.7	Surveys and Data Analysis	Yes	\$500.00	\$500.00		
2	2.8	School Safety & Student Mental Health	Yes	\$186,151.00	\$201,282.00		
2	2.10	PBIS Implementation	Yes	\$10,000.00	\$10,000.00		
2	2.11	Parent Project	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
2	2.12	Chronic Absenteeism	Yes				
3	3.5	Parent Trainings/Workshops/Support Groups	Yes				
3	3.6	Community Partnerships	Yes				

2023 – 24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$12,751,788.00	\$3,976,964.00	0.00%	31.19%	\$4,917,088.00	0%	38.56%	\$0.00	0.00%

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.

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.

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.
- 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.

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 county office of education.

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

Comprehensive Support and Improvement –

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e] [1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\)](#) and [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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

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

- 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.

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.

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 county offices of education 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 increase 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 Summary 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

- 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.
- 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.
- 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.

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)

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.

Measurement(s) of 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.

Measurement(s) of 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.

- 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 Service for the action.

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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 Service 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 of 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 of 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 + 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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