Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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</thead>
<tbody>
<tr>
<td>Wheatland Union High School District</td>
<td>Nicole Newman</td>
<td><a href="mailto:nnewman@wheatlandhigh.org">nnewman@wheatlandhigh.org</a></td>
</tr>
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<td>(530) 633-3100 x101</td>
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Plan Summary [2021-22]
General Information
A description of the LEA, its schools, and its students.

Demographics and History of Wheatland

Wheatland is located at the furthest SE end of Yuba County (YC), at the nexus of 4 counties. Wheatland is 15 highway miles from the county seat, with no public transportation.

- The poverty rates of the counties in the state of California vary ranging from 7.4% to 24.8%.
- Yuba County has a poverty rate of 18.5%, making it one of the poorest counties in the state of California.
- Unemployment in the state of California averages 4.0 percent - Unemployment rate in Yuba County continues to be above average at 6.8 percent.
- Currently, 46.2% of the students at the high school are identified as socioeconomically disadvantaged which is an increase of 7%.

A two-stoplight town, if you blink you could miss it, is steeped in CA history: The Hop Riots, Donner Trail Party, Beale Air Force Base, and generational agricultural families. Wheatland has a powerful sense of patriotism and community.

History of Wheatland Union High School and Wheatland Union High School District

- On September 25, 1907, Wheatland High School opened on the second floor of the grammar school with 23 students. By the late 1950's, the student body of Wheatland Union High School was less than 100 students, but growth was foreseen, and a bond issue was approved in 1959 to construct a new High School. The new High School was completed in September 1961, with the gymnasium completed in December and full occupancy in January, 1962.

- The architect of the new high school was Leonard Dam Blackford, a former student. The $4 million high school included a library, girls' and boys' gymnasium, outdoor community circle for entertainment, the Commons, lighted tennis courts, football field, baseball field, track facilities, shops, and forty-one classrooms. In 1972, an expansion to the existing site saw the addition of a wing of classrooms and small gymnasium, as well as an expansion to the administration office. After that time, the little that had been done centered on the roof, lighting, heating, and air conditioning. As a result, the school had been in desperate need of renovation showing increasing signs of wear. Fiscal realities had not allowed for the needed work to be completed using District funds.

- In 2012 the Board decided to place a bond measure on the ballot to upgrade and repair the facilities. Measure U, a $9,000,000 General Obligation Bond was passed by the voters in November of 2012. From 2014-2017 the site's water, gas, and sewer lines have been replaced and the quad updated. 2018 brought a sitting wall with charging stations, additional benches, new drinking fountains, and water bottle filling stations were added. In addition, the wireless network was expanded, a new athletic complex snack bar was built as well as newly updated bathrooms near the classroom wings and in the gym lobby.

- In the summer of 2019, there were additional major facility projects completed:
  All the classroom wings, including the library, were modernized as well as a counseling center addition.
  The gymnasium and stadium bleachers were replaced.
Sports fields were upgraded, and a continuation school was opened. There were also additional upgrades to lighting and electrical around the campus.

- The 2020-2021 School changes brought a major face lift to the campus with new paint throughout. In addition the following updates took place:
  - A CTE (Career and Technical Education) and College Center (CTE/C) was built in the existing library.
  - A Mental Health Center was also created.
  - Solar Panels were added to the parking lot.
  - The HVAC system was upgraded campus wide.
  - Hot spots and Chromebooks were purchased to support all students in distance learning; bringing our students to computer ration 1 to 1.
  - Teachers found new wide screens and video devices to support their online teaching.

Recent Grants and Improvements:

- Reach for the Upside - Small School District Association Grant - Total Award $57,000 (May 2021)
- HBI Schools To Skills Grant - Total Award $15,000 (May 2021)
- LCSSP California Department of Education Grant - Total Award $147,000 (May 2021)
- Team Nutrition Taste of California Standardized Recipe Challenge Grant - $25,000 (April 2021)
- California Department of Justice - California Healthcare, Research and Prevention Tobacco Tax Act of 2016 Grant - Total Award - $103,404 (February 2021)
- Strong Workforce Grant - (November 2020) - Pirates at SEA (Scholars’ Enrichment Academies) a Voyage to College and Career Readiness - Total Award - $993,000
- Strong Workforce Grant - (November 2020) - Workability Employees - Wheatland's Occupations' Regional Knowledge Center ("WE WORK Center")! Total Award - $561,072
- Strong Workforce Grant - (November 2020) - Partnership with Bear River - Equity, Engagement & Excellence in 7-12 CTE - Total Award - $35,360
- Feather River Air Quality Management District - $15,000 (November 2020)
- Department of Defense Educational Partnership - $500,000 (September 2020)
- Feather River Air Quality Management District - $1,000 (August 2020)
- Career & Technical Education Incentive Grant - $102,000 (March 2020)
- Building Industry Technology Academy Grant - $5,000 (March 2020)
- Strong Workforce Grant - Get Focused, Stay Focused - $535,000 (February 2020)
- Strong Workforce Grant - (February 2020) - with Bear River - Total Award - $465,000
- Strong Workforce Grant - (February 2020) - Shared Partnership with Yuba County Schools for Agriculture & Natural Resources Pathway Certifications - WUHSD Award $78,000
- Cafeteria Equipment Grant - $35,000 (February 2020)
- ProStart Culinary Grant - $800 (February 2020)
- National Math & Science Initiative for AP Courses - $25,000 (February 2020)
- Yuba River Endowment for Wheatland Union High School FFA - $15,000 (January 2020)
- New Bus Grant: Feather River Air Quality Management District - $165,000 (January 2020)
- Career & Technical Education Incentive Grant - $376,000 (March 2019)
- Career & Technical Education Facility Grant - $3,000,000 (January 2019)

Wheatland Union High School District

Mission Statement: "Together Building a Foundation for Life." - This statement encapsulates everything we do to prepare students for the future.

Vision Statement: Wheatland Union High School sets ambitious standards for both students and staff using a collaborative system of support. We believe every student can obtain academic excellence. Students are given the tools necessary to enhance their work ethic, develop life skills, and utilize today's technology to create college and career connections that have real world relevance.

- "Pirate's Code." "CODE" is the acronym for the following: Courteous Organized Dedicated Empathetic.

These are the qualities that we expect every member of our school community to follow Wheatland Union High School (WUHS), one of four comprehensive high schools in the county, is the only comprehensive high school in the Wheatland Union High School District (WUHSD). Though WUHSD has added Edward P. Duplex High School and Community Day High School in recent years. As well WUHSD welcomed back it is moderate severe students back to their home district and out of the county program. Serving just under 1000 students, the WUHSD serves a vast area covering over 150 square miles.

WUHSD is a home district to families residing in Wheatland, Plumas Lake, Smartsville, and on Beale Air Force Base.

It is recent surge in growth adds inter-district transfers for families in:
- Olivehurst/Linda
- Yuba City
- Rio Oso
- Marysville
- Lincoln

2019-2020 student demographics are:
- 44.2% White,
- 29.2 % Hispanic,
- 9.1% Multi Racial/Ethnicity,
- 7.7% Not Reported,
- 3.3% Asian,
- 2.6% African American,
- 1.6% American Indian or Alaska Native,
- 1.5% Filipino,
and 0.8% Pacific Islander.

2019-2020 Student Groups
- 26 English Learners in the District – 3%
- 10 Foster Youth in the District – 1.1%
- 407 Socioeconomically Disadvantaged – 46.4%
- 120 Students with Disabilities – 13.7%
- 6 Homeless Students in the District – 0.7%

Staff Training and Expectations:
Currently, the WUHSD includes over 91 employees who are amazingly dedicated to the improvement of school outcomes for all students. 42 teachers are in classrooms at the district's three facilities which include 1 comprehensive high school, 1 continuation school, and 1 community day high school.

Each employee is encouraged to grow professionally through self-evaluation and reflection by:
- Attending college and university classes as well as statewide workshops.
- Reading professional literature and networking.
- District-sponsored in-service and training and our district staff works in unison with TCIP (Tri-County Induction Program) to provide an induction program for qualified new teachers.
- Wheatland Union High School teachers, administrators, and counselors utilize the Professional Learning Community (PLC) model to develop goals for the school year that are aligned with the school's WASC Action Plan and with the district's LCAP.
- Department head meetings determine the training necessary to support the achievement of the goals.
- Whole-staff professional development is provided when appropriate.
- Instructional Aides receive professional development on a quarterly basis when necessary.
- The district provides time and resources for collaboration, planning, and professional development.
- Professional development days are designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Topics include curriculum revision and meeting state standards for student success.
- Staff members participate in a variety of professional development workshops and seminars related to their departmental content area. These are related to meeting state standards and improving instructional strategies.

It is the goal of Wheatland Union High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:250 after the adoption of the 2021-22 LCAP.

Collaboration in Selection of Academic/Instructional Materials
Wheatland Union High School provides all core textbooks and supplemental resources for the instructional program. High schools do not have a state textbook adoption schedule. Department teams review and pilot curriculum, and then they make recommendations to the Board on the purchase of textbooks and instructional materials. Supplemental materials are considered and adopted as part of the ongoing curriculum-evaluation process.
Staff members share in the textbook-selection process.
  - Upon selecting an appropriate textbook for use in class, the school board must approve it for final adoption by the district.
  - Each student has access to an individual copy of standards-aligned textbooks and instructional materials in the core curricular areas of reading/language arts, math, science, history/social science, foreign language, and science laboratory equipment.

Parents and the community are incredibly supportive of the educational program at Wheatland Union High School. Parents may participate in:
  - School Site Council
  - Agriculture Advisory Board
  - Career and Technical Education Advisory Committees (Get Focused Stay Focused Program creates volunteer opportunities as well as WE WORK Center)
  - Booster Clubs for Band and Athletics (Boosters raise money for school athletics, the band, after-school clubs, extracurricular activities, and academics - Parents are encouraged to volunteer for school events.)
  - Input to the Local Control Accountability Plan (LCAP) - The one positive outcome of the pandemic is the ability to involve more stakeholder groups via Zoom.

The community of Wheatland has a rich history in serving the state of California through agriculture. The agricultural community plays an active role in supporting the high school through school partnerships.

The focus of these partnerships comes in the form of support for Wheatland’s FFA program, the largest student organization on campus. Support comes through fundraisers, mentoring, and in technical areas.

The school’s dedication to the community’s agricultural heritage can be seen through its course offerings. Students are able to get college credit when they are enrolled in many of the CTE pathways including Agriculture.

School personnel, students, and parents are continually considering ways to improve the total school program. Our goal is to maximize learning for all students in ways that meet their academic, career, personal, and social needs. A core academic program is required of all students and a variety of electives is offered.
  - WUHS provides Academic Intervention programs to meet the needs of our struggling learners.
  - In addition to rigorous academic coursework that allows students to meet college and university entrance requirements WUHS offers numerous Career and Technical Education programs that provide knowledge and skills for post-secondary career opportunities.

WUHS is proud to offer Career Pathway programs that can lead to certification or further education in the Industry Sectors of Agriculture and Natural Resources, Food Service and Hospitality, Design, Media, and Visual Arts, Finance and Business, Manufacturing and Product Development. WUHS has a current plan to implement pathways in the industries of Education, Child Development and Family Services as well as Transportation: Systems Diagnostics, Service and Repair in the 2021-2022 school year and in the Health Science Industry in the 2022-2023 school year. These pathway needs were identified through student information pulled from out Get Focused Stay Focused data and our student information from California Career zone. These pathways where clearly of the highest interests to our students.
accomplishes our CTE goals by adding to and enhancing our current Career Pathways in order to engage students by improving their ability to achieve their dreams. The programs we offer provide knowledge and skills for post-secondary career opportunities.

College and Career
There are memorandums of understanding between WUHS, Yuba College, and Butte College that allow our students to enroll concurrently (dual enrollment/articulated) in college classes. In addition to our Career & Technical Education Pathways, we offer Advanced Placement courses that can be completed for college credit.

WUHS students who elect to enter four-year universities do well, although a considerable number of our students' elect to begin their college careers at the local community colleges. We have several students who attend major universities such as UCLA, UC Berkeley, UC Santa Barbara, CSU Cal Poly, San Diego State, UC Davis, Sonoma State, and Humboldt State. Many more attend nearby Chico State and Sacramento State.

Extracurricular and Cocurricular Activities
In addition to academic enrichment, WUHS offers a myriad of extracurricular and cocurricular opportunities for students. More than 80% of our students are involved in co- or extracurricular activities including: seasonal sports teams, FFA, Associated Student Body (ASB), Band, Choir, Drama, Yearbook, and a wide selection of clubs that engage the interests of our students.

Safety Planning and Social Emotional Support
It is the goal of Wheatland Union High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:250. The district also has a Licensed Marriage and Family Therapist (LMFT) and will hire a School Based Social Worker for the 2021-22 school year.

The School Site Safety Plan was last reviewed and updated in August 2020 and is reviewed and updated annually. To ensure emergency readiness, a variety of safety drills are held throughout the year.
1. Fire drills and earthquake/intruder-lock-down drills are held at least once per semester.
2. Wheatland Union High School District has also implemented the Catapult system to inform staff of potential emergencies.
3. In addition to our plan, the WUHSD approved a Suicide Prevention Plan in December 2019 as well as an Injury Illness and Prevention Plan that are updated annually as well and when new board policies are approved.
4. Due to COVID-19 WUHSD created a COVID-19 Mitigation Plan and is in the process of finalizing the COVID 19-Prevention Plan as required by CAL-OSHA.

The safety of students and the enforcement of school rules is a priority at Wheatland Union High School.
- Administrative staff monitor the campus during breaks, at lunch, and after school.
- Both the administration and staff supervise all dances and athletic events as well as drama and music performances.
- All visitors to Wheatland Union High School must sign in at the office, where they receive a guest pass that must always be worn.
- Wheatland Union High School is a closed campus.

The 2021-22 Local Control Accountability Plan for Wheatland Union High School District
Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

School District Program Information Successes

Online Instruction – Virtual High School (Independent Study), Short-Term Independent Study (STIS), & Home Hospital

Wheatland Union High School partners with Edmentum to provide students a free, blended learning model for the purpose of credit recovery as well as an intervention tool. Certificated staff members support students with Edmentum’s digital intervention program called Courseware and the school counselors, administrators, and certificated teachers facilitate the online credit recovery component. Students can engage in this online curriculum both in the classroom and at home.

In addition to the Edmentum program, the Wheatland Union High School counseling department refers students to UC Scout for courses that are not offered at the high school. So far, we have been able to cover the cost of the programs for enrichment, intervention, and credit recovery by using concentrated and supplemental funds, Title I, and Title III.

The Wheatland Union School counseling department, as well as teaching staff and administration, educates parents and students about the online opportunities during registration, back to school, in January after semester grades post, at parent information nights, and upon request and inquiry.

The Virtual High School (Independent Study) program offers classes to help students fulfill core graduation requirements when they are unable to do so in the regular classroom setting. Students may also enroll in these classes for health reasons – for instance, a student healthy enough to leave the hospital who needs a transitional setting before returning to the regular academic setting. Students suffering from a chronic illness are also able to take advantage of this graduation path.

Virtual High School (Independent Study) students have the option to complete classes through Edmentum, or through the creation of packets of content relevant student material by Virtual High School (Independent Study) teacher as needed. All Independent Study students are fully incorporated into Wheatland Union High School social and academic aspects of the campus.

While students are discouraged from missing school for reasons other than illness or family emergencies, sometimes a special event necessitates travel out of the area. In order to avoid penalties for missing class for these reasons, students must contract to complete work during the period of the absence. We require the student and their parent or guardian to meet with the Principal or Assistant Principal to go over the Short-Term Independent Study (STIS) Contract.

In our district, students are allowed to apply for STIS for six to twenty days per school year. Each teacher provides work for the student to complete while the student is absent. Many of the students that use this option are students who travel to Mexico during the winter break to work and/or reunite with family because the adults typically are not working in the agriculture industry in January. If the student completes all
of their assigned work, they earn attendance credit for the time they were gone, and their assignments are graded by the teachers. If a student does not complete 100% of the assigned work, their attendance will only count for the portion they completed. For example, an 80% completion rate of assigned work earns 4 out of 5 days of attendance credit.

Home Hospital is also available at Wheatland Union High School. Home Hospital is provided when a student is ill and has a note from the doctor recommending Home Hospital. A teacher is assigned, and they meet with the student for a minimum of five hours per week.

Edward P. Duplex (EPD)

Edward P. Duplex (EPD) was opened in March of 2019. EPD is an alternative high school that allows students to graduate with a reduced number of credits (200) compared to WUHS (240). Before the opening of Edward P. Duplex, students would leave the district to attend online schools or charter schools as they could not graduate from our district because they were too credit deficient. Now we are serving all populations. Students can have a blended schedule at both schools allowing access to electives as well as CTE pathways with reduced credits helping provide an opportunity for success to all students.

Wheatland Community Day High School

Wheatland Community Day High School was closed as of the 2017/18 school year. The staff returned to the high school. The new superintendent recognized a need for an alternative setting for students whether they are expelled or placed in an alternative setting with parent consent. The school reopened for the 2019/20 school year. Enrollment has fluctuated from 17 students to 9 pre COVID. There will only be one student in WCDHS at the beginning of the 2021-22 school year.

Academic Intervention and Support

Academic Intervention classes are offered for general education students in the 9th through 12th grades who have a history of multiple F grades or have been referred to our Student Staffing Team (SSM). If a student is struggling, they can be removed from an elective if needed in order to get support. The intervention is designed to help students with organizational skills, study skills, goal setting and homework support. Students with IEPs and 504s are enrolled in Academic Intervention if it is written into their IEP or 504.

College, Career, and Counseling Program

For the Fall of 2021, Wheatland Union High School District hired 2 additional counselors and 1 counseling intern. With a significant student population increase in the last 3 years, the focus of these positions is to share the student caseload to ensure we have the support for students as they prepare to be college or career ready. The counselors also provide students with exposure to the tools they need, such as A-G options, to develop a successful post-secondary plan. The counselors provide parent outreach in the form of informational evenings, emails, and all-call recordings, to guide them in how to become involved with their student’s choices and the path their student will take to ensure a successful future. The counselors also play an integral role in the promotion and publication of all on-campus and off-campus events (Student of the Quarter through Rotary, TLC through Rideout Hospital, college visits) and student achievement happening at Wheatland Union High School. These, and other, opportunities provide a way for the community to celebrate student success. The
Counseling Department advertises opportunities through student-accessible technology such as the WUHS website, social media, the auto dialer, and face-to-face communication with students, parents, and community members.

Through multiple grants Wheatland Union High School has created 2 new director positions: Director of CTE, Innovation & Instructional Technology and Director of STEAM and Work Based Learning. To assist these directors, WUHS has hired a Career and College Readiness Technician and four Academic Technicians. The Director of STEAM and Work Based Learning is also overseeing a new Transition & Tutoring Lab that will be overseen by a Coordinator and two Para-Educators. The purpose of these new centers is to support students in career exploration and preparation. These sites will oversee all CTE programs, the Get Focused Stay Focused and My10YearPlan (career exploration and life planning for Freshmen with follow up modules in 10-12th grades), Scholarships, Workshops for employment opportunities, Work Permits, College and Career Fairs/Events/Visits, Internships and Job Shadow opportunities, and our new Early College Access Program “Pirates at SEA (Scholar Enrichment Academies)”, assessment and tutoring services, relationships with community and industry partners, and much more.

Brochures and info-graphics have been created (or are being updated) detailing the 11 (12 in 2022) available CTE pathways and are utilized at the middle school to guide incoming students through their options and as an informational tool for parents and the community, as well as encouraging the use of the website to gather information.

Wheatland Union High School District understands the importance of students having a clear understanding of their options prior to deciding what educational requirements are needed for them to reach their post-secondary goal. Beginning in the Fall of 2019, all students will be required to take a year-long course using the “Get Focused Stay Focused” (GFSF) curriculum from Academic Innovations and supported out of UC Santa Barbara and Santa Barbara City College.

This course is designed to help students learn about their educational options and provide them with concrete strategies they can use immediately to help them succeed in classes and get the most out of their WUHS journey. Data from UC Santa Barbara, Santa Barbara City College, and George Washington University supports student success with the program. While an initial 10-Year-Plan is developed in the 9th grade, that plan is slated to be revisited and revised through the weekly lessons through Social Science strand continuing through the 10th-12th grades. Through a Strong Workforce K-14 grant program support is being offered to the feeder middle schools to offer “Building a Bridge to Your Future” which is a pre-cursor curriculum to the “Get Focused. Stay Focused” curriculum and program. Career and Technical Education Incentive grants are also leveraged to support this initiative.

Advanced Placement (AP)

For a school with enrollment at less than a thousand, Wheatland Union High School enjoys an extraordinarily expansive AP program designed to give students an accelerated course of study in preparation for success in university courses.

The courses offered are Calculus AB, Calculus BC, English Language and Composition, English Literature and Composition, Spanish Language and Culture (which meets the requirement of advanced placement in a foreign language for the State Seal of Biliteracy (SSB), U. S. Government and Politics, and United States History. Psychology was added for the 2020-21 school year.
Teachers are initially trained for AP coursework through College Board training seminars and are then supported by the district and respective department as they create their AP Syllabus which must be submitted to and approved by the College Board. Additional and ongoing training for AP instruction is offered throughout the year.

Students are assessed in the classroom through portfolios of collected work which prepare them to take the College Board Advanced Placement Exam in May. Several practice exams are offered in each individual course prior to the exam.

In order to ensure that the AP program is accessible to all students, Wheatland Union High School disseminates information in a variety of formats. Students are initially introduced to AP through the Freshmen Orientation program offered at the beginning of the school year. Additionally, all information on courses, including prerequisites, is available to students through the course catalog and the syllabi provided at the beginning of the school year.

During the registration process in the early half of second semester, there are orientation sessions that explain the courses, as well as a meeting with a counselor to register for classes and discuss qualification requirements for AP and any other questions that may arise about a specific AP course. In past years, to qualify for AP, each class had its own prerequisites and may have include a testing process such as a multiple-choice placement exam or a writing sample to ensure capable students are admitted to the courses. Beginning in Fall 2020, these prerequisite measures for exclusion were no longer utilized and AP courses will be open and accessible to all students. However, students will be counseled and encouraged to balance other activities with the demands of the AP courses. Students are informed that they should plan for a minimum of one hour of study per course every evening. There is also a parent/student contract that must be signed prior to the student enrolling in the class to ensure clear expectations for rigor.

The overall scores on the final AP exams have not been high for our school in general, but the interest of our students in rigorous/college level homework has increased.

Curriculum Changes and Graduation Requirements

The curriculum or academic programs have changed since the 2016 visit in most programs. One of the most impactful is the freshman class called, using the “Get Focused, Stay Focused” curriculum. Staff, students, parents, and the community speak highly of this career pathway introduction course provided for all freshman. The course has been offered to upper classmen as an elective as well and students that opt in may receive Dual Enrollment credit through Yuba College.

Graduation Requirements

Since the last WASC visit we have revised the WUHS graduation requirements. With the implementation of the Next Generation Science Standards the board unanimously voted to increase the science graduation requirements from two years to three years. In addition to the science requirement the district pulled 10 credits out of electives to earmark a course requirement that was a Career and Technical Education course. The district also began the Pirate Focus course which is now a requirement for all 9th graders. This course took the place of Health and Geography.

Beginning with the incoming 9th graders (Class of 2025) graduation requirements increased from 240-260 for WUHS. During the 2021-22
school year stakeholders will be involved in a process to determine the best schedule for our students including out traditional 7 period day as well as a block schedule (4x4).

Math Curriculum

WUHS uses common core aligned material by Pearson. This includes Integrated I, II and III. Recently WUHS made a switch from Integrated III plus back to Precalculus. Before this year we used the Pearson Integrated III and supplemental material to prepare students for Calculus. The change was made do to us having a military population that moves. Students would leave here and go somewhere else and other schools did not know that 3 plus was precalculus. We also felt like 3 plus was being supplemented a lot to meet precalculus. The math department will begin reviewing new textbooks during the 2021-22 school year that will be aligned to the new Math framework that is being discussed at the state level.

Science Curriculum

In the 2018-2019 school year science piloted a new national Biology textbook aligned to NGSS standards. In 2019-2020 Science purchased California aligned Biology curriculum. In addition, new classes that were added got textbooks such as Plant and Soil Science and Forensics. Chemistry textbooks were purchased for Agriculture Chemistry and NGSS Chemistry to implement in the 2021-22 school year. Physics books will need to be purchased as NGSS material is released (tentatively 2021-22).

English and Social Science

English and Social Science are in the process of selecting curriculum for the 2021-22 school year. We have decided as a district to rollout the English and Social Science curriculum by grade level. In 2022-23 school year we will purchase English 9 curriculum as well as World History for 10th graders. December 2018 the Board voted to eliminate health and geography from the graduation requirements. Pirate Focus replaced this requirement and the state mandated requirements have been pushed into 9th grade Physical Education.

Career and Technical Education Pathways

Career and Technical Education is the practice of teaching skills-based careers to students in high school to prepare them for college and careers post-secondary. WUHS is dedicated to providing an integrated curriculum that allows students who are interested in one or more of the pathways to make a choice when they graduate:

- Directly enter career work-force in a stackable career
- Enter military career
- Enter Community College
- Enter State or Private College or University
- Enter any combination of the above

WUHS is proud to offer Career Pathway programs that can lead to certification or further education in the Industry Sectors of Agriculture and
Natural Resources, Food Service and Hospitality, Design, Media, and Visual Arts, Finance and Business, Manufacturing and Product Development. WUHS has a current plan to implement pathways in the industries of Education, Child Development and Family Services as well as Transportation: Systems Diagnostics, Service and Repair in the 2021-22 school year and in the Health Science Industry in the 2022-23 school year. These pathway needs were identified through student information pulled from out Get Focused Stay Focused data and our student information from California Career zone. These pathways where clearly of the highest interests to our students. WUHS accomplishes our CTE goals by adding to and enhancing our current Career Pathways in order to engage students by improving their ability to achieve their dreams. The programs we offer provide knowledge and skills for post-secondary career opportunities.

Students enrolled in a pathway program in a perfect school setting select a field of study and continue in that field throughout their time in high school; however, WUHS is a small school and sometimes scheduling makes this impossible for all students. Counseling students about their individual pathway, as well as additional pathways, is completed through a recruitment process during course registration, in the freshman required “Pirate Focus” course, through follow up modules in 10th grade World History and 11th grade US History, parent conferences, individual planning sessions with our school counselors and/or Academic Technicians in the CTE & College Center (CTE/C) using “My 10-year Plan”.

CTE at WUHS currently provides a variety of popular student learning opportunities. The departments continue to grow and will be adding new classes as a result of the Strong Workforce grant centered around our Pirate Focus initiative as well as dual enrollment and articulation. CTE teachers have worked hard to ensure that students receive UC a-g credit for the classes they take in the CTE department. All of our CTE courses offered at WUHS qualify as a UC a-g requirement. We currently have 2 courses that are articulated through Yuba College and 4 courses that are dual enrollment courses through Yuba College as well. We are in the process of adding additional dual enrollment and articulated courses for the 2021-22 school year.

In the 2019-20 school year the district adopted the Get Focused Stay Focused curriculum, WUHS implemented the Freshman Transition Initiative program using the Career Choices and Changes Curriculum through Get Focused Stay Focused. This course is called “Pirate Focus” on the WUHS. This course is offered with three variants: Agriculture, Business, and General Education allowing for enrolled students to participate in co-curricular programs if they take the FFA, FBLA (beginning 2021) and/or FCCLA (beginning in 2021-2022). Pirate Focus is UC a-g approved and serves as an intro course to any pathway. This course also serves as a dual enrollment course with Yuba College under their AG 60 course and has been approved for articulation with Yuba College COUNS 25 for the remaining sections of Pirate Focus. Our GFSF lead has completed certification as a GFSF Program Specialist and assists in implementing the GFSF follow up curriculum through the follow up modules in grades 10-12. This process allows 100% of students to participate in Career Technical Education experiences and Career Planning in some way throughout all 4 years at WUHS.

The specific pathways that WUHS offers are Agriculture Mechanics, Agriculture Plant and Soil Science, Agriculture Animal Science, Ornamental Horticulture, Agriculture Construction, Product Innovation and Design, Design, Media, and Visual Arts, Food Service and Hospitality, Business Management, and Education (Fall 2021) and Health Science Patient Care (Fall of 2022).

The CTE teachers at WUHS are familiar with the California Career Technical Educational Model Curriculum Standards and have worked diligently over the last two years to establish appropriate pathways that align with Pathway Standards. The California standards are written to demand high quality coursework for students to complete on their way to a future career and are aligned with the Common Core State Standards.
Standards in English-Language Arts and mathematics. The standards are research based and provide a focus on content—that is, what students need to know and be able to do. In 1991, the U.S. Secretary of Labor’s report Secretary’s Commission on Achieving Necessary Skills (SCANS) identified foundation knowledge, skills and abilities, and essential workplace competencies necessary to be competitive in our global, information-based economy. California’s CTE standards take the critical next step in providing the level of specificity needed to guide the development of high quality, consistent, and relevant career-focused programs.

The California Standards are rigorous and relevant. Standards-based education maintains California’s historical respect for local control of schools. To help students achieve at high levels, local educators—with the cooperation of families, businesses, and community partners—can take these standards and design the specific curricular and instructional strategies that best deliver the content to their students. Standards answer the critical question, “What should our students be learning?” They represent a concerted effort to prepare our students with the knowledge and skills to make informed career choices, to integrate and apply academic and career concepts, to prepare for successful participation in our global society, and to seek and love learning as a lifelong endeavor.

Under the support of the new Director of CTE, Innovation and Instructional Technology, teachers will continue training in the CTE Model Curriculum Standards and will regularly evaluate the programs using the CDE suggested evaluation for 11 Elements of High Quality CTE Programs. In addition, Sutter County Office of Education - Regional Occupation Program (ROP) will continue to provide professional development to CTE teachers specific to ensuring teachers stay current with their own technical skills and current industry expectations.

The courses within each Industry and each Career Pathway are:

**Agriculture: Plant and Soil Science**
- Pirate Focus (Articulated) (9)
- AG Biology (9)
- AG Chemistry (10)
- Plant Science (11 & 12) (Articulated)

**Agriculture: Animal Science**
- Pirate Focus (Articulated) (9)
- AG Biology (9)
- AG Chemistry (10)
- Animal Science (11 & 12) (Articulated)

**Ornamental Horticulture**
- Pirate Focus (Articulated) (9)
- The Art and History of Floral Design
- Advanced Floral Design
- Plant Science (Dual Enrollment)

**Agriculture Mechanics: Construction**
- Pirate Focus (Articulated) (9)
- Agriculture Construction
- Advanced Agriculture Construction

Agriculture Mechanics: Metal Fabrication
- Pirate Focus (Articulated) (9)
- Farm Equipment and Metal Fabrication
- Advanced Farm Equipment & Metal Fabrication (Articulated)

Product Innovation and Design
- Pirate Focus (Articulated) (9)
- Principles of Engineering
- VEX Robotics
- Aerospace Engineering
- Engineering Design & Development

Design, Media, and Visual Arts
- Pirate Focus (Articulated) (9)
- 3D Digital Arts
- 3D Digital Arts 2

Food Service and Hospitality
- Pirate Focus (Articulated) (9)
- Culinary 1 (Articulated)
- Culinary 2 (Articulated)

Business and Finance
- Pirate Focus (Articulated) (9)
- Business Computer Applications (Dual Enrollment Pending)
- Intro to Business (Dual Enrollment Pending)
- Entrepreneurship (Dual Enrollment Pending)

Education (2021-2022)
- Pirate Focus (Articulated) (9)
- Growth and Development (Articulation Pending)
- Principles of Teaching (Articulation Pending)
- Teaching Field Experience (Articulation Pending)

Patient Care (2022-2023)
• Pirate Focus (Articulated) (9)
• Courses to be Determined

Seal of Biliteracy

Wheatland Union High School has completed the process for students to apply for the State Seal of Biliteracy should they be interested. Final approval was granted by the Governing Board on December 12, 2018 (AR5126).

This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The State Seal of Biliteracy will be awarded by the Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation that is covered in the board approved application process.

Facilities

A Facility Master Plan was created in the fall of 2018, updated in the fall of 2019, and is currently is being updated. The plan provides detailed demographic information about the Wheatland Union High School District (WUHSD) community, and the effects of those demographics on WUHSD enrollments and the impact on long range planning for facilities to assure that appropriate and equitable facilities are provided for the students of the district. The district is remaining proactive in planning as the construction and modernization of school facilities cannot be accomplished in a short time.

The district has been proactive in planning for the anticipated growth and modernizing its existing facilities. In Spring 2019, the district added three new classrooms when Edward P. Duplex Continuation High School was opened. In May 2019, the District was awarded a $3 million grant from the State School Facility Program (SFP) to assist in funding a new three classroom wing for the school’s Career Technical Education Agriculture Program. This project will increase facility capacity while providing 21st Century laboratory learning environments for WUHS students.

In Summer 2019, the district modernized four existing classroom wings, replaced the gym bleachers, and replaced the field bleachers and press box. The district recently replaced the electrical system in the cafeteria as well.

WUHSD is actively pursuing funding from the School Facilities Program (SFP) to supplement its local funding. The district is on the SFP workload list for over $1.8 million in Modernization reimbursement and Facility Hardship reimbursement for past projects completed using bond funds, including the recent campus-wide restroom remodel, wi-fi upgrades, and the cafeteria electrical system replacement. In addition to these submissions for reimbursement of previously completed projects, the district is working to obtain State funding for its current projects through the SFP Modernization program (classroom wing modernization, gym bleachers, and field bleachers) and the Career Technical Education Facilities Program (new agriculture classrooms). By doing so, the district has demonstrated to its community it is exercising due diligence by augmenting the bond dollars to maximize the value of the community’s contribution.

While the District works to leverage every dollar of State funding possible, it will still need to utilize local dollars to address the capital facility needs identified in this Facility Master Plan. Nearly every SFP program requires a District matching share, so WUHSD will need local funding
to take advantage of every opportunity for State money. Local sources of funding the district can use include Developer Fees, existing and/or new local bond funds, the sale of surplus property, and a bridge financing loan, among others.

Measure U was passed by the voters in 2012. The projects that were completed using the funds from this bond measure, Cash Flow Positive/Neutral Loans, and Developer Fees are as follows:

- Classroom Modernization
- Bleachers, Press box, and Lighting Upgrades
- Edward P. Duplex Continuation School
- Gymnasium Bleachers
- New Counseling Offices
- Campus Security Cameras
- Track Resurfacing
- Wi-Fi/Internet Infrastructure
- Restroom Renovations
- Gas Line Extension
- Quad Infrastructure
- Sports Fields Modernization
- Solar Parking Lot and HVAC Replacement
- Business and Marketing Computer Lab
- Electrical Upgrades

Current Facility Projects
- 21st Century Science Classroom Building (CTEFP)
- Modernization of Welding Classroom/Shop (CTEFP)
- (6) New Portables
- New Weight Room (South Gym)
- School Farm Upgrades
- Concrete Repairs
- Sports Fields and Tennis Court Modernization

School Culture/PBIS Initiative

Wheatland Union High School was in its first year of a three-year, school-wide PBIS implementation when school closed in March 2020 due to COVID. The high school will resume cohort training with other schools for the 2021-22 school year. Our PBIS site team of approximately 20 administrators, teachers, and staff members attends the monthly trainings hosted by the Yuba County Office of Education. Additionally, our site team also meets on campus monthly during professional development time to work on site implementation. Year one is focused completely on tier one interventions which are positive behavior supports that are offered to all students at Wheatland Union High School. The implementation team is currently in the process of identifying and improving current tier one supports including the Honor the Code
student reward program. Our goal is to move the program from paper reward cards to a PBIS Rewards phone application that staff can use to add reward points to student accounts and students can redeem their reward points for prizes and incentives via the phone app. Year two and three will focus on tier two and three implementations, respectively.

InsideOut Initiative

WUHS is in its first year of InsideOut Initiative implementation. InsideOut is a coaching philosophy that our district will use as an umbrella for coaching standards across our athletic department. InsideOut focuses on the purpose, power, possibility, and privilege of leading and coaching. It requires educational leaders, athletic directors, coaches, and school communities to take an in-depth look at four key questions:

- Why do I coach?
- Why do I coach the way I do?
- How does it feel to be coached by me?
- How do I define success?

Through answering these key questions coaches transform into leaders that foster the growth and development of each student’s human potential which can only be fostered if the adults who are in charge are aware of and intentional about their ability to transform the lives of their student athletes.

At WUHS, our administration, athletic director, and several coaches have attended two training sessions. Step one of implementation is having all coaches on staff read Joe Ermann’s InsideOut Coaching: How Sports Can Transform Lives. As a group, we then delve into the four questions above which helps each coach create an individual, transformational purpose statement about why they coach and what their objectives are. The InsideOut Initiative will be implemented alongside PBIS. We will layer the two programs on top of each other with objectives that will reach across athletics, academics, student support, and school culture.

Associated Student Body (ASB) Leadership

The WUHS Leadership class and their advisor hold the primary responsibility on campus of creating a positive student culture. Leadership class strives to create a sense of student connectedness through a multi-pronged approach. This includes promoting membership in clubs, athletics, and other student organizations on campus. Additionally, leadership class provides weekly campus wide activities for students, community service opportunities, oversees all ASB fundraising efforts, and creates a sense of pride at the high school through pep rallies, school dances and student fan sections at athletic contests. For the 2021-22 school year ASB will have 2 advisors to manage the growing enrollment and popularity of the Leadership class.

Trauma Informed Practices

As we see evidence of higher and higher ACES scores in our student population, we began to look at trauma informed practices. Guest educators who are well trained in trauma informed practices provided an afternoon of professional development to introduce the staff to the ideas and concepts of teaching through a trauma informed lens. We will continue with whole staff professional development to keep that trauma informed lens focused. One of the teachers at EPD attended the annual Learning and the Brain conference “Educating Anxious
Brains: Creating Calm, Connected, Mindful, and Trauma-Sensitive Schools” to deepen her understanding and continue operating the continuation high school with a trauma informed approach.

Health and Wellness Presentations

Through partnerships with The Yuba County Office of Education, The SCM Foundation, and The Yuba County Office of Health and Human Service and Yuba County Sheriff's Department, Wheatland Union High School has implemented the following health and wellness programs: Anti-Tobacco Coalition is a YCOE collaboration with our leadership class to create awareness about the dangers of nicotine and vaping. Students receive education on campus through several anti-tobacco events on campus throughout the year. Additionally, the collaboration offers counseling resources on campus for students who are using nicotine products. Finally, YCOE Anti-Tobacco Coalition provides the high school with annual anti-tobacco trainings for staff and community members.

In partnership with The SCM Foundation, WUHS is providing education on the dangers of opioid use to all freshmen through ten classroom presentations in December 2019.

The Yuba County Office of Health and Human Services began presenting a program on sexual health in all freshmen physical education classes in spring of 2020. They also offer on campus counseling resources to students who are experiencing dependency issues with drugs, alcohol, or nicotine.
Yuba County Sheriff’s Department provides education on the warning signs of human trafficking. This is provided in two separate presentations; one to WUHS staff and one to Wheatland community members.

Assessment

NWEA

NWEA is an assessment program that uses norm reference data and projects how students will do on their 11th grade CAASPP test. NWEA was adopted the in 2019-20. The pandemic hit and testing was not the priority. This fall testing will resume and all 9th – 11th graders will participate in NWEA assessments. NWEA tests are given in math, science, English. Scores are made available to all teachers. This test will be given twice a year, once in the fall and spring. It will be used in to see if students are making progress in their learning and to help counselors and teachers place students in skill-level appropriate courses and intervention support programs.

NWEA assessments allow staff to see students’ strengths and areas for growth. Sharing scores with students assists them in understanding their personal achievement levels, setting goals, recognizing progress on student learner outcomes and progress towards standards mastery.

NWEA assessment scores are now also reviewed in each 9th graders Pirate Focus course as well as during IEP and 504 conferences and when Student Study Team meetings are schedule and English and Math classes. Staff will be trained in how to better communicate the importance of the NWEA process to students to improve student motivation and engagement in the process. Students are given are incentive to take NWEA seriously as it will assist in giving the staff an accurate picture of student achievement. Also, we are now using NWEA
assessments as a placement for Math classes as needed.

Common Assessments

Over the last couple of years departments have had a focus on common assessments. Most departments have common assessments for mid-terms and finals. In addition, departments have been given time to create and evaluate other common assessments. Several departments have spent time on norm grading. The intent is to ensure that all students in core classes are being tested on the same material and that they would get the same grade based on the testing outcome.

Interim Assessments

Math and English departments are now giving the interim CAASPP assessment starting this school year. Up until now we have not had access to enough technology to give interim assessments. This will allow teachers as well as students see how they are approaching being proficient in state standards. It will also give us projections on how students are approaching the CAASPP test. This is turn will help teachers make changes to instruction or reteach concept that the assessments are showing students are not understanding.

Academic Focus: Classroom Walk Throughs

In 2019-20, the leadership team read a book called “Now We’re Talking: 21 Days to High-Performance Instructional Leadership”. In reading this book, administration realized the need to spend more time in classrooms daily. The leadership team made a commitment to be in classrooms more. The idea is to be in a minimum of three classrooms a day. The team has also made a commitment to have face-to-face conversations about what is seen in those classrooms as we know the teacher is the number one factor in student achievement. The purpose of these walk throughs is simple, to have reflective conversations with teachers to improve student success.

Special Education

In previous years paraprofessionals were pushed into classes to support students with IEPs. Students at the high school level were not seeing gains from this practice. For the 2021-22 school year, the district is opening a Transition Lab as well as a Learning Center for students to go when they need help.

Wheatland Union High School District is bringing programs back to the district site. In the past, moderate to severe students with an IEP were served by the county office. In 2019-20, the district implemented its own classroom for the moderate to severe high school students. Currently the class has 15 students and we run an Extended School Year program as well. These students are working on functional academics, culinary with our chef, and community-based instruction. This new class is allowing our students to be served by the district and part of the school. For the 2021-22 school year, the district is bringing back the 18-22 year old program that has been a part of the county program.

Wheatland Union High School District took back Speech Services from the county office as well for the 2020-21 school year. This will allowed the district to serve the Speech and Language students with an IEP on site without having to coordinate with the county office. The district
will have an opportunity to meet the student’s needs on site on a weekly basis. WUHSD has a MOU with Wheatland School District and we pay 1/5th of the speech therapists salary. The district also shares a school psychologist as well.

Wheatland Union High School District has implemented many models to address the Least Restrictive Environment for students with an IEP. In the past, the district has implemented co-teaching for Math and English and Push-In with para support to meet the LRE. However, this was not meeting the needs of the student’s so classes were developed for the core classes: English, Math, and History to be taught by a special education teacher. The new classes caused us to not meet the target in LRE. The new regulation is expecting districts to have their Special Education students to be in general education 80% or more. For the 2019-20 school year, in order to meet the 80% target only English X and Math X is only offered to students that need more support in those areas. The district hired more para-educators to push-in classes to offer support and meet the needs of students with their accommodations and modifications, but as mentioned above this practice resulted in minimal gains. We will be adding the Transition Lab and Learning Center in the 2021-22 school year in addition to Academic Intervention for students who need more support.

Academic Intervention

Academic Intervention is a course that supports students with study skills, organization, work completion, and grade monitoring. Students are issued a planner and are held accountable for updating their planner daily. The Academic Intervention teachers have created a google document “Academic Intervention Homework Board”. This allows the para-educators and/or teachers to update documents on a weekly basis with the assignments in each class.

Student Staffing Meetings (SSMs)

Weekly Student Staffing Meetings (SSMs) began at the beginning of the 2018-19 school year. Teachers submit names of students to the administrative leadership team which includes the principal, assistant principals, school counselors, director of special programs, school social work and marriage, and family therapist. The team identifies at-risk students during their weekly student staffing meetings. During this meeting, district/school administrators and counselors review local student, school, and community data to identify pressing student needs. The student needs may include changes in student school schedules or classes, academic support, social emotional support, wellness checks, intervention needs, and connection to community resources. At the conclusion of each student staffing meeting, committee members leave tasked with the responsibility to connect targeted students with either school or community partners to address their needs. These students are provided a MTSS action plan that is targeted and specific to each student’s needs. Teachers are notified of next steps. The plan documents the targeted supports that have been provided to each student. The team works together to come up with additional resources, supports and interventions to help each student succeed. The plan is then monitored in a 4-6 week cycle, evaluated and adjusted as necessary.

Wheatland Union High has developed a new class to support students known as “Get Focused Stay Focused” linked to Career Tech Ed & Redesign and implement Pirate Focus for incoming Freshmen students to support peer mentoring of new students. Get Focused Stay Focused is a research and evidence based course for all incoming freshman students that also serves as a comprehensive guidance program designed to increase high school and college completion, and assure successful entry into the workforce with the skills required to succeed. Teachers have been trained and there will be continued training for teachers that will be teaching the class as well as school wide
training. When implemented at the high school level, it is designed to increase attendance rates as well as graduation rates and academic achievement (GPAs and test scores) as well as decrease suspension and expulsion rates. In the 2021-22 school year about 60% of our student population will have completed the course. Follow-up Modules are being implemented in the 11th grade Social Science class for this school year and a plan is in place to implement the 12th grade follow up module the following year. This implementation is being done through the oversight of our new CTE & College (CTE/C) Readiness Center. In spite of challenges around the pandemic and distance learning, student response to the program has been generally positive.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Dashboard has not been updated due to COVID-19. The areas identified below remain priorities for the District. WUHSD continues to reflect in order to find ways to grow. There are multiple areas identified that WUHSD will address in the current LCAP in an effort to improve student outcomes. Our Stakeholder feedback loop, as well as a root cause analysis review of our educational data led WUHSD to ensure that our three District LCAP goals included clear and measurable goals/metrics to ensure academic achievement, positive environmental conditions of learning, specific supports for our unduplicated student groups, meaningful school to home connection, & positive staff morale and well-being. With the creation of the 2021-24 LCAP the District is committed to continuing growth in the areas where we have recently had success and aim to create a robust set of internal data to drive our educational decision making.

To this affect it should be noted that WUHSD is attempting to make a systematic shift in how it educates students. This overhaul of our systems is based on the fluctuation that we have seen in the past 10 years in our educational data. Gains and losses seem to be intermixed and variable. While we celebrate our gains, a more systematic approach to systems growth is required to make it sustainable. Comparing our analysis and stakeholder feedback with the 8 priorities set by the state WUHSD identified five areas of growth: Academic achievement, environmental conditions of learning, specific supports for our unduplicated student groups, meaningful school to home connection, & staff morale and well-being. These areas were identified for several reasons. First, looking at the 8 state priorities and our data, key leverage points became evident during our root cause analysis. Academic achievement is not where we believe it can be. In order to garnish as much positive change as possible, we examined the root of our underperformance. WUHSD attendance and graduation rates sit above average for the state, yet our proficiency levels are well below average. This leads us to believe that we need to help students better engage in their coursework through changes in shared language, social emotional support and curricular relevance while aligning grading policies to standard mastery. While the district has some remedial supports in place, there are not as many diverse offerings for students that are excelling. This deficit mindset often accompanies districts of poverty as can be seen in the educational data. Looking at our parent education and free and reduced lunch data, our outcomes are commensurate with the state, which means that we are maintaining the status quo. This is unacceptable and will be remedied through creating stratified supports with an end destination of advanced coursework for all students. The remaining goals are all established with this in mind. We have seen an increase in school to home communication, yet the meaningful connection that drives growth is still poorly established. While our district is primarily low SES students, our specific supports for these students, as well as our EL and Foster students’ needs more strategic metrics to target and monitor effective program implementation. WUHSD identified a shift in how district supplemental funds should be utilized to improve performance that was absent in previous LCAP's.
This led to conversations on equity and the formation of a district equity statement and policy as well as the 2021-22 creation of the district Equity team and a need to educate stakeholders on the intent behind our supplemental funding as well as strategies to increase our funding levels by increasing the free and reduced meal applications that we are not receiving back from parents. To be effective, targeted services need to be offered in socially accepting, culturally relevant, safe environments that increase student intrinsic motivation towards achievement. As our exclusionary discipline rates continue to decrease, WUHSD must assure that the numbers reflect true changes in the culture of the school sites. Finally, our teachers need support in their own social emotional well-being as a dysregulated adult cannot create the ideal conditions to remediate a dysregulated student. This final goal is a key to combating compassion fatigue and the secondary trauma that drains teachers and creates high turnover rates in our lowest socio-economic sites. Many existing actions were continued, but associated metrics adjusted to be compatible with new through lines of equity created in the 2021-2024 LCAP.

Academic Indicators/English Language Arts and Math

The equity report for English Language Arts shows no students in the red, green, or blue performance color; White performance color is orange; Hispanic and Socioeconomically Disadvantaged performance color is yellow. No performance color exists for African American; American Indian; Asian; English Learners; Filipino; Foster Youth; Homeless; two or more races; Pacific Islander; and Students with Disabilities.

The equity report for Math shows no students in the red, yellow, green, or blue performance color; White, Hispanic, and Socioeconomically Disadvantaged performance color is orange. No performance color exists for African American; American Indian; Asian; English Learners; Filipino; Foster Youth; Homeless; two or more races; Pacific Islander; and Students with Disabilities.

Testing was suspended in 2019-20. Math and ELA proficiency is addressed in the LCAP’s actions.

Academic Indicators College and Career

The equity report for College/Career shows no students in the red, yellow, green, or blue performance color; White, Hispanic, and Socioeconomically Disadvantaged performance color is orange. No performance color exists for African American; American Indian; Asian; English Learners; Filipino; Foster Youth; Homeless; two or more races; Pacific Islander; and Students with Disabilities.

Academic Indicators/English Learner Progress (ELPI)

Within the California Department of Education Dashboard Wheatland Union High School English language proficiency assessment for English Learners results represent 14 students. The report indicates 21.4% of ELs decreased at least 1 ELPI Level, 35.7% of ELs maintained ELPI Levels of 1, 2L, 3L, or 3H, 14.2% of ELs maintained ELPI Level 4, and 28.5% of ELs progressed at least 1 ELPI Level.

Academic Indicators/Graduation Rate

The equity report for Graduation Rate shows no students in the red, yellow, green, or blue performance color; White, Hispanic, and Socioeconomically Disadvantaged performance color is orange. No performance color exists for African American; American Indian; Asian; English Learners; Filipino; Foster Youth; Homeless; two or more races; Pacific Islander; and Students with Disabilities.
*For the 18/19 school year the data is not accurate. In the past years WUHS has been in the blue performance color. For the 18/19 CDE calculated 12 WUHS students that transferred to our new continuation school (Edward P. Duplex) in March 2019. 10 of the 12 students graduated from Edward P. Duplex in June 2019. WUHSD is working with CDE to correct the inaccurate information.

Although 19/20 graduation data was not reported on the dashboard, DataQuest reports WUHS having a 98.5% graduation rate (196 out of 199 students graduated) and Edward P. Duplex (EPD) has an 87.5% graduation rate (21 out of 24 students graduated).

The dropout rate at has been very low historically because it has been the practice of the district to encourage students to attend other schools outside the district that will serve their needs (online, charters, etc.). This practice ended in June 2018 when the new superintendent was hired. WUHS now addresses dropout factors on an individual’s circumstances. In addition to looking at individuals we have constructed a system to enable dropout interventions to be across larger groups of students. We have lengthened the screening process by generating a list of each grade level at the end of the school year that are in danger of not graduating. Contacting the families of these students is a job of the site administrators and counselors, then outlining a plan to earn the necessary units during the summer or transferring to our continuation school in hopes of returning to WUHS to graduate with their class if that is their wish.

Conditions and Climate/Suspension Rate

The equity report for Suspension Rate shows no students in the blue performance color; White performance color is red; Students with Disabilities performance color is orange; 2 or more races and Socioeconomically Disadvantaged performance color is yellow; and African American and Hispanic performance color is green. No performance color exists for American Indian; Asian; English Learners; Filipino; Foster Youth; Homeless; and Pacific Islander.

Root Cause Analysis was conducted with staff in 2019. The following root causes have been identified. The solutions and actions outlined in the LCAP are current actions and solutions or will be implemented in the 2021-24 LCAP.

- High F rate amongst SPED students
- High F rate amongst 9th graders
- Student achievement on CAASPP (ELA)
- Student achievement on CAASPP (Math)
- Need for Mental Health Services (SEL)
- Need for more inclusive practices
- Lack of a "Culture of Accountability"

Special Education Plan (SEP) and Intensive Program Review

WUHSD had an Intensive Program Review in 2020-21. This review from CDE has introduced a new process that uses three levels of monitoring for special education "elements." Elements that are monitored include a combination of special education indicators, California Dashboard indicators, and other requirements. For those who have met special education targets in all areas, Universal monitoring is
indicated. For districts who have not met one or more specific targets for the current year, Targeted monitoring is indicated. For districts who have not met one or more specific targets over a period of three years, Intensive Monitoring is required.

Targeted monitoring designation is based on performance on Annual Performance Report Indicators, Disproportionality Indicators, and Timeline Indicators (called data-identified non-compliance, or DINC). Intensive monitoring designation is based on poor performance on School Age Indicators most closely aligned with the provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Specifically, Intensive Review involves academic achievement in ELA and mathematics, Suspension rates, Chronic Absenteeism, Percent of Students in General Education for more than 80% of the time, and Percent of Students in a Separate School.

Targeted and Intensive monitoring requires a review process and the development of a Special Education Plan. These reviews require a team of stakeholders to review LEA data, identify trends and root causes, and develop action steps to undertake to improve compliance in these areas. Each review has specific requirements.

WUHSD is monitored in the following areas with actions noted:

3b and 3c: English Language Arts & Mathematics Assessment Participation and Achievement

- Train staff to share with parents during IEP meetings the importance for 11th graders to take the statewide assessments (CAASP).
- Dedicated staff meeting time to clarify purpose for all 11th grade students to engage in statewide assessments.
- SPED teachers trained to administer the Interim Assessments in the English x and Math x courses.
- Train Gen Ed and Sped Teachers how to use accommodations for IEP students on the interim assessments.

4a: Suspension Rate

- Provide drug prevention sessions to all students who have an offense linked to vaping and marijuana uses.
- Provide PBIS mediation sessions to all students who have an offense linked to student violence (fighting) on campus.
- Dedicate regular time for drug prevention counselors to meet with students with drug related offenses.

5a: Least Restrictive Environment- Regular class 80% or more

- Director of Special Programs holding collaborative planning session with both GE and SE staff to ensure implementation of student accommodations during instruction and testing periods.
- Director of Special Programs will train new special ed staff on IEP forms and documentation of time spent in regular education classes.
- Dedicated collaborative time with both gen ed and sped ed teachers to ensure implementation of student IEP accommodations. Director of Special Programs will monitor.

- Director of Special Programs will have agendas, training materials, sign-in sheet, and record review documentation for sped implementation of accuracy with the correct minutes in the general education setting.
5c: Least Restrictive Environment- Separate School

- WUHSD submitted a program transfer to bring back the moderate-severe high school age students in the 2019-20 school year.
- WUHSD submitted a program transfer to bring back the moderate-severe college age (18-22) students in the 2021-22 school year.

14a: Post-Secondary Outcomes- Higher Education

- During IEP meetings will discuss with students about colleges after high school.
- For the students that do not drive yet the staff will discuss Public Transportation options.
- CTE/C Center opened on the WUHS campus spring of 2021.

14b: Post-School Outcomes- Higher Education or Competitively Employed

- During IEP meetings discuss Community College options in the area.
- During IEP meetings discuss the competitive employment opportunities in the area.
- WE WORK Center will open on the WUHS campus in August 2021.

14c: Post-School Outcomes- Any Education or Employment

- Continue discussing during IEP meetings about Community Colleges and employment opportunities in the area.
- Discuss public transportation options for students that don't drive yet.

Chronic Absenteeism

- Proactive outreach to students and their parents to minimize barriers with attendance procedures.
- Dedicated meeting time to review and discuss student attendance and strategies to ensure student attendance.

**LCAP Highlights**

A brief overview of the LCAP, including any key features that should be emphasized.

Wheatland Union High School District will continue with the 3 goals that were modified during the 2018/19 school year. These goals are broad and measured by the many metrics included under each of the goals themselves.

GOAL 1 - Wheatland Union High School District students will graduate high school college and career ready.
Training, professional development, and planning time for teachers to continuously build upon their teaching practice is an important element of this academic goal. In addition, ensuring that we have the staff available that can meet the needs of supporting students in their college and/or career goals is essential. Other supports are our Learning Center, Transition Lab, CTE/C Center, WE WORK Center, and counseling staff. The LCAP is also providing the funding to fully implement our Career Technical Education Career Pathways.

GOAL 2 - Wheatland Union High School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.

Key features of the school connectedness goal include student access to counseling staff including a school based social workers and a licensed marriage and family therapist as well as funding for cocurricular and extracurricular activities, routine restrictive maintenance funding for facility updates/upkeep for health and safety, a school resource officer, and an online reporting system for students to report bullying on campus.

GOAL 3 - Wheatland Union High School District will engage families and members of the greater school community as educational partners.

The communication goal includes maintaining communication with parents through our messaging systems, websites, and social media outlets, offering parent and community workshops on relevant topics and continuing to allow parents to attend meetings virtually if they are unable to do so in person.

The LCAP provides the funding necessary for the District to meet our goals. As a leadership team we have identified curricular, instructional, and cultural issues and the actions necessary to address and increase the level of student success. The ultimate goal of the LCAP, the district, and the governing board is that "Every Day, Every Child, Whatever it Takes!".

**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.

No school identified.

**Support for Identified Schools**

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

No school identified.
Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

No school identified.
Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

This year's stakeholder engagement process included virtual meetings with certificated and classified staff, including union members, site administrators, directors, including the SELPA director, parents, parents of English Learners, and students. A LCAP survey was administered in February and March followed by taking the were then used to determine recurrences and themes to be included in the LCAP. English Learner Advisory Committee (ELAC) and School Site Councils were presented the feedback from the April Board Meeting and gave feedback to the administrators. The Parent Advisory Committee (PAC) which includes parent representation of Foster Youth, low-income and Special Education students were presented the draft LCAP to give their input prior to the document going to the school board for approval as well.

A complete summary of the data and disaggregated breakdown is available as stakeholder feedback from each group was collected via Qualtrics survey platform. Each group, while having some specific nuances, saw the changes that need to occur in very similar ways. Parents, students, staff, and community were surveyed for input on the LCAP goals/actions as aligned to the State Priorities for 2021-24 as well as what was needed to help students successfully transition back to school and recover from any learning loss. Surveys were able to be taken via a computer, tablet, or phone call (if needed). LCAP surveys were open for a month. Intensive efforts were made to encourage stakeholders to complete the surveys.

A summary of the feedback provided by specific stakeholder groups.

We were pleased that, across stakeholder groups, there were some very common themes of areas for growth. Students and their parents were all most concerned about being able to do well in distance learning in math, science, and English. Both groups listed these three subjects as the areas in which they felt students were most likely to need reinforcement when in-person instruction resumed and both groups listed the subjects in the same order of concern. Staff overwhelmingly responded that their greatest need to help students recover from learning loss was collaboration time. Mental health and wellness supports were ranked as top student needs by staff, parents, and students. Across all stakeholder groups, continuing to provide one-to-one devices for all students and internet for those who need it was important (particularly our unduplicated student groups). Groups saw this as key in helping to close the District's equity gap. In addition, the ELAC group requested we consider a Liaison for our Spanish speaking families.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The influence of stakeholder input can be seen throughout the LCAP particularly around academic achievement, positive environmental conditions of learning, specific supports for our unduplicated student groups, meaningful school to home connection, & positive staff morale and well-being.

Goal 1 includes work to be done in the areas of math, science, and English to support students in these subject areas as parents and students named them as their greatest areas of concern in regards to potential learning loss during distance learning. Portions of several
staff development actions under Goal 1 also support the input of teachers who listed the need for collaboration time to help students recover as they include time for collaboration. We are also looking at other structures we might optimize to provide more collaboration time for staff.

Goal 2 contains additions in response to the input from students, parents, and staff who ranked mental health and wellness supports as being among our major needs for both students and staff. Actions within this goal include our continued work around implementing a multi-tiered support system for students with a specific focus on integrating services within and outside the district for our unduplicated student groups.

Goal 3 has additions based on stakeholder input, as well as a root cause analysis review of our educational data for meaningful school to home connection.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wheatland Union High School District students will graduate high school college and career ready.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The district has developed this goal in order for all students to have the foundation needed to pursue the next step in their adulthood whether that be college, military, or career in order to be productive citizens in the world. Each of the actions listed below work toward this goal as measured by multiple metrics.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percent of highly qualified teachers - LCFF Priority 1</td>
<td>1. 2020-21: 88% percent of teachers are fully credentialled</td>
<td></td>
<td></td>
<td></td>
<td>1. 95%</td>
</tr>
<tr>
<td>2. Percentage of teacher misassignments - LCFF Priority 1</td>
<td>2. 2020-21: 93% percent of teachers are appropriate assigned</td>
<td></td>
<td></td>
<td></td>
<td>2. 95%</td>
</tr>
<tr>
<td>3. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher - LCFF Priority 4</td>
<td>3. 2019-20: 48.7% of students scored 3 or better (AP)</td>
<td></td>
<td></td>
<td></td>
<td>3. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>Percentage of pupils completing Articulated and Dual Enrollment Courses with a C or better - LCFF Priority 4</td>
<td>3. Metric will be determined in July 2021 (Articulated and Dual Enrollment Courses)</td>
<td></td>
<td></td>
<td></td>
<td>3. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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<td>Desired Outcome for 2023–24</td>
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</tbody>
</table>
| 4. Student Performance on the CAASPP/SBAC Standardized Test - LCFF Priority 4 | 4. 2018-19 (ELA) - 11th Grade  
4. 2018-19 (Math) - 11th Grade  
4. 2018-19 (ELA) - 8th Grade - WEL  
4. 2018-19 (Math) - 8th Grade - WEL  
4. 2018-19 (ELA) - 8th Grade - PLESD  
4. 2018-19 (Math) - 8th Grade - PLESD |                                                                          |                |                |                | 4. Metric will be determined in July 2021 |
<p>| 5. Percentage of students completing CTE course sequences - LCFF Priority 4 | 5. 2019-20: 17.7% of students completed CTE pathways                       |                |                |                | 5. Metric will be determined in July 2021 |
| 6. Percentage of Standard Met or Exceeded: Science (CAST) - LCFF Priority 4 | 6. CAST scores not reported                                               |                |                |                | 6. Metric will be determined in July 2021 |
| 7. Rit Growth NWEA: Reading and Language - LCFF Priority 4              | 7. Metric will be determined in July 2021                                 |                |                |                | 7. Metric will be determined in July 2021 |
| 8. Rit Growth NWEA: Math - LCFF Priority 4                              | 8. Metric will be determined in July 2021                                 |                |                |                | 8. Metric will be determined in July 2021 |</p>
<table>
<thead>
<tr>
<th>Metric</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10. Percentage of students &quot;prepared&quot; for college by Smarter Balanced Assessment (Early Assessment Program) - LCFF Priority 4</td>
<td>10. 2018-19: WUHS - 35.3%</td>
<td></td>
<td></td>
<td>10. 45%</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
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<tr>
<td>13. 2019-20: EPD - 87.5% Graduation Rate (21 out of 24 students graduated)</td>
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<tr>
<td>13. 2019-20: District - 97.3% Graduation Rate (217 out of 223 students graduated)</td>
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</tr>
<tr>
<td>13. 2019-20: WUHS - 0.01% Dropout Rate (2 out of 199 students dropped out)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>13. 2019-20: EPD - 0.04% Dropout Rate (1 out of 24 students dropped out)</td>
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</tr>
<tr>
<td>13. 2019-20: District - 0.01% Dropout Rate (3 out of 223 students dropped out)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>14. Demographic subgroup data for state assessments (CAASPP/SBAC, CAST) and local assessments (NWEA, Interim Comprehensive Assessment, math benchmark)</td>
<td>14. Metric will be determined in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>14. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>Metric</td>
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<tr>
<td>assessments) - LCFF Priority 4</td>
<td></td>
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<tr>
<td>15. English Learner progress towards English proficiency (ELPAC) - LCFF Priority 4</td>
<td>15. Data will be reported in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>15. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>16. English Learner reclassification rate - LCFF Priority 8</td>
<td>16. Data will be reported in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>16. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>17. Broad course of study offered for all students, including unduplicated pupils and students with special needs - LCFF Priority 7</td>
<td>17. 2020-21: Met</td>
<td></td>
<td></td>
<td></td>
<td>17. Maintain</td>
</tr>
<tr>
<td>18. Identification of disproportionality for students with a disability in any ethnic subgroup - LCFF Priority 8</td>
<td>18. Metric will be determined in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>18. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>19. D and F Rate for 9th Graders and Special Populations - LCFF Priority 4</td>
<td>19. Data will be reported in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>19. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>20. ExactPath, Edmentum, and C-STEM Data - LCFF Priority 4</td>
<td>20. Metric will be determined in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>20. Metric will be determined in July 2021</td>
</tr>
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<tr>
<td>Standards - LCFF Priority 2</td>
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</tbody>
</table>

## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase Certificated Staff FTE due to enrollment</td>
<td>Increase FTE due to enrollment - Teachers 4.0 FTE (English, Math, Special Education, CTE); 3.0 FTE Counseling Staff; 1.0 Social Worker</td>
<td>$730,329.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Increase Classified Staff</td>
<td>Add additional Paraprofessionals, Academic Techs, and Custodian/Maintenance/Grounds/ Bus Drivers</td>
<td>$334,576.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum</td>
<td>Evaluate Social Science, Science, Math, and English Curriculum for New Adoptions; Support Dual Enrollment, Articulation, and AP Classes with Consumables and Textbooks; Physical Education/Health Curriculum Integration; Continue Support of the Music Program Implementation of Guitar Courses in the Master Schedule</td>
<td>$193,462.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience)</td>
<td>Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience)</td>
<td>$28,625.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Intervention</td>
<td>C-STEM Curriculum through UC Davis - math pathway for students struggling in math - Students will be determined through NWEA scores in the first 20 days of the 2021-22 school year; Tutoring Support for Students (Tutor.com and afterschool tutoring); C-STEM Curriculum; Edmentum for Credit Recovery; Purchase Exact Path for Transition Lab and Learning Loss; Learning Center and Transition Lab; Engagement Strategies for WUHS Virtual Academy; Monitor and Evaluate Behavior and Academics - Data Teams; Provide</td>
<td>$156,476.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
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<tr>
<td>6</td>
<td>College Going Culture</td>
<td>Parent Institutes; Fund College Trips/Opportunities for 9-11th Graders; Provide Transportation for Afterschool Events (including tutoring and extracurricular activities)</td>
<td>$31,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>WE WORK Center</td>
<td>Work Based Learning Opportunities; Provide Transportation for Afterschool Events (including tutoring and extracurricular activities)</td>
<td>$258,665.00</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Assessments and Data Analysis</td>
<td>NWEA Assessments; Training in SBAC Assessments; Data Analysis Training for Administration and Staff; Monitor and Evaluate Behavior and Academics - Data Teams</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Enrichment</td>
<td>STEAM Activities (During the day and afterschool - Parent Nights); Provide Transportation for Afterschool Events (including tutoring and extracurricular activities)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Write and Implement Technology Plan to include Technology Replacement Rotation</td>
<td>Technology Plan written to implement during 2021-24 school years - reflecting 1 to 1 student to device ratio.</td>
<td>$75,000.00</td>
<td>No</td>
</tr>
<tr>
<td>11</td>
<td>Career and Technical Education</td>
<td>Director/Academic Technicians/College and Career Technician, Career and Technical Education/College Center (CTE/C), Education Pathway, Instructional Professional Development on Equity and Inclusive Practices for Special Populations; Get Focused Stay Focused Requirement with Advisory Modules; Continue on Agriculture and Food Service and Hospitality Upgrades (Farm and Greenhouse); Continue Student Academic Planning – including feeder schools</td>
<td>$1,327,128.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
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<tr>
<td>12</td>
<td>Homeless and Foster Youth</td>
<td>Homeless and Foster Youth Liaison Homeless and Foster Youth Transportation</td>
<td>$10,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>13</td>
<td>English Learner Supports</td>
<td>English Learner Liaison, Add ELD English Section to Master Schedule</td>
<td>$12,082.00</td>
<td>Yes</td>
</tr>
<tr>
<td>14</td>
<td>Facility Improvements</td>
<td>Construct (6) Portables, Increase Weight Room and Training Space</td>
<td>$328,085.00</td>
<td>No</td>
</tr>
<tr>
<td>15</td>
<td>Professional Development for Certificated</td>
<td>Instructional Professional Development on Equity and Inclusive Practices for Special Populations; AP, Dual Enrollment, and Articulation Training for Teachers; Data Analysis Training for Administration and Staff; Training for Staff on Grading for Equity</td>
<td>$35,593.00</td>
<td>Yes</td>
</tr>
<tr>
<td>16</td>
<td>Professional Development for Classified</td>
<td>Instructional Professional Development on Equity and Inclusive Practices for Special Populations</td>
<td>$11,493.00</td>
<td>Yes</td>
</tr>
<tr>
<td>17</td>
<td>Special Education</td>
<td>SPED 18–22-Year-Old Program on Campus and High School Mod/Severe Including Community Based Instruction</td>
<td>$1,560,907.00</td>
<td>No</td>
</tr>
</tbody>
</table>

WUHSD is monitored in the following areas with actions noted:

3b and 3c: English Language Arts & Mathematics Assessment Participation and Achievement

- Train staff to share with parents during IEP meetings the importance for 11th graders to take the statewide assessments (CAASP).
- Dedicated staff meeting time to clarify purpose for all 11th grade students to engage in statewide assessments.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• SPED teachers trained to administer the Interim Assessments in the English x and Math x courses.</td>
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<td></td>
<td></td>
<td>• Train Gen Ed and Sped Teachers how to use accommodations for IEP students on the interim assessments.</td>
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</tr>
<tr>
<td>5a: Least Restrictive Environment- Regular class 80% or more</td>
<td></td>
<td>• Director of Special Programs holding collaborative planning session with both GE and SE staff to ensure implementation of student accommodations during instruction and testing periods.</td>
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<tr>
<td></td>
<td></td>
<td>• Director of Special Programs will train new special ed staff on IEP forms and documentation of time spent in regular education classes.</td>
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<td></td>
<td></td>
<td>• Dedicated collaborative time with both gen ed and sped ed teachers to ensure implementation of student IEP accommodations. Director of Special Programs will monitor.</td>
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<tr>
<td></td>
<td></td>
<td>• Director of Special Programs will have agendas, training materials, sign-in sheet, and record review documentation for sped implementation of accuracy with the correct minutes in the general education setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5c: Least Restrictive Environment- Separate School</td>
<td></td>
<td>• WUHSD submitted a program transfer to bring back the moderate-severe high school age students in the 2019-20 school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• WUHSD submitted a program transfer to bring back the moderate-severe college age (18-22) students in the 2021-22 school year.</td>
<td></td>
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</tr>
<tr>
<td>14a: Post-Secondary Outcomes- Higher Education</td>
<td></td>
<td>• During IEP meetings will discuss with students about colleges after high school.</td>
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<td></td>
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<td>• For the students that do not drive yet the staff will discuss Public Transportation options.</td>
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<tr>
<td>Action #</td>
<td>Title</td>
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</tbody>
</table>
|         |                                                                      | ▪ CTE/C Center opened on the WUHS campus spring of 2021.  
14b: Post-School Outcomes- Higher Education or Competitively Employed  
▪ During IEP meetings discuss Community College options in the area.  
▪ During IEP meetings discuss the competitive employment opportunities in the area.  
▪ WE WORK Center will open on the WUHS campus in August 2021.  
14c: Post-School Outcomes- Any Education or Employment  
▪ Continue discussing during IEP meetings about Community Colleges and employment opportunities in the area.  
▪ Discuss public transportation options for students that don’t drive yet. |             |              |
| 18      | Explore Options for WASC Accreditation of Edward P. Duplex          | The District will support and promote successful student outcomes at the District’s alternative programs.                                                                                                      |             | Yes          |
| 19      | Pirates at SEA - Scholars Enrichment Academy                        | Support all students that are interested in attending Yuba College while in high school (CTE Grant - Emphasis on Business and Agriculture Pathways)                                                           |             | No           |

**Goal Analysis [2021-22]**

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Wheatland Union High School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

This goal was developed because we know that positive student connectedness and relationships in schools is of utmost importance to have established in order for students to be able to engage in the academic learning process. Students must feel safe at school in order to learn. There are many actions that pay into this overarching goal of student connectedness, and need of an action varies by individual student need. Multiple measures are utilized in terms of metrics to determine if the goal has been met.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Dropout Rate</td>
<td>2. 2019-20: WUHS - 0.01% Dropout Rate (2 out of 199 students dropped out)</td>
<td>2. Maintain</td>
<td></td>
<td></td>
<td>2. Maintain</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
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<td>-----------------------------</td>
</tr>
<tr>
<td>2. 2019-20: EPD - 0.04% Dropout Rate (1 out of 24 students dropped out)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 2019-20: District - 0.01% Dropout Rate (3 out of 223 students dropped out)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Facility maintenance measured by FIT tool.</td>
<td>3. 2020-21: Overall Score &quot;Good&quot;</td>
<td></td>
<td></td>
<td></td>
<td>3. Maintain</td>
</tr>
<tr>
<td>4. Chronic Absenteeism Rate</td>
<td>4. Metric will be determined in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>4. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>5. Suspension Rate</td>
<td>5. 2018-19: 7.3% of students suspended at least once</td>
<td></td>
<td></td>
<td></td>
<td>5. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>7. California Health Kids Survey (CHKS) - Students feel a part of school.</td>
<td>7. Awaiting 2020-21 Data</td>
<td></td>
<td></td>
<td></td>
<td>7. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>8. California Health Kids Survey (CHKS) - Students feel safe at school.</td>
<td>8. Awaiting 2020-21 Data</td>
<td></td>
<td></td>
<td></td>
<td>8. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------</td>
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<td>----------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>9. LCAP Survey Data</td>
<td>9. Metric will be determined in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>9. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>10. Percent of students participating in extra/co curriculars</td>
<td>10. Baseline will be 2021-22 Data</td>
<td></td>
<td></td>
<td></td>
<td>10. Metric will be determined in July 2021</td>
</tr>
</tbody>
</table>
| 11. CA Healthy Kids Survey Participation   | 11. Awaiting 2020-21 Data                           |                |                |                | 11. Students - 95%  
11. Parents - 50%  
11. Staff - 95% |
| 13. Staff and teacher survey through ThoughtExchange Qualtrics platforms | 13. Metric will be determined in July 2021         |                |                |                | 13. Metric will be determined in July 2021 |
| 14. Employee Absenteeism Rate              | 14. Metric will be determined in July 2021         |                |                |                | 14. Metric will be determined in July 2021 |
| 15. Bi annual survey of staff stress       | 15. Metric will be determined in July 2021         |                |                |                | 15. Metric will be determined in July 2021 |

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Connectedness</td>
<td>Support Link Crew (2 Advisors); Support Leadership (2 Advisors); Participate in “Day of Unity”; Continue Programs Designed to Recognize Students and Increase Student Connectedness. For</td>
<td>$19,276.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2</td>
<td>Professional Development</td>
<td>Social Emotional and De-escalation Professional Development; Day of Unity for Staff; Yearbook Training; Sports and Leadership Training for Staff and Membership to CSADA &amp; CADA; Suicide Prevention Training/Resources</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Athletics</td>
<td>Increase Athletic Budgets; Add Swim and Evaluate Interest in Additional Sports Teams; Continue Home Campus for Student Athlete Clearances</td>
<td>$261,640.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Facility Improvements</td>
<td>Equitable improvement to facilities to assure safe and modern environments that students would receive in communities with high levels of community affluence.</td>
<td>$617,018.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a Deferred Maintenance Plan; Identify Surplus or Unnecessary Equipment and Dispose; Continued Updating of Developer Fees and Facility Master Plan; Maximize Transportation and Cleaning Schedules; Continue New Furniture Purchases for Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Funds (Developer Fees, Routine Restricted Maintenance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase RMA contribution to facilitate the deferred maintenance plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Staff Wellness</td>
<td>Teacher satisfaction survey (Creation of a bi-annual survey of teacher satisfaction. Questions to be based on leadership, community, policy and daily feelings and interaction of teachers at their jobs. Questions to be disaggregated to satisfaction with the district, site and individual work factors.); Wellness activities through Insurance partners (The</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
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<td>--------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>creation of a wellness group that is working to improve communication with employees regarding available benefits focused on health and well-being.; Increase PD related to social emotional well-being (The focus on available topics related to helping teachers work with and understand the effects of trauma and social well-being of students in student achievement.); Bi-annual stress survey and analysis (The creation of a bi-annual survey of teacher stress and associated factors to be collected bi-annually and used to drive wellness activities and inform district progress on creating a system of supports for our employees.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Marriage Family Therapist (MFT) and School Based Social Worker</td>
<td>Marriage Family Therapist (MFT) and School Based Social Worker added to manage school to home social emotional needs and emotions/behaviors that prohibit students from learning.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Surveys and Data Analysis</td>
<td>ThoughtExchange; Survey Student Interests for Curricular, Cocurricular and Extracurricular Activities; Administer the California Healthy Kids Survey on a Biannual Basis; Qualtrics Survey Options</td>
<td>$500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>School Safety</td>
<td>Tobacco Prevention (including Vape Detectors and Contract with Wheatland PD for a School Resource Officer - 2 Days a Week--Officer used in outreach capacity to improve relationship between families and law enforcement in order to improve attendance and avoid students entering into the pipeline to prison. Officer used for educational, outreach and support purposes.); Drug Dog Contract; Administer the California Healthy Kids Survey on a Biannual Basis; Budget for Safety Supplies; Visitor Management Platform; Student Bullying System Online</td>
<td>$57,599.00</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>Special Education</td>
<td>Special Education Plan (SEP) and Intensive Program Review</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

WUHSD is monitored in the following areas with actions noted:
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4a: Suspension Rate</td>
<td>• Provide drug prevention sessions to all students who have an offense linked to vaping and marijuana uses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide PBIS mediation sessions to all students who have an offense linked to student violence (fighting) on campus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dedicate regular time for drug prevention counselors to meet with students with drug related offenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chronic Absenteeism</td>
<td>• Proactive outreach to students and their parents to minimize barriers with attendance procedures.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Dedicated meeting time to review and discuss student attendance and strategies to ensure student attendance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.
## Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Wheatland Union High School District will engage families and members of the greater school community as educational partners.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The district has chosen to focus on family engagement due to the positive impact that parent involvement has on students’ academic achievement. Involving the greater school community allows the district to partner with outside individuals and groups for the benefit of additional resources for students. The actions listed are all a component of engaging families and will be measured by student and parent survey.

## Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. California Health Kids Survey (CHKS) - Parents feel welcomed to participate at this school - % agree or strongly agree</td>
<td>Awaiting 2020-21 Data</td>
<td>1.</td>
<td></td>
<td></td>
<td>1. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>1. California Health Kids Survey (CHKS) - School promptly responds to phone calls, messages, or emails - % agree or strongly agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. California Health Kids Survey (CHKS) - School encourage me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>to be an active partner with school in educating my - % agree or strongly agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. LCAP Community Surveys</td>
<td>2. Metric will be determined in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>2. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>3. Communication/Webpage/Social Media Satisfaction/Outreach Survey</td>
<td>3. Metric will be determined in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>3. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>4. Partner Surveys</td>
<td>4. Metric will be determined in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>4. Metric will be determined in July 2021</td>
</tr>
<tr>
<td>5. Attendance at Events (PAC, School Meetings, Community Meetings, Partner Meetings, etc)</td>
<td>5. Metric will be determined in July 2021</td>
<td></td>
<td></td>
<td></td>
<td>5. Metric will be determined in July 2021</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Communication and Collaboration</td>
<td>Bulletin, Aeries and Parent Square (Old Aeries Communicator); Stream Athletic Events for Public Viewing Off Campus; Docusign; Teacher outreach to students and parents; WUHSD Student Store; Training Opportunities for Parents and Community Members; Staff Connectedness with Family and Community; Relationships with Military Community; Evaluate Website Satisfaction; Purchase ThoughtExchange; Continue with Social Media Postings and</td>
<td>$3,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Campaigns; Community Calendar for Students, Staff, Parents, and Members of the Community; Translation Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Community Communication and Collaboration</td>
<td>Stream Athletic Events for Public Viewing Off Campus; Community Based Instruction for Mod/Severe Classroom; WUHSD Student Store; Training Opportunities for Parents and Community Members; Staff Connectedness with Family and Community; Relationships with Military Community; Work Based Learning Opportunities for CTE with the Community; Evaluate Website Satisfaction; Purchase ThoughtExchange; Continue with Social Media Postings and Campaigns; Community Calendar for Students, Staff, Parents, and Members of the Community; Translation Services</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Staff Communication and Collaboration</td>
<td>Aeries and Parent Square (Old Aeries Communicator); Stream Athletic Events for Public Viewing Off Campus; Docusign; Teacher outreach to students and parents; WUHSD Student Store; Training Opportunities for Parents and Community Members; Staff Connectedness with Family and Community; Relationships with Military Community; Evaluate Website Satisfaction; Purchase ThoughtExchange; Continue with Social Media Postings and Campaigns; Community Calendar for Students, Staff, Parents, and Members of the Community; Translation Services</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Parent Communication and Collaboration</td>
<td>Aeries and Parent Square (Old Aeries Communicator); Stream Athletic Events for Public Viewing Off Campus; Docusign; Teacher outreach to students and parents; WUHSD Student Store; Training Opportunities for Parents and Community Members; Staff Connectedness with Family and Community; Relationships with Military Community; Evaluate Website Satisfaction; Purchase ThoughtExchange; Continue with Social Media Postings and Campaigns; Community Calendar for Students, Staff, Parents, and Members of the Community; Translation Services</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>5</td>
<td>Parent Trainings/Workshops/Support Groups</td>
<td>District will offer trainings or workshops to parents on pertinent topics that support student growth and achievement with a specific emphasis to encourage parents of EL, Low-income, Special Education, Foster Youth, and Homeless to attend. These trainings will be offered in person and virtually to be able to increase participating. Counselors will facilitate parent groups such as Parent Cafes.</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**
## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.93%</td>
<td>$939,670</td>
</tr>
</tbody>
</table>

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Wheatland Union High School District analyzed its data for unduplicated student groups, including English Learners, low-income, Foster Youth, homeless, and students with disabilities, to determine where additional services needed to be provided to increase academic and social emotional success for this group that makes up over 50% of our student population (2020-21). Unduplicated student needs are at the forefront of these action decisions, although all students are eligible to benefit from the service if there is a need.

**Goal 1:** Wheatland Union High School District students will graduate high school college and career ready.

- 1.5-Intervention: Tutoring Support for Students (Tutor.com and afterschool tutoring); C-STEM Curriculum; Edmentum for Credit Recovery; Purchase Exact Path for Transition Lab and Learning Loss; Learning Center and Transition Lab; Engagement Strategies for WUHS Virtual Academy; Monitor and Evaluate Behavior and Academics - Data Teams; Provide Transportation for Afterschool Events (including tutoring and extracurricular activities)

- 1.6-College Going Culture: Parent Institutes; Fund College Trips/Opportunities for 9-11th Graders; Provide Transportation for Afterschool Events (including tutoring and extracurricular activities)

- 1.7-WE WORK Center: Work Based Learning Opportunities; Provide Transportation for Afterschool Events (including tutoring and extracurricular activities)

- 1.9-Enrichment: STEAM Activities (During the day and afterschool - Parent Nights); Provide Transportation for Afterschool Events (including tutoring and extracurricular activities)
1.11-Career and Technical Education: Career and Technical Education/College Center (CTE/C), Education Pathway, Instructional Professional Development on Equity and Inclusive Practices for Special Populations; Get Focused Stay Focused Requirement with Advisory Modules; Continue on Agriculture and Food Service and Hospitality Upgrades (Farm and Greenhouse); Continue Student Academic Planning – including feeder schools

1.12-Homeless and Foster Youth: Homeless and Foster Youth Liaison Homeless and Foster Youth Transportation

1.13-English Learner Supports: English Learner Liaison, Add ELD English Section to Master Schedule

1.15-Professional Development for Certificated: Instructional Professional Development on Equity and Inclusive Practices for Special Populations; AP, Dual Enrollment, and Articulation Training for Teachers; Data Analysis Training for Administration and Staff; Training for Staff on Grading for Equity

1.16-Professional Development for Classified: Instructional Professional Development on Equity and Inclusive Practices for Special Populations

1.18-Explore Options for WASC Accreditation of Edward P. Duplex: The District will support and promote successful student outcomes at the District’s alternative programs.

Goal 2: Wheatland Union High School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.

2.1-Student Connectedness: Support Link Crew (2 Advisors); Support Leadership (2 Advisors); Participate in "Day of Unity"; Continue Programs Designed to Recognize Students and Increase Student Connectedness. For example, “Honor the Code,” “Pirates Come About,” and the “Depper Awards” -- Honor the Code, Pirates Come About, Depper Awards, Student Recognitions, Celebrations, etc.; Provide Time for Club Activities

2.2-Professional Development: Social Emotional and De-escalation Professional Development; Day of Unity for Staff; Yearbook Training; Sports and Leadership Training for Staff and Membership to CSADA & CADA; Suicide Prevention Training/Resources

2.3-Athletics: Increase Athletic Budgets; Add Swim and Evaluate Interest in Additional Sports Teams; Continue Home Campus for Student Athlete Clearances

2.6-Marriage Family Therapist (MFT) and School Based Social Worker: Marriage Family Therapist (MFT) and School Based Social Worker added to manage school to home social emotional needs and emotions/behaviors that prohibit students from learning.

2.7-Surveys and Data Analysis: ThoughtExchange; Survey Student Interests for Curricular, Cocurricular and Extracurricular Activities; Administer the California Healthy Kids Survey on a Biannual Basis; Qualtrics Survey Options
Goal 3: Wheatland Union High School District will engage families and members of the greater school community as educational partners.

3.5-Parent Trainings/Workshops/Support Groups: District will offer trainings or workshops to parents on pertinent topics that support student growth and achievement with a specific emphasis to encourage parents of EL, Low-income, Special Education, Foster Youth, and Homeless to attend. These trainings will be offered in person and virtually to be able to increase participating. Counselors will facilitate parent groups such as Parent Cafes.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

<table>
<thead>
<tr>
<th>Action/Service</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each of the 16 actions/services indicate how the district intends to increase or improve services for foster youth, English learners, and low-income students. Actions in Goal 1 focus on academic and English language acquisition supports. Goal 2 has the focus of the overall well-being of the student and connection to school. Actions in Goal 3 are about connecting parents and the community as partners in support of student success.</td>
<td></td>
</tr>
</tbody>
</table>
### Total Expenditures Table

<table>
<thead>
<tr>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,032,273.00</td>
<td>$2,938,614.00</td>
<td>$402,169.00</td>
<td>$680,398.00</td>
<td>$6,053,454.00</td>
</tr>
</tbody>
</table>

#### Totals:

<table>
<thead>
<tr>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,106,495.00</td>
<td>$1,946,959.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
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<td>Goal</td>
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<td>Student Group(s)</td>
<td>Title</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
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<td>3</td>
<td>5</td>
<td>English Learners Foster Youth Low Income</td>
<td>Parent Trainings/Workshops/Support Groups</td>
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## Contributing Expenditures Tables

### Totals by Type

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### Goal 1

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<th>Unduplicated Student Group(s)</th>
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<td>All Schools</td>
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<td>All Schools</td>
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<td>Explore Options for WASC Accreditation of Edward P. Duplex</td>
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<td>English Learners Foster Youth Low Income</td>
<td>Specific Schools: Edward P. Duplex Continuation High School 10-12</td>
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<td>All Schools</td>
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<td>All Schools</td>
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<td>$500.00</td>
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<td>Parent Trainings/Workshops/ Support Groups</td>
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<td>All Schools</td>
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## Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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<thead>
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<th>Last Year's Goal #</th>
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<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Total Planned Expenditures</th>
<th>Total Estimated Actual Expenditures</th>
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### Totals:

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</tr>
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</table>


Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  
  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
• Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

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

- Support for Identified Schools: 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: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Stakeholder Engagement

Purpose
Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder 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/.

Requirements and Instructions
Below is an excerpt from the 2018–19 Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
• Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
• Determination of challenges or successes in the implementation of actions

### Goals and Actions

#### Purpose
Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

#### Focus Goal(s)
**Goal 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.

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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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:
● **Metric**: Indicate how progress is being measured using a metric.

● **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

● **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

● **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

● **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

● **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.
### Timeline for completing the “Measuring and Reporting Results” part of the Goal.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
</tr>
</tbody>
</table>

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. 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 action offered on an LEA-wide or schoolwide basis, 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(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year
Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

**Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

**Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.
**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school...
climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**For School Districts Only:**

**Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%**: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%**: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils**: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils**: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”
Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

**Expenditure Tables**

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: 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 K-5), 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”.

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

- **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.