AGENDA

1. CALL MEETING TO ORDER

2. PLEDGE OF ALLEGIANCE TO THE FLAG

3. ESTABLISHMENT OF A QUORUM
   Mr. Tony Lopez, President ______
   Mrs. Shawndel Meder, Clerk ______
   Mrs. Patricia Agles, Member ______
   Mr. Ryan Belflower, Member ______
   Mr. Greg Forest, Member ______
   Ms. Lois Chang, Student Board Representative ______

4. CONFIRMATION OF THE AGENDA

5. RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD
   The Public may address the Board on any matter pertaining to the school district that relates to Closed Session or is not on the agenda. Unless otherwise determined by the Board, each person is limited to three (3) minutes. If a large number wish to speak on a specific item, the Board may limit total input to twenty (20) minutes on any item. There will be no Board discussion except to ask questions or to refer the matter to staff and no actions will be taken unless listed on the agenda.

   The Ralph M. Brown Act prevents the Board of Trustees from responding to these comments with the exception of clarifying questions. The California Government Code, Section 54954.2(a)2 states, “No action or discussion shall be undertaken on any item not appearing on the posted agenda, except the members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3.

   No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code 54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of legislative body or its staff may ask a question for clarification make a brief announcement or make a brief report on his or her own activities. Furthermore, a member of a legislative body or the body itself, subject to rules or procedures of the legislative body, may provide a reference to staff or other resources for actual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

6. CLOSED SESSION
   Pursuant to Government Code §54957.6, the board will meet in closed session on the following matters.

   • STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
     EXPULSION HEARING FOR STUDENT #11948 (2022-23-05)
     Education Code Section 35146 and 48918

   • PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE
     Pursuant to Government Code 54957, the Board will meet in Closed Session to discuss one (1) matter.
• **CONFERENCE WITH LABOR NEGOTIATOR**

  Pursuant to Government Code 54957.6, the Board will meet in Closed Session to give direction to District Negotiator: Ms. Nicole Newman, regarding negotiations with WHEAT, CSEA and Unrepresented employees.

7. **RECONVENE TO OPEN SESSION**

8. **ACTION ON CLOSED SESSION ITEMS IF ANY**

   Student #11948  **ACTION NO. 22.169 (2022-23-05)**

9. **RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD**

   The Public may address the Board on any matter pertaining to the school district that is not on the agenda. Unless otherwise determined by the Board, each person is limited to three (3) minutes. If a large number wish to speak on a specific item, the Board may limit total input to twenty (20) minutes on any item. There will be no Board discussion except to ask questions or to refer the matter to staff and no actions will be taken unless listed on the agenda.

   The Ralph M. Brown Act prevents the Board of Trustees from responding to these comments with the exception of clarifying questions. The California Government Code, Section 54954.2(a)2 states, “No action or discussion shall be undertaken on any item not appearing on the posted agenda, except the members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3.

   In addition, on their own initiative, or in response to questions posed by the public, a member of legislative body or its staff may ask a question for clarification make a brief announcement or make a brief report on his or her own activities. Furthermore, a member of a legislative body or the body itself, subject to rules or procedures of the legislative body, may provide a reference to staff or other resources for actual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

10. **OPPORTUNITY FOR SCHOOL AFFILIATED ORGANIZATIONS TO ADDRESS THE BOARD**

   • BAFB Liaison – Mrs. Annette Goodly
   • Booster President / Representative

11. **SUPERINTENDENT’S REPORT**

   This item provides an opportunity for the Superintendent to share various items of interest with the Board – Ms. Nicole Newman

   • Local Performance Indicators Self-Reflection

12. **DIRECTOR OF CAPITAL PROJECTS, MOT**  Mr. Terry Biladeau

13. **CHIEF BUSINESS OFFICER’S REPORT**  – Ms. Kerri Hubbard

14. **PUBLIC HEARINGS**

   14.1 **2023-24 WHEATLAND UNION HIGH SCHOOL DISTRICT LCAP**

   Pursuant to Education Code (EC) 52062(b)(1), Wheatland Union High School District will hold public hearing to solicit the recommendations and comments of members of the public regarding the specifications and expenditures proposed to be included in the Local Control and Accountability Plan (LCAP).

   Any taxpayer directly affected by the school districts’ LCAP may appear before the governing board and speak to the proposed plan or any item therein.

*All open session materials distributed to board members are available upon request at 1010 Wheatland Road, Wheatland, CA 95692

*Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

**Posted:** 6/23/2023 MH
14.2 2023-24 WHEATLAND UNION HIGH SCHOOL DISTRICT PROPOSED BUDGET

Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall hold a public hearing on the budget to be adopted for the subsequent fiscal year (2023-2024). At this hearing, the Board will take testimony from the public.

14.3 PUBLIC HEARING REGARDING THE INTENTION OF THE GOVERNING BOARD OF WHEATLAND UNION HIGH SCHOOL DISTRICT TO CONSIDER ENTERING INTO AN ENERGY SERVICES CONTRACT AGREEMENT WITH SITELOGIQ TO IMPLEMENT AND INSTALL ENERGY EFFICIENCY PROJECTS PURSUANT TO THE TERMS OF GOVERNMENT CODE SECTION 4217.12

15. PRESENTATIONS / INFORMATION

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

15.1 2023-24 WHEATLAND UNION HIGH SCHOOL DISTRICT LCAP, BUDGET OVERVIEW FOR PARENTS, AND 2022-23 ANNUAL UPDATE  

– Ms. Nicole Newman

15.2 2023-24 WHEATLAND UNION HIGH SCHOOL DISTRICT PROPOSED BUDGET – Ms. Kerri Hubbard

District staff has prepared the 2023-24 Proposed Budget document for Board adoption at the June 29, 2023, Board of Trustees meeting.

16. INFORMATION ONLY

16.1 District of Choice Board Report

17. CONSENT AGENDA

A. Approve minutes of the May 24, 2023, Regular Board Meeting

B. Approve minutes of the June 21, 2023 Special Board Meeting

*All open session materials distributed to board members are available upon request at 1010 Wheatland Road, Wheatland, CA 95692
*Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 6/23/2023 MH
C. Approve bills and warrants for May 2023 in the amount of $883,056.72

D. Approve contracts for services or materials.

E. Approve the revised 2023-24 student/parent school calendar.

F. Approve the revised 2023-24 teacher school calendar.

G. Approve English Learner Master Plan

H. Approve Surplus Equipment with a total estimated value under $2,500.00 (list attached)

I. Approve substitute teacher pay rate:
   - $230.00 Full Day
   - $115.00 Half Day
   - $235.00 Long-Term (effective on fourth consecutive day in the same classroom)

J. Approve 2023-24 School Plans for Student Achievement (SPSA)
   - Wheatland Union High School
   - Edward P. Duplex Continuation High School
   - Wheatland Community Day School

K. Accept retirement of the following personnel:
   - Renee Calta, CALPADS/SIS Coordinator
   - David Taylor, Bus Driver / Custodian

L. Accept resignation from the following personnel:
   - Chayce Avila, Paraeducator
   - Makenna Avila, Paraeducator
   - Jordan Holmes, Teacher
   - Jamison Schoonover, Teacher
   - Patrick Taylor, Teacher

M. Approve hiring of the following certificated personnel for the 2023-24 school year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Ed Code</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheek, Jeffry</td>
<td>Teacher – Special Education</td>
<td>Prob 1</td>
<td>44929.21</td>
</tr>
<tr>
<td>Pribyl, Katelynn</td>
<td>Teacher – English</td>
<td>Prob 1</td>
<td>44929.21</td>
</tr>
<tr>
<td>Sheldon, Jason</td>
<td>Teacher – Physical Education</td>
<td>Prob 1</td>
<td>44929.21</td>
</tr>
</tbody>
</table>

N. Approve hiring of the following classified personnel for the 2023-24 school year:
   - Laura Holley, Academic Technician
   - April Karson, Academic Technician
   - Manny Martinez, Paraeducator

O. Approve the following job descriptions:
   - Executive Director of Student Services Special Education
   - Speech and Language Pathologist
   - Student Administrative Manager

P. Approve the following salary schedules:
   - Certificated Management
     1. Assistant Principal
     2. Director of Community Schools
     3. Director of CTE & College Readiness

*All open session materials distributed to board members are available upon request at 1010 Wheatland Road, Wheatland, CA 95692

*Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 6/23/2023 MH
4. Director of Educational Services
5. Director of Health Services
6. Director of Special Programs
7. Director of Student Services
8. Executive Director of Student Services
9. Principal

- **Classified Management**
  1. Director of Capital Facilities Projects, MOT
  2. Director of Food Services
  3. Director of Technology

- **Classified Confidential – Administrative**
  1. Admin Support
  2. CALPADS/SIS Coordinator
  3. Executive Administrative Assistant to the Superintendent
  4. Maintenance Supervisor
  5. Payroll, Benefits and Accounting Specialist
  6. Transportation Supervisor

- **Classified Confidential – Instructional**
  1. After School Coordinator
  2. College and Career Coordinator
  3. Community Schools Coordinator
  4. Family and Community School Coordinator
  5. Mental Health and Wellness Clinician
  6. Student Administrative Manager
  7. Transition and Intervention Coordinator

- **Certificated Confidential**
  1. Psychologist

Q. Approve the employment contract for Andrew Fatten, Student Administrative Manager
R. Approve the employment contract for Christopher Jorrin, Director of Student Services
S. Approve the employment contract for Lauren Link, Executive Director of Student Services Special Education
T. Approve the employment contract for Cory O’Neal, Prevention and Intervention Specialist
U. Approve the employment contract for Lisa Phillips, Director of Health Services
V. Approve the employment contract for Clint Tarrant, Bridge Program Coordinator
W. Approve the employment contract for Joyce Willey, Community Schools Coordinator
X. Approve School Resource Officer Program agreement with the City of Wheatland for two years, beginning July 1, 2023 through and including June 30, 2025.
Y. Approve the Developer Fee Justification Study prepared by King Consulting
Z. Approve the King Consulting contract for Professional Services

18. **DEFERRED CONSENT ITEMS**

*All open session materials distributed to board members are available upon request at 1010 Wheatland Road, Wheatland, CA 95692

*Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 6/23/2023 MH
19. **ACTION ITEMS**

19.1 **AUTHORIZING THE ISSUANCE AND SALE OF GENERAL OBLIGATION BONDS, ELECTION OF 2022, SERIES A, IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED $5,000,000 ON BEHALF OF ITS SCHOOL FACILITIES IMPROVEMENT NO. 1, AND APPROVING RELATED DOCUMENTS AND ACTIONS AND APPROVING THE USE OF BOND PROCEEDS TO PREPAY CERTAIN LEASE PAYMENT OBLIGATIONS**

   - Ms. Kerri Hubbard

**ACTION NO. 22.171**

_LCAP GOAL #1:_ WUHSD students will graduate high school college and career ready.

_LCAP GOAL #2:_ WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

_LCAP GOAL #3:_ WUHSD will engage families and members of the greater school community as educational partners.

19.2 **REQUESTING THE BOARD OF SUPERVISORS OF YUBA COUNTY TO ESTABLISH A TAX RATE FOR BONDS OF THE DISTRICT EXPECTED TO BE SOLD DURING FISCAL YEAR 2023-24, AND AUTHORIZING NECESSARY ACTIONS IN CONNECTION THERewith**

   - Ms. Kerri Hubbard

**ACTION NO. 22.172**

_LCAP GOAL #1:_ WUHSD students will graduate high school college and career ready.

_LCAP GOAL #2:_ WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

_LCAP GOAL #3:_ WUHSD will engage families and members of the greater school community as educational partners.

19.3 **APPROVE THE 2023-2027 SUPERINTENDENT CONTRACT**

   - Mr. Tony Lopez

**ACTION NO. 22.173**

_LCAP GOAL #1:_ WUHSD students will graduate high school college and career ready.

_LCAP GOAL #2:_ WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

_LCAP GOAL #3:_ WUHSD will engage families and members of the greater school community as educational partners.

19.4 **APPROVE THE 2023-2027 CHIEF BUSINESS OFFICER’S CONTRACT**

   - Ms. Nicole Newman

**ACTION NO. 22.174**

_LCAP GOAL #1:_ WUHSD students will graduate high school college and career ready.

*All open session materials distributed to board members are available upon request at 1010 Wheatland Road, Wheatland, CA 95692

*Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 6/23/2023 MH
LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

19.5 APPROVE CHANGE ORDER #15 FOR FRANK WEBB CONSTRUCTION – CREDIT TO REMOVE MINISPLIT – Mr. Terry Biladeau

ACTION NO. 22.175

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

19.6 APPROVE CHANGE ORDER #21 FOR FRANK WEBB CONSTRUCTION – WEATHER DELAYS, 8 DAYS – Mr. Terry Biladeau

ACTION NO. 22.176

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

19.7 APPROVE CHANGE ORDER #25 FOR FRANK WEBB CONSTRUCTION – FRP BEHIND UTILITY SINKS – Mr. Terry Biladeau

ACTION NO. 22.177

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

19.8 APPROVE CHANGE ORDER #32 FOR FRANK WEBB CONSTRUCTION – ADD ANGLE IRON AND RUB PLATE TO TRASH ENCLOSURE – Mr. Terry Biladeau

ACTION NO. 22.178

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

*All open session materials distributed to board members are available upon request at 1010 Wheatland Road, Wheatland, CA 95692

*Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 6/23/2023 MH
19.9 APPROVE CHANGE ORDER #35 FOR FRANK WEBB CONSTRUCTION – WEATHER DELAY, 5 DAYS – Mr. Terry Biladeau

ACTION NO. 22.179

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

19.10 APPROVE CHANGE ORDER #40 FOR FRANK WEBB CONSTRUCTION – CREDIT FOR DISTILLER – Mr. Terry Biladeau

ACTION NO. 22.180

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

19.11 APPROVAL OF CONTRACT AGREEMENT WITH SITELOGIQ TO IMPLEMENT AND INSTALL ENERGY EFFICIENCY PROJECTS PURSUANT TO THE TERMS OF GOVERNMENT CODE SECTION 4217.12 – Ms. Kerri Hubbard

ACTION NO. 22.181

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

19.12 APPROVAL OF FINDINGS FOR GOVERNMENT CODE SECTION 4217.10-4217.18, APPROVAL OF FACILITY SOLUTIONS AGREEMENT BETWEEN WHEATLAND UNION HIGH SCHOOL DISTRICT FOR THE PURPOSE OF CONSTRUCTION, INSTALLATION OF ENERGY EFFICIENCY AND RENEWABLE GENERATION MEASURES ON SELECTED DISTRICT SITES – Ms. Kerri Hubbard

ACTION NO. 22.182

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

*All open session materials distributed to board members are available upon request at 1010 Wheatland Road, Wheatland, CA 95692

*Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 6/23/2023 MH
19.13 APPROVE APPENDIX A-3 AND APPENDIX D-3 TO MASTER AGREEMENT WITH CA+SA STUDIOS FOR PLUMAS LAKE HIGH SCHOOL – Ms. Kerri Hubbard

ACTION NO. 22.183

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

19.14 APPROVAL PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT FOR CLASSIFIED CONFIDENTIAL – Ms. Kerri Hubbard

ACTION NO. 22.184

LCAP GOAL #1: WUHSD students will graduate high school college and career ready.

LCAP GOAL #2: WUHSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their school.

LCAP GOAL #3: WUHSD will engage families and members of the greater school community as educational partners.

20. BOARD MEMBER REPORTS / COMMENT

21. ITEMS TO BE AGENDIZED FOR THE NEXT REGULAR MEETING

22. ADJOURNMENT

SCHOOL BOARD MEETING FORMAT

What is a School Board Meeting?
A School Board Meeting is the normal business meeting of the governing board at which district business is conducted. It is not a public meeting where questions and discussion come from the audience. Members of the audience may address their comments to the Board during the time at which the Board is discussing the agenda item. A three-minute time limit will be imposed except for special presentations approved in advance.

Notification of Meetings
To provide the public with information about what will be on each board meeting agenda, a public notice is posted on the Wheatland Union High School website at www.wheatlandhigh.org on the Friday prior to a regularly scheduled board meeting. In addition, a copy of every board meeting agenda is posted at all schools, sent to union presidents and available for review at the District Office.

Next Regular Meeting: June 29, 2023

*All open session materials distributed to board members are available upon request at 1010 Wheatland Road, Wheatland, CA 95692
*Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 6/23/2023 MH
2023 Summer Project List

Custodial:

1. Strip and wax all VCT floors.
2. Deep clean and lock all restrooms.
3. Pressure wash walkways and buildings.
4. Clean all windows inside and out.
5. Bring in a 40-yard end of year dumpster.
7. Refinish North and South gym floors. (DONE)

General projects:

1. Paint the CDS classroom (Ceiling and Walls). (DONE)
2. Move IT Conex box into place and out of bus lane. (DONE)
3. Repair/replace bad carpet in the CTE, Conference room, offices, and library. (DONE)
4. Install bus crossarm in parking area. (Safety)
5. Install white fleet fence and signage. (DONE)
6. Replace 200’ of sidewalk between Parking lot and Science building (ADA for Turf Project).
7. Renumber portables, order and install new signs. (Ordered)
8. Add eye wash stations and paper towel holders in science building.
9. Install waterline for CDS garden area. (Started)
10. Get steel box emptied and moved. (DONE)
11. Install roll up door on the maintenance shop. (DONE)
12. Install gas line for heater in greenhouse. (DONE)
13. Add 103’ of sidewalk between Phase 5 and science building. (Awarded)
14. Patch and paint 4 counseling offices and the old Board room in CTE. (Done)
15. Repair tile and partition in E-Wing boy’s restroom.
16. Float floor in CDS to fill cracks West and North walls.
17. Do Bleacher inspections and repairs.
18. 23-24 FIT Inspection/Building Asbestos Checks/ (Safety) (Scheduled)
19. Install 3 TV’s in the CTE Science building.
20. Prep for department and teacher moves. (DONE)
21. Surplus equipment moves and sales.
22. Service all fire extinguishers.
23. Order signage and re-number the district portables. (DONE)
24. Service, change filters, and clean coils in all HVAC units. (Scheduled)
25. Paint Doors and Trim on portables 1-4 Pirate blue. (DONE)
26. Trench and run conduit from P-1 to Phase 5 portables. (Started)
27. Add a 10X10 office with window to the classroom in P-1.
28. Build 6ea safety bars for new portable HVAC units. (On order)
29. Pour 4 landings at the base of Phase 5 portables. (Awarded)
30. Upgrade fire alarm in E-Wing IT Office and District Office.
31. Install floral refrigerator in the Science building. (DONE)
32. Empty electrical room welding shop and move it to the science building. (DONE)
33. Install 2 TV’s in the phase 4 portables.
34. Build 10X10 office in P-3 (new FRC). (Started)
35. F-8 needs new sinks and refinish counter tops and backsplash. (On Order)
36. Art room needs East door center post done. (On Order)
37. Patch and paint touch up in F-2 and C-8.
38. Re-Key doors for the new metal shop door & Phase 5 portables. (DONE)
39. Do electrical and comm raceways in new FRC office. (DONE)

Kitchen:
1. Install oven applied for in the Kitchen grant.
2. Take down stainless oven filters by Ansul system so kitchen staff can clean them.
3. Service fire suppression system in the kitchen.
4. Install new Ice Maker in the kitchen.

Sports:
1. Install ice Maker in the girl’s locker room.
2. Install new asphalt Play area.
3. Install new basketball standards south of Phase 4 portables.
4. Repair visitors’ bleachers (floorboards and seats).
5. Close building and repair interior walls in the weightroom.

Capital Projects:
1. Welding shop Beam painting and door install.
2. Cell Tower project with T-Mobile.
3. Close out punch list in the CTE Science Building.
4. Close out punch list for the CTE Welding shop remodel.
5. Turf Football field install.
6. Paint phase 5 portables. (DONE)
7. Install 20X25 enclosed metal storage building for welding shop. (Scheduled 6-26)
8. Underground and drainage for Phase 4 portables.
9. Asphalt patches around phase 4 portables.
10. Install barriers for Phase 4 & 5 HVAC units. (Safety).
11. Close out District Office.
Grounds:

1. As soon as contracts are in place remove irrigation in football field. (Done)
2. Aerate and overseed soccer and baseball fields.
3. Re-do landscaping north of the CTE Science Building. (Lawn)
4. Remove trees southwest corner of school property.

Moves: (Be sure to use new map for locations.)

1. Move C-5 to C-6.
4. P-10 gets new furniture (Ordered by ?). (Move 2 desks from library (Teacher Desks). (Added 6-7-23)
5. Tables from G-1 go to P-8
7. FRC (old P-1) moves into P-7
8. P-1 gets new furniture.
9. SPED moves into P-1 at the end of summer. (After electric and comm are installed.)
10. SPED moves into P-2 at the end of summer.
11. P-9 gets new furniture.
12. Move things out then back in for library and CTE carpet.
13. Move person (no furniture) from F-9 to C-5.
14. Move person (no furniture) from C-5 to C-6.
15. Move G-7 tables to F-1, set it up as a classroom.
16. Move large Frig from Maintenance shop to Floral workroom in science building. (DONE)
17. Move TV on stand to P-8. (One ordered for Schandia)
18. Move large oven from Maintenance shop to Kitchen.
19. (One more move after June 30, see Terry)
20. Move Nurse to District Office.
22. Link moving to (Current) P-9.
25. Tutoring lab moving into P-9 from (Current) P-8 (items will be marked).
NOTICE OF PUBLIC HEARINGS

Notice is hereby given, in accordance with the California Education Code, that Public Hearings will be held as follows:

Time:   6:00 p.m. (or shortly thereafter)
Date:   Wednesday, June 28, 2023
Place:  Wheatland Union High School
        1010 Wheatland Road
        Wheatland, CA  95692
        Room G-1

PUBLIC HEARING ~ LCAP

The Purpose of the Public Hearing is to inform the public regarding the Local Control and Accountability Plan (LCAP) for the fiscal year 2023-24. Any taxpayer directly affected by the LCAP may appear before the Wheatland Union High School District Board of Trustees and speak to the proposed plan or any item therein.

PUBLIC HEARING ~ Budget

The Purpose of the Public Hearing is to inform the public regarding the Wheatland Union High School District budget for the fiscal year 2023-24. Any taxpayer directly affected by the Wheatland Union High School District budget may appear before the Wheatland Union High School District Board of Trustees and speak to the proposed budget or any item therein.

The LCAP and budget will be available for inspection beginning June 23, 2023 at the Wheatland Union High School District Office, 1010 Wheatland Road, Wheatland, California, between the hours of 1:00 p.m. – 5:00 p.m.

Posted on:  June 14, 2023
NOTICE OF PUBLIC HEARING ON
WHEATLAND UNION HIGH SCHOOL DISTRICT
ENTERING INTO AN ENERGY SERVICES AGREEMENT

NOTICE IS HEREBY GIVEN of the intention of the Governing Board of Wheatland Union High School District to consider entering into an energy services contract agreement with SitelogIQ to implement and install energy efficiency projects pursuant to the terms of Government Code section 4217.12.

The time and place set for the public hearing on the intention of the Governing Board Wheatland Union High School District to consider entering into the Agreement is Wednesday, June 28th, 2023, at 5:00 PM or as thereafter as practical, at 1010 Wheatland Road (District Office Board Room) Wheatland, CA 95692. At such time the testimony of all interested persons for or against the proposed Agreement will be heard. Any protest pertaining to the regularity or sufficiency of the proceedings shall be in writing and shall clearly set forth the irregularities and defects to which the objection is made. Any written protest shall be filed with the Clerk of the Board on or before the time set for the hearing. The District may waive any irregularities in the form of content of any written notice and, at the hearing, may correct minor defects in the proceedings. Written protests may be withdrawn, in writing, at any time before the conclusion of the hearing.

The District Board Packet is available for public viewing at the Wheatland Union High School District office at 1010 Wheatland Road (District Office Board Room) Wheatland, CA 95692, on the Friday prior to a regularly scheduled board meeting.
Local Performance Indicator Self-Reflection

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA)</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</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>
<tr>
<td></td>
<td>Superintendent</td>
<td>(530) 633-3100 x 101</td>
</tr>
</tbody>
</table>
This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### Performance Standards

The performance standards for the local performance indicators are:

#### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

#### Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.
Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.
Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total Teacher Misassignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access to Instructional Materials</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facility Conditions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Instances Where Facilities Do Not Meet The &quot;Good Repair&quot; Standard (Including Deficiencies and Extreme Deficiencies)</td>
<td>0</td>
</tr>
</tbody>
</table>
OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – Common Core State Standards for ELA</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ELD (Aligned to ELA Standards)</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Next Generation Science Standards</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History-Social Science</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – Common Core State Standards for ELA</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ELD (Aligned to ELA Standards)</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Next Generation Science Standards</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>History-Social Science</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – Common Core State Standards for ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>ELD (Aligned to ELA Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Next Generation Science Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>History-Social Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Technical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Health Education Content Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Physical Education Model Content Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>World Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying the professional learning needs of groups of teachers or staff as a whole</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Identifying the professional learning needs of individual teachers</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing support for teachers on the standards they have not yet mastered</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Optional Narrative (Limited to 1,500 characters)
6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students’ learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making
Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   - 1 – Exploration and Research
   - 2 – Beginning Development
   - 3 – Initial Implementation
   - 4 – Full Implementation
   - 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Building Relationships</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. Rate the LEA’s progress in creating welcoming environments for all families in the community.</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Building Relationships

<table>
<thead>
<tr>
<th>Building Relationships</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, Wheatland Union High School District has made significant progress and demonstrated strengths in building relationships between school staff and families. Some of the notable strengths and progress include:

Open and Transparent Communication: Wheatland Union High School District has established open and transparent communication channels between school staff and families. There is a clear flow of information, regular updates, and opportunities for dialogue, ensuring that both parties are well-informed and involved in the educational process.

Welcoming and Inclusive Environment: The district has created a welcoming and inclusive environment where families feel comfortable and valued. School staff have implemented strategies to promote cultural competence and have taken steps to understand and respect the diverse backgrounds and needs of families.

Collaborative Decision-Making: Wheatland Union High School District actively involves families in decision-making processes related to their child’s education. School staff and families work together as partners, sharing responsibilities and actively contributing to discussions, goal-setting, and problem-solving.

Family Engagement Programs and Activities: The district has developed and implemented various family engagement programs and activities. These initiatives provide opportunities for families to actively participate in their child’s education, such as workshops, family nights, and volunteering opportunities.

Supportive Staff Training: School staff members in Wheatland Union High School District have received training and professional development focused on building relationships with families. They have acquired the necessary skills and knowledge to engage effectively with families, establish trust, and foster positive relationships.

Overall, Wheatland Union High School District has shown considerable strengths and progress in building relationships between school staff and families. The efforts made have resulted in improved collaboration, trust, and engagement between the two groups, ultimately benefiting the students and their educational outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, Wheatland Union High School District has identified specific focus areas for improvement in building relationships between school staff and families. These areas require attention and targeted efforts to enhance the partnership and engagement between the two groups. Some of the focus areas for improvement may include:

1. Enhanced Outreach and Communication: The district aims to improve its outreach and communication strategies to ensure that all families receive consistent and timely information. This may involve exploring additional channels of communication, such as utilizing digital platforms or multilingual resources, to effectively reach and engage families.

2. Cultural Responsiveness and Sensitivity: Wheatland Union High School District recognizes the need to further develop cultural responsiveness and sensitivity among school staff. The district aims to provide additional training and resources to staff members, enabling them to better understand and address the diverse cultural backgrounds and needs of the families they serve.
3. Strengthening Family Involvement Opportunities: The district aims to expand and diversify family involvement opportunities to encourage greater participation. This may include offering a wider range of workshops, events, and activities that cater to the varied interests and schedules of families, ensuring their active involvement in their child's education.

4. Improved Family Feedback Mechanisms: Wheatland Union High School District seeks to enhance its mechanisms for gathering and incorporating family feedback. This may involve implementing more comprehensive surveys, focus groups, or regular check-ins to obtain valuable insights and perspectives from families, informing decision-making processes and initiatives.

5. Building Trust and Collaboration: The district recognizes the importance of fostering trust and collaboration between school staff and families. Efforts will be made to strengthen relationships, encourage open dialogue, and establish shared goals and responsibilities, creating a partnership that promotes student success.

By focusing on these areas of improvement, Wheatland Union High School District aims to strengthen the relationships between school staff and families, leading to increased engagement, improved outcomes for students, and a more inclusive and supportive educational environment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, Wheatland Union High School District has recognized the need to improve the engagement of underrepresented families in relation to building relationships between school staff and families. The district is committed to implementing strategies that specifically address the unique needs and circumstances of these families. Some of the key approaches and initiatives include:

1. Culturally Responsive Practices: The district will prioritize the development of culturally responsive practices to ensure that underrepresented families feel acknowledged, valued, and understood. This may involve providing staff with training and resources on cultural competence, promoting awareness of diverse backgrounds, and adopting inclusive strategies to effectively engage and communicate with these families.

2. Language Access and Communication: Recognizing the importance of language access, Wheatland Union High School District will strive to provide comprehensive language support for underrepresented families. This may involve offering interpretation services, translated materials, and multilingual staff members to bridge the communication gap and facilitate meaningful engagement.

3. Targeted Outreach and Family Liaisons: The district will implement targeted outreach efforts specifically designed to reach underrepresented families. This can include conducting outreach events in culturally relevant community spaces, establishing family liaisons or parent ambassadors from diverse backgrounds who can serve as bridges between families and school staff, and actively seeking input from underrepresented families to inform decision-making processes.

4. Collaboration with Community Organizations: To enhance the engagement of underrepresented families, Wheatland Union High School District will forge partnerships with local community organizations that have existing relationships and trust within these communities. Collaborating with these organizations can facilitate outreach, communication, and support services that are tailored to the needs of underrepresented families.

5. Inclusive Policy and Program Development: The district will ensure that underrepresented families are included in the development and decision-making processes of policies and programs. This can be achieved by actively seeking their input, involving them in relevant committees or advisory groups, and considering their perspectives and experiences when making decisions that impact their children's education.

By implementing these targeted strategies, Wheatland Union High School District aims to foster meaningful engagement and build strong relationships with underrepresented families. The district's commitment to addressing the specific needs of these families will help create an inclusive and equitable educational environment where every family feels valued and empowered to participate in their child's education.
Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

<table>
<thead>
<tr>
<th>Building Partnerships</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, Wheatland Union High School District has made significant strides and demonstrated strengths in building partnerships for student outcomes. The district has shown a strong commitment to fostering collaborations among various stakeholders to promote student success. Some of the notable strengths and progress include:

1. Collaborative Planning and Decision-Making: Wheatland Union High School District has established a culture of collaborative planning and decision-making. Stakeholders, including parents, community members, and district staff, actively participate in discussions and contribute to the development of goals, strategies, and initiatives that impact student outcomes.

2. Engaging Community Partnerships: The district has successfully formed partnerships with local community organizations, businesses, and agencies to support student outcomes. These partnerships provide valuable resources, expertise, and opportunities that enhance the educational experiences and future prospects for students.

3. Parent and Family Engagement: Wheatland Union High School District has demonstrated strong parent and family engagement efforts. The district actively involves parents and families in the educational process, seeking their input, and providing opportunities for participation in decision-making, volunteer activities, and family-focused events.

4. Collaborative Professional Development: The district emphasizes collaborative professional development opportunities for staff members. Through workshops, training sessions, and collaborative learning communities,
educators have the chance to enhance their skills, share best practices, and work together to improve instructional strategies and student outcomes.

5. Data-Informed Decision Making: Wheatland Union High School District has shown progress in utilizing data to inform decision-making processes. The district collects and analyzes relevant student data, including academic performance, attendance, and social-emotional well-being, to identify areas of improvement and guide the development of targeted interventions and supports.

6. Student Support Services: The district has established robust student support services that cater to a variety of student needs. These services may include counseling, mentoring programs, academic intervention initiatives, and career guidance resources, all aimed at promoting positive student outcomes and holistic development.

Overall, Wheatland Union High School District has demonstrated strengths and progress in building partnerships for student outcomes. The collaborative efforts of stakeholders, engaging community partnerships, and a data-driven approach to decision-making contribute to an environment where students receive comprehensive support and opportunities to succeed academically, socially, and emotionally.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, Wheatland Union High School District has identified specific focus areas for improvement in building partnerships for student outcomes. These areas require attention and targeted efforts to further enhance the collaborative approach and maximize the impact on student success. Some of the focus areas for improvement may include:

1. Strengthening Parent and Family Engagement: The district aims to further strengthen parent and family engagement by implementing strategies to increase participation and involvement. This may involve exploring innovative ways to reach out to families, providing clear communication channels, and offering a variety of opportunities for parents to actively contribute to decision-making processes and student support initiatives.

2. Expanding Community Partnerships: Wheatland Union High School District recognizes the importance of expanding and diversifying community partnerships to broaden the range of resources and opportunities available to students. The district aims to establish new collaborations with local organizations, businesses, and agencies that can contribute expertise, mentorship, internships, and other enriching experiences to support student outcomes.

3. Targeted Support for Underrepresented Student Groups: The district focuses on providing targeted support for underrepresented student groups to ensure equity in student outcomes. This may involve developing specific programs, services, and partnerships that address the unique needs and challenges faced by these students, fostering a more inclusive and supportive learning environment.

4. Enhancing Professional Development Opportunities: Wheatland Union High School District aims to provide enhanced professional development opportunities for staff members. The district recognizes the importance of equipping educators with the necessary skills and knowledge to foster strong partnerships for student outcomes. Professional development may include training on effective collaboration techniques, culturally responsive practices, and data-informed decision-making.

5. Strengthening Data-Informed Decision Making: The district seeks to further strengthen its use of data to inform decision-making processes related to student outcomes. This includes improving data collection and analysis practices, utilizing data to identify areas of improvement, and translating data insights into actionable strategies and interventions.

By focusing on these areas of improvement, Wheatland Union High School District aims to enhance the effectiveness of partnerships for student outcomes. The district’s commitment to strengthening parent and family engagement, expanding community collaborations, addressing the needs of underrepresented student groups, providing professional development, and utilizing data-driven decision-making will contribute to improved educational experiences and outcomes for all students.
3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, Wheatland Union High School District has recognized the importance of improving the engagement of underrepresented families in relation to building partnerships for student outcomes. The district is committed to implementing targeted strategies to address the unique needs and challenges faced by these families, ensuring their active participation and inclusion. Some of the key approaches and initiatives include:

1. Culturally Responsive Outreach: Wheatland Union High School District will prioritize culturally responsive outreach efforts to effectively engage underrepresented families. This may involve tailoring communication materials and messages to resonate with the cultural backgrounds and values of these families. It may also include leveraging community connections and trusted individuals to facilitate outreach efforts.

2. Language Access and Communication: Recognizing the importance of language access, the district will provide comprehensive language support for underrepresented families. This can include offering interpretation services, translated materials, and multilingual staff members who can bridge the language barrier and facilitate meaningful communication and engagement.

3. Parent and Family Empowerment: The district aims to empower underrepresented families by providing resources, information, and training opportunities that enable them to actively participate in decision-making processes and support their child’s educational journey. This may involve workshops, parent education programs, and leadership development initiatives designed specifically for underrepresented families.

4. Community Partnerships and Networks: Wheatland Union High School District will seek to establish partnerships and networks with community organizations that have existing relationships and trust within underrepresented communities. Collaborating with these organizations can help facilitate outreach, provide resources, and create supportive networks that foster engagement and empowerment among underrepresented families.

5. Culturally Relevant Programs and Services: The district will develop and implement culturally relevant programs and services that address the specific needs and aspirations of underrepresented families. This may include mentoring programs, culturally responsive curriculum initiatives, and targeted support services that promote positive student outcomes and build strong partnerships between families and the school.

By implementing these targeted strategies, Wheatland Union High School District aims to improve the engagement of underrepresented families in building partnerships for student outcomes. The district's commitment to cultural responsiveness, language access, parent and family empowerment, community partnerships, and culturally relevant programs will create a more inclusive and equitable educational environment where underrepresented families are valued and actively contribute to the success of their children.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability
### Seeking Input

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, Wheatland Union High School District has demonstrated strengths and made progress in seeking input for decision-making. The district has shown a commitment to actively involving stakeholders in the decision-making processes, ensuring diverse perspectives are considered. Some of the notable strengths and progress include:

1. **Stakeholder Engagement:** Wheatland Union High School District has established effective mechanisms to engage stakeholders in decision-making. The district actively seeks input from various stakeholders, including parents, students, educators, community members, and staff, to gather diverse perspectives and insights.

2. **Collaborative Committees and Advisory Groups:** The district has successfully formed collaborative committees and advisory groups that provide a platform for stakeholders to contribute their input and expertise. These groups are involved in key decision-making processes, such as policy development, program planning, and resource allocation.

3. **Transparent Communication Channels:** Wheatland Union High School District maintains transparent communication channels that facilitate input and feedback from stakeholders. The district ensures that information is readily accessible and communicates decisions and plans in a timely manner, allowing stakeholders to provide input and express their concerns or suggestions.

4. **Data-Informed Decision Making:** The district emphasizes the use of data to inform decision-making processes. Wheatland Union High School District collects and analyzes relevant data, including student performance data, feedback surveys, and community needs assessments, to make informed decisions that align with the best interests of students and stakeholders.

5. **Inclusive Decision-Making Processes:** The district values inclusivity in decision-making processes. Wheatland Union High School District ensures that stakeholders from diverse backgrounds, including underrepresented groups, have opportunities to provide input and participate in decision-making, fostering a sense of ownership and representation among all stakeholders.

Overall, Wheatland Union High School District has demonstrated strengths and progress in seeking input for decision-making. The district’s commitment to stakeholder engagement, collaborative committees, transparent communication, data-informed decision making, and inclusive processes contributes to a more inclusive, transparent, and effective decision-making environment, ultimately benefiting the students and the entire school community.
2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, Wheatland Union High School District has identified specific focus areas for improvement in seeking input for decision-making. These areas require attention and targeted efforts to enhance the engagement of stakeholders and ensure their perspectives are effectively incorporated into the decision-making processes. Some of the focus areas for improvement may include:

1. Broadening Stakeholder Representation: The district aims to expand and diversify stakeholder representation in decision-making processes. This involves actively seeking input from underrepresented groups, marginalized communities, and families who have traditionally been less engaged. The district will work towards creating opportunities for these stakeholders to contribute their perspectives and ensure their voices are heard and valued.

2. Improving Outreach and Engagement Strategies: Wheatland Union High School District recognizes the need to improve outreach and engagement strategies to reach a broader range of stakeholders. This may involve exploring new communication channels, utilizing technology platforms, and implementing targeted outreach efforts that consider the diverse needs, preferences, and cultural backgrounds of stakeholders.

3. Enhancing Feedback Mechanisms: The district aims to establish more robust feedback mechanisms that facilitate meaningful and timely input from stakeholders. This may involve developing surveys, hosting focus groups, conducting town hall meetings, or utilizing digital platforms for collecting feedback. The district will prioritize transparency and responsiveness in addressing the feedback received.

4. Strengthening Collaboration and Co-Creation: Wheatland Union High School District seeks to enhance collaboration and co-creation with stakeholders. This involves establishing processes and structures that enable stakeholders to actively participate in the decision-making process from the early stages. The district aims to foster a sense of ownership and shared responsibility among stakeholders, ensuring decisions are made collectively.

5. Building Capacity for Stakeholder Engagement: The district recognizes the importance of building the capacity of stakeholders to effectively engage in decision-making processes. This may involve providing training, resources, and support to stakeholders to enhance their understanding of the education system, decision-making processes, and effective ways to contribute their input.

By focusing on these areas of improvement, Wheatland Union High School District aims to enhance the seeking of input for decision-making. The district's commitment to broadening stakeholder representation, improving outreach and engagement strategies, enhancing feedback mechanisms, strengthening collaboration, and building stakeholder capacity will contribute to more inclusive, informed, and effective decision-making processes that reflect the diverse needs and aspirations of the school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, Wheatland Union High School District has identified the importance of improving the engagement of underrepresented families in seeking input for decision-making processes. The district is committed to implementing strategies that specifically address the barriers and challenges faced by these families, ensuring their meaningful participation and representation. Some of the key approaches and initiatives include:

1. Culturally Responsive Outreach: The district will prioritize culturally responsive outreach efforts to effectively engage underrepresented families. This may involve tailoring communication materials, utilizing culturally relevant language and visuals, and employing outreach methods that resonate with the cultural backgrounds and values of these families.

2. Language Access and Communication: Recognizing the importance of language access, Wheatland Union High School District will provide comprehensive language support for underrepresented families. This can include offering...
3. Targeted Outreach Strategies: The district will develop targeted outreach strategies specifically designed to reach underrepresented families. This may involve conducting outreach events in culturally relevant community spaces, collaborating with community organizations trusted by underrepresented families, and utilizing various communication channels to ensure that information reaches these families effectively.

4. Family Liaisons and Support: Wheatland Union High School District aims to establish family liaisons or parent ambassadors from underrepresented communities who can serve as bridges between the district and these families. These liaisons will provide support, information, and guidance to underrepresented families, helping them navigate the decision-making processes and ensuring their voices are heard.

5. Culturally Responsive Input Gathering: The district will implement culturally responsive practices when seeking input from underrepresented families. This may include providing alternative formats for input, ensuring flexible meeting times that accommodate diverse schedules, and creating a safe and inclusive environment where families feel comfortable sharing their perspectives and concerns.

6. Capacity Building and Empowerment: Wheatland Union High School District will offer capacity-building opportunities for underrepresented families, equipping them with the knowledge and skills necessary to actively engage in decision-making processes. This may involve providing workshops, training sessions, and resources on the education system, decision-making processes, and effective ways to provide input.

By implementing these targeted strategies, Wheatland Union High School District aims to improve the engagement of underrepresented families in seeking input for decision-making. The district's commitment to culturally responsive outreach, language access, targeted strategies, family liaisons, culturally responsive input gathering, capacity building, and empowerment will create a more inclusive and equitable decision-making environment, ensuring that underrepresented families' voices are heard and valued in shaping the education system and policies.

**School Climate (LCFF Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

7. 2020-21: 9th graders

- School Connectedness: 60%
- Meaningful Participation: 19%
- Chronic Sadness Hopelessness: 33%
- There is a teacher or other adult at school that really cares about me: “not at all” + “a little true”: 40%
- There is a teacher or other adult at school that notices when I’m not there: “not at all” + “a little true”: 50%
- At School: (“not at all” + “a little true”)
- I do interesting activities: 66%
- I help decide class activities/rules: 74%
- I do things that make a difference: 80%
- I have a say in how things work: 85%
- I help decide school activities and rules: 91%

7. 2020-21: 11th graders
- School Connectedness: 50%
- Meaningful Participation: 17%
- Chronic Sadness Hopelessness: 57%
- There is a teacher or other adult at school that really cares about me: “not at all” + “a little true”: 40%
- There is a teacher or other adult at school that notices when I’m not there: “not at all” + “a little true”: 56%
- At School: (“not at all” + “a little true”)
  - I do interesting activities: 74%
  - I help decide class activities/rules: 86%
  - I do things that make a difference: 79%
  - I have a say in how things work: 88%
  - I help decide school activities and rules: 88%

7. 2022-23: 9th graders
- School Connectedness: 40%
- Meaningful Participation: 16%
- Chronic Sadness Hopelessness: 45%
- There is a teacher or other adult at school that really cares about me: “not at all” + “a little true”: 45%
- There is a teacher or other adult at school that notices when I’m not there: “not at all” + “a little true”: 51%
- At School: (“not at all” + “a little true”)
  - I do interesting activities: 61%
  - I help decide class activities/rules: 90%
  - I do things that make a difference: 85%
  - I have a say in how things work: 87%
  - I help decide school activities and rules: 87%

7. 2022-23: 11th graders
- School Connectedness: 47%
- Meaningful Participation: 23%
- Chronic Sadness Hopelessness: 39%
- There is a teacher or other adult at school that really cares about me: “not at all” + “a little true”: 37%
- There is a teacher or other adult at school that notices when I’m not there: “not at all” + “a little true”: 42%
- At School: (“not at all” + “a little true”)
  - I do interesting activities: 61%
  - I help decide class activities/rules: 81%
  - I do things that make a difference: 76%
  - I have a say in how things work: 81%
  - I help decide school activities and rules: 84%

8. 2020-21: 9th graders
- School Safety:
  - School perceived as very safe or safe: 70%
  - Experienced any harassment or bullying: 21%
  - Had mean rumors or lies spread about you: 20%
  - There is a teacher or other adult at school that notices when I’m not there: “not at all” + “a little true”: 50%

8. 2020-21: 11th graders
- School Safety:
  - School perceived as very safe or safe: 58%
  - Experienced any harassment or bullying: 32%
  - Had mean rumors or lies spread about you: 32%
8. 2022-23: 9th graders
   - School Safety:
     - School perceived as very safe or safe: 43%
     - Experienced any harassment or bullying: 39%
     - Had mean rumors or lies spread about you: 35%
     - There is a teacher or other adult at school that notices when I’m not there: “not at all” + “a little true”: 50%

8. 2022-23: 11th graders
   - School Safety:
     - School perceived as very safe or safe: 50%
     - Experienced any harassment or bullying: 37%
     - Had mean rumors or lies spread about you: 36%

For the 2023/24 school year, the school sites need to build understanding as to why the data shifted for #7 and #8 for LCAP Goal #2. Sites can determine how they will work with students to figure this out. It could be the use of surveys or empathy interviews with students.

**Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

   The district utilizes the master schedule and the student information system from the high school as a tool to track student access and enrollment in a broad course of study. The student information system also track students’ a-g course enrollment, which is an eligibility requirement for 4-year state college enrollment out of high school.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

   An Early College Access Program funded through a grant that allows us to affiliate students with our CTE Pathways. Through a combination of Dual Enrollment, Articulated Credit and Concurrent enrollment with Yuba Community College courses, students can work towards an Associates Degree. We have structured the program to individualize and customize a 4-Year Education Plan for each student. All students are encouraged to complete a Pathway in Agriculture, Business, Education or Patient Care. The latter 3 Pathways were developed specifically for this program based on local job market research and student interests. We have plans to expand these programs into the areas of Public Services and Video Production over the next 2 years. The first year of implementation this program had 88 students enrolled. For the 2022-2023 school year we have 152 students enrolled.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

   Barriers to accessing a broad course of study for high school students occur when students need to be enrolled in a support class for English or math or need to take a class period of English Language Development (ELD). An additional barrier comes into effect if a student fails a class and has to repeat the course the following year to make
up the credits. That student then ends up having one less course in their high school career, which typically would be an elective type class. A performance gap in mathematics has created barriers for some students to meet a-g requirements.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Students needing to recover class credits can have a self-directed online course as part of their master schedule. They have time each day to work on this self-directed course under the supervision of an Academic Technician who does goal setting with the students, monitors progress and communicates with parents. High school students can do an online credit recovery course during the summer on the school campus.
Local Educational Agency (LEA) Name: Wheatland Union High School District  
CDS Code: 58-72769  
School Year: 2023-24  
LEA contact information:  
Nicole Newman  
Superintendent  
nnewman@wheatlandhigh.org  
(530) 633-3100 x 101

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

Budget Overview for the 2023-24 School Year

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

The text description for the above chart is as follows: The total revenue projected for Wheatland Union High School District is $22,104,882, of which $16,726,576 is Local Control Funding Formula (LCFF), $2,958,725 is other state funds, $893,961 is local funds, and $1,525,620 is federal funds. Of the $16,726,576 in LCFF Funds, $3,752,503 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much Wheatland Union High School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wheatland Union High School District plans to spend $21,262,454 for the 2023-24 school year. Of that amount, $9,460,385 is tied to actions/services in the LCAP and $11,802,069 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund (restricted and unrestricted) expenditures of approximately $11.8 million not included in the LCAP are associated with the core activities and administration of the district. These costs include instruction and services provided to students in grades 9-12, district and school administration, library and media, custodial and maintenance, utilities, data processing, general administrative expenses, and debt services payments unrelated to LCAP action items.

**Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year**

In 2023-24, Wheatland Union High School District is projecting it will receive $3,752,503 based on the enrollment of foster youth, English learner, and low-income students. Wheatland Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wheatland Union High School District plans to spend $3,752,503 towards meeting this requirement, as described in the LCAP.

In 2022-23 Wheatland Union High School spent $3,701,303 on actions to increase or improve services for high needs students in 2022-23, the same as originally projected.
This chart compares what Wheatland Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Wheatland Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Wheatland Union High School District's LCAP budgeted $3,783,907 for planned actions to increase or improve services for high needs students. Wheatland Union High School District actually spent $4,011,347 for actions to increase or improve services for high needs students in 2022-23.
Local Control and 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>
</tr>
</thead>
<tbody>
<tr>
<td>Wheatland Union High School District</td>
<td>Nicole Newman, Superintendent</td>
<td><a href="mailto:nnewman@wheatlandhigh.org">nnewman@wheatlandhigh.org</a> (530) 633-3100 x 101</td>
</tr>
</tbody>
</table>

Plan Summary [2023-24]

General Information

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

Wheatland Union High School District is a rural district, at the lowest SE end of Yuba County, 15 highway miles from the county seat with no public transportation, serving a geographic area of about 150 square miles. To address the physical isolation and lack of services available in our community, WUHSD has become an integral component of connecting our students and families to available resources and services from clothing and school meals to healthcare and mental health services. As a public statement of commitment to educating the whole child and proactively overcoming barriers, the district updated our branding to state, “Every child, every day, whatever it takes.”

Wheatland Union High School District (total 2022-23 enrollment 1096 - a 30 student increase from 21-22) has been working hard to implement a variety of programs and services to support the overall health and wellness of our students and community, using the four pillars of effective community schools. The district includes a comprehensive high school, a continuation school, and a community day school. The continuation school, Edward P. Duplex Continuation School, serves 84% unduplicated pupils (total enrollment 44), Wheatland Community Day serves 100% unduplicated pupils (total enrollment 6), and the comprehensive high school, Wheatland Union High School, serves 80.3%
unduplicated pupils (total enrollment 1046). There has been significant growth in District enrollment over the past several years from 784 in the 2018-19 school year to 1096 for the 2022-23 school year. Enrollment is projected to continue to increase dramatically as there are several new housing developments within district boundaries; however, with inflation and a looming recession building has slowed down. We are monitoring growth and adjusting plans accordingly.

Ethnic Composition: WUHSD 2022-23 Ethnic Composition: Hispanic or Latino: 32.94%, White (Non-Hispanic): 42.61%, American Indian - Alaskan Native: 0.64%, Asian: 4.83%, Pacific Islander: 1.0%, Filipino: 1.73%, Black: 3.47%, Multi-Ethnic: 10.31%, Missing: 2.46%.

Following the COVID-19 school closures and months of distance learning, WUHSD has stepped up our student and family support to address the significant needs in the community. Every 9-11 grade student was given the NWEA assessment in the fall of 2021 to provide baseline data showing where our students were performing academically upon returning to full-day in-person instruction. Student achievement data showed our students were, on average, 2 years behind where they should be. For example, our 9th-grade reading, language usage, and math data show the mean score at 7th-grade performance norms. Our 10th-grade reading and math data show students at an 8th-grade level, and our 11th-grade data show reading levels at 9th grade, with math data showing 10th-grade level performance. In May 2022 WUHSD was awarded the California Community School Partnership Program Implementation Grant. To support academic growth a comprehensive approach was taken to include the four pillars of community schools.

WUHSD has implemented many initiatives to address the mental health, physical health, and academic needs of students. We have already committed and leveraged various funding streams and LCFF funds in support of the community school model as evidenced in grant funding and district funding and will continue to align resources to support this important work and support the goals of reducing chronic absentee rates, suspension rates, increasing school attendance rates, high school graduation rates, supporting our most vulnerable students, and increasing student achievement for all.

**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**

WUHSD has seen an increase in student enrollment over the last several years, even while other districts are facing enrollment decreases, we have continued to grow through the pandemic. District enrollment in 2018-19 was 784 and in 2022-23 enrollment is 1096. With a new superintendent in 2018-19, many positive changes began to take place, including opening a continuation school (EPD) and community day school (CD). This allowed struggling students who were having difficulty with traditional educational systems to remain in the district and still have options to graduate high school. Significant improvements have been made to the facilities including a complete wing remodel of four classroom wings, new floors and ceilings, new stadium bleachers, nine portables were brought in due to increasing programs and enrollment.
and updated bleachers in the gym. Additionally, construction is nearing completion of the Agricultural Science building and modernization of the Agriculture Mechanics Shop. Occupancy of the Agriculture science building will be in August 2023. Summer 2023 projects include constructing facilities for establishing two moderate/severe/medically fragile classrooms and four more portable classrooms for increasing programs and enrollment. Projects currently underway as well are replacing our athletic Bermuda grass with artificial turf (summer 2023) and plans are being drawn up with our architect for a multipurpose room/cafeteria. Enrollment is projected to continue to grow and to address this continual enrollment increase, WUHSD is passed one of several bond measures in Plumas Lake to build a second high school.

English Learner Progress Indicator: EL’s making progress has increased from 42.9% in 18-19 to 54.3% in 21-22

Academic Indicators/English Learner Progress (ELPI) - (18-19 data): 42.9% making progress towards English language proficiency

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/English Learner Progress (ELPI) - (21-22 data) - 54.3% making progress towards English language proficiency

Within the California Department of Education Dashboard Wheatland Union High School English language proficiency assessment for English Learners results represent 35 students. The report indicates 25.7% of ELs decreased at least 1 ELPI Level, 20% of ELs maintained ELPI Levels of 1, 2L, 3L, or 3H, 11.4% of ELs maintained ELPI Level 4, and 42.9% of ELs progressed at least 1 ELPI Level.

In May 2022, WUHSD was awarded a five year California Community Schools Partnership Program Grant (CCSPP)

Following the COVID-19 school closures and months of distance learning, WUHSD has stepped up our student and family support to address the significant needs in the community. Every 9-11 grade student was given the NWEA assessment in fall 2021 to provide baseline data showing where our students were performing academically upon returning to full-day in-person instruction. Student achievement data showed our students were, on average, 2 years behind where they should be. For example, our 9th-grade reading, language usage, and math data show the mean score at 7th-grade performance norms. Our 10th-grade reading and math data show students at an 8th-grade level, and our 11th-grade data show reading levels at 9th grade, with math data showing 10th-grade level performance. To support academic growth a comprehensive approach was taken to include the four pillars of community schools.
“NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. Our tools are trusted by educators in more than 9,500 schools, districts, and education agencies in 145 countries.” from https://www.nwea.org/about/

WUHSD has implemented many initiatives to address the mental health, physical health, and academic needs of students. We have already committed and leveraged various funding streams and LCFF funds in support of the community school model as evidenced by our extensive budgeted district match and will continue to align resources to support this important work and support the goals of reducing chronic absentee rates, suspension rates, increasing school attendance rates, high school graduation rates, supporting our most vulnerable students, and increasing student achievement.

Wheatland Union High School District has taken the Community School model to heart and reimagined the role of the school in the community as a central hub for access to critical services and supports. WUHSD recognizes the importance of removing nonacademic barriers to learning through a collaborative leadership approach involving input from all stakeholders. Providing ongoing and meaningful points of access to information, family, and community events, and prioritizing the opportunity for extended learning time has been central points of focus as we have come out of the COVID-19 impacted school years of 2019-20 and 2020-21.

CCSPP: Integrated Support Services

WUHSD has taken a whole-child approach to teaching and reaching our students. We recognize students have unique circumstances in life they have no control over, but are still expected to attend school, complete academic learning tasks, and meet academic standards. Looking at Maslow’s Hierarchy of Needs, we know it is hard to impossible for students to be able to focus on learning when they have unmet physical, security, social, or psychological needs. To help address these needs so that our students can then be able to meet academic demands, we have put in place an extensive support staff who are integral to the school community and campus culture. We have the following full-time positions to support SEL and academics - (1) LMFT, (3) LCSW, (1) school psychologist, as well as six school counselors. These pupil support staff members provide direct services to students and families, but also lead professional development for our staff on issues critical to promoting a welcoming and supportive learning environment.

Our LMFT works with student groups and provides individual counseling services and crisis management. She works extensively with students who have experienced trauma to support their mental health and coping mechanisms so they may be better able to function in life and in the classroom. Our LCSW’s work with students and families to aid during times of transition or crisis and helps connect them with services including housing assistance to meet their needs. She provides home visits and child welfare checks as needed. She works extensively with our homeless and foster youth. Our six counselors work with students individually and in small groups to facilitate student
well-being, communication skills, coping mechanisms, and conflict resolution skills. They also push into social studies classes quarterly and as needed to provide these trainings to all students, with a different SEL skill including resiliency, conflict resolution, signs of suicide, healthy relationships, and self-management.

Additionally, we have partnered with Harmony Health to bring a mobile clinic to campus weekly on Wednesdays for students, staff, and community members to access medical services as well as mental health services. This year we also partnered with BIG Smiles to provide dental services to students twice a year. Due to taking back the moderate/severe/medically fragile we hired a Director of Health Services in August 2022. This position not only focuses on the needs of students in our special education programs, but the entire health and wellness of students on our campus. We also have a full-time LVN on campus that works with the moderate/severe/medically fragile students.

School Safety and Trauma Informed Practices

Probation and School Success (PASS) officer on campus full time that began in late spring 2022 to engage students, families, and the school in meaningful partnerships for youth in the program with the goals of reducing the truancy and dropout rates and reducing disciplinary issues on campus as well as a School Resource Officer (SRO). The main benefits of having a SRO on campus are: (1) Increased safety and security: SROs are trained law enforcement officers who can respond quickly to any safety or security issues on campus. Their presence can deter potential threats and they can take appropriate action to keep students, staff, and visitors safe. (2) Building positive relationships: SROs have the opportunity to build positive relationships with students and staff, which can lead to a greater sense of trust and cooperation. This can help to prevent conflicts and incidents on campus. (3) Educating students about the law: SROs can educate students about the law and their rights and responsibilities. This can help to prevent students from engaging in illegal activities and promote responsible behavior. (4) Providing a role model: SROs can serve as positive role models for students. They can demonstrate the importance of law enforcement and how they can work collaboratively with the community to promote safety and security. (5) Providing a resource for students: SROs can provide a resource for students who may need help with personal or family issues, or who may be struggling with mental health or substance abuse issues. They can connect students with appropriate resources and services to help them get the support they need. Overall, the presence of an SRO on a high school campus can contribute to a safer and more positive learning environment for students, staff, and the community.

Finally, our teachers and staff have all received training on trauma-informed teaching practices and supporting students to manage their emotions and reactions. We have recently begun district-wide training on culturally inclusive practices and addressing implicit bias. We have several options for students who are having trouble maintaining academic performance in a traditional high school setting by opening a continuation high school in 2019 and offering a virtual academy for students uncomfortable coming on campus or who are otherwise occupied during the regular school day. We plan to maintain these practices and support personnel as well as focus on connecting with families of students with a high absentee rate. Over the past few years we have made a concerted effort to reach more homes in order for them to understand the importance of completing the Alternate Income Form and what the completion of the form can do for the school and
their student. We have seen our unduplicated pupil rate skyrocket to 75.7% (21-22) and 80.5% (22-23), indicating there is a significant need in the community for increased support services addressing the physical, mental, behavioral, and SEL needs of our students and community.

CCSPP: Family and Community Engagement

WUHSD has a robust digital communication plan with several forms of social media, a new website, mobile application, and communication platform Parent Square which contacts all parents/guardians’ messages in their preferred form, text or email. This has been very effective in reaching our families and establishing a convenient form of two-way communication. Our community has easy access to school information including events and academic resources. Our counseling department, including our LCSW and LMFT, hosts several parent/guardian nights throughout the year to increase knowledge and skill in supporting students through the high school years. There are information evenings for each grade level, including suicide prevention and awareness. For the 2022-23 school year more efforts have been made to engage families and community as school partners: recent acquisition of a Community Schools grant has allowed for many actions including (but not limited to): establishing a Director of Community Schools Program to lead the many outreach activities to connect with families, agencies, organizations, and businesses in the community. Activities include monthly Family Nights and Parent Educations, Food Bank Distribution, Clothes Closet, Student Group Breakfasts for vulnerable populations. A new Family and Community Engagement Coordinator, who also serves as a translator, has allowed us to open communication with families who had difficulty connecting due to language barriers.

CCSPP: Collaborative Leadership and Practices

WUHSD has implemented a wide range of collaborative leadership and practices to include parents/guardians, pupil support staff, teachers, and other stakeholders in the decision-making process. We offer surveys for community input and implemented Thought Exchange to gather ideas and thoughts from stakeholders on various topics which provide data for decision-making, a student board member, and a robust social media presence to gather community input. Additionally, we have parent advisory councils that meet to share ideas and information with the school as an ongoing effort to include families in district decision-making. Multiple professional development sessions have been provided to all staff to implement trauma-informed practices and support the needs of every student. Based on our data, we began to implement a PBIS program district-wide, tailored to each school in the district. Our staff was in the process of the initial Tier 1 training when COVID lockdowns interrupted this work. However, the training resumed and we picked up where we left off and have been implementing PBIS this year.

CCSPP: Expanded Learning Time and Opportunity

To address the learning loss due to COVID-19, and to support all students in academic achievement, particularly math, we have established a tutoring lab staffed with four support personnel as well as student tutors. This lab is open for drop-in support before school, during lunch, and after school 5 days a week. Additionally, the tutoring lab staff conducts weekly grade checks of all students, and call-in students with an
F or a D to offer targeted support. We have one staff member who works exclusively with our students with IEPs and 504s to ensure they receive the additional support needed. Our tutoring lab staff works closely with counselors, LMFT, and LCSW to ensure students receive the level of support they need to be successful. To remediate grades and recover credits, summer school is offered to students every year using a self-paced online learning platform so students can make up multiple classes if needed. Additionally, paid summer internships are offered to students entering their senior year. This school year we have implemented several after-school programs to provide enrichment for students with a wide variety of interests including a coding club, esports team, and art program.

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

Wheatland Union High School partners with Edmentum to provide students with 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 as well as Yuba College. 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 Academy (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 chronic illness are also able to take advantage of this graduation path. Virtual Academy (Independent Study) students have the option to complete classes through Edmentum or through the creation of packets of content relevant student material by a Virtual Academy (Independent Study) teacher as needed. All Independent Study students are fully incorporated into all 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.
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 (260). 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.

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.

Military Outreach

In the 2020-21 school year, WUHS was awarded a DoDEA grant to help support our military connected youth. Through this initiative, we have implemented monthly Military Student Breakfasts the first Wednesday of each month where students and their family members come to the tutoring lab to connect with each other, develop relationships, and promote a sense of community. WUHS was also designated a Purple Star School in Fall 2021, indicating we have developed a robust system of support for military students and their families including sharing of local information, housing and transition resources, and school registration information and contacts. The tutoring lab also targets military
connected students to support the goal of maintaining a passing math grade percentage equal to our non-military connected students, with the knowledge that military students may enter our school with a different level or order of mathematics instruction than our students, which can create gaps in their knowledge. This is particularly important to address in math, as the learning builds on itself throughout the sequence of math courses required for graduation.

College, Career, and Counseling Program

In 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 students 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 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 (combined Director of CTE and Director of WBL 1/1/23). 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 infographics have been created detailing the 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 goals. 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 by 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 the 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.

Career Technical Education & College Readiness Center (CTEC Center)

This staff works in close relationships with our School Counseling Staff to provide student support directly in the areas of Career path planning and College research and application assistance. This area was designated and developed before the COVID Pandemic, but in the midst of the COVID Pandemic our School Counselors found that they were spending about 80% of their time dealing with Social Emotional Issues and did not have the time and means to address many issues that they would normally be spending time helping students with. Fortunately the Director had recently completed a Certification in Career Advising and had some very relevant training for the development of this center. The School Counseling staff helped train the Technician team in some basic student supports such as applying for FAFSA, completing College Applications, and class selections for high school and college courses. Some of the major responsibilities and services that the CTEC Center provides include:

- Applying for CSU, UC and Private Colleges
- Registering for the Open CCC and any Community College that students elect to attend or Early College Access courses with
- Assisting students to identify post-secondary training options for their careers of interest
- Assisting with the FAFSA application process
- Managing Scholarship Information
- Managing and processing Dual Enrollment, Articulation, and Concurrent Enrollment paperwork (agreements with Yuba College AND student enrollment paperwork)
- Assisting students with concurrent online college classes
- Helping all student select courses for the next year based on their career interests and skills based education plans developed in their GFSF Pirate Focus class
- Running a Career & College Fair Day (all-school conference style event) 10
- Managing and running the Freshman Orientation 3-day Day Camp “Pirate Come About”
- Arranging College Visits (virtual and field trips)
- Refers students to WeWork Center for Job Placement, Job Shadows, Internships, Work Permits and other career/job opportunities
- Supporting GFSF teachers with online My10YearPlan Support, Professional Development, and Mock Interviews
- Supporting all CTE Teachers (including Yuba College and CTSO’s including FFA, FBLA, FCCLA, HOSA/FHP and Skills USA
- Conducting Senior Exit Interviews, referring students who need help with job placement to our WeWork Center
- Managing Pirates at SEA cohorts and conducting educational plan meetings with students and parent/guardians
- Supporting all students who would like to pursue early college access options? Managing the College Bound study period
- Other duties as assigned and needed

While School Counseling staff has increased and the hope that the need for post pandemic SEL would decrease, WUHS has found that providing these levels of support and the individual attention that all students now get through this center has been of the highest value. Parents and community members have been very vocal about their great experiences with this service.

Career Technical Education “CTE” Pathways

We currently have 11 Pathways in place including: AG Plant & Soil Science, AG Animal Science, AG Ornamental Horticulture, AG Mechanic Construction, AG Mechanics Metal Fabrication, Business Management, Food Service & Hospitality, Education, Game Design & Integration, Patient Care.

As part of our CTE offerings, but not formal Pathways, Yuba Community College staff come to our campus to teach 2 courses in Automotive Diagnostics & System Repair, a Fall and a Spring class. In the 2022-2023 school year we are working with the Yuba College Public Services Department to add 2 classes in Administration of Justice and 2 classes in Fire Science Technology, each holding a Fall and Spring course on our campus.

We have a plan to add a Video Production Pathway in the 2023-2024 School Year, and to grow the Public Services course into a full pathway. After School Program: Beginning in the 2021-22 school year, WUHS implemented an after school program Tuesdays and Thursdays. There were several options for students to address diverse student interests including: eSports, Girls Who Code (name changed to coding club to be welcoming to all students), and an art and science program, Colors of Nature. A late bus provided transportation so all interested students could participate. WUHS received a grant to implement an ASSETS program beginning in the 2022-23 school year, which will provide after school programming from 3:10-6:00 Monday - Friday with evening transportation provided as well.
Pirates at SEA (Scholar Enrichment Academy)

An Early College Access Program funded through a grant that allows us to affiliate students with our CTE Pathways. Through a combination of Dual Enrollment, Articulated Credit and Concurrent enrollment with Yuba Community College courses, students can work towards an Associates Degree. We have structured the program to individualize and customize a 4-Year Education Plan for each student. All students are encouraged to complete a Pathway in Agriculture, Business, Education or Patient Care. The latter 3 Pathways were developed specifically for this program based on local job market research and student interests. We have plans to expand these programs into the areas of Public Services and Video Production over the next 2 years. The first year of implementation this program had 88 students enrolled. For the 2022-2023 school year we have 152 students enrolled.

Dual Enrollment/Articulation/Early College Access Programs

All students on campus have access to all of our Dual Enrollment and Articulated classes regardless of membership within the Pirates at SEA program. High percentages of students in our Auto and Public Services DE classes are not members of the Pirates at SEA Cohorts, yet strongly benefit from access to these courses. We are also increasing our number of general education DE classes to include a Statistics class that will be taught by a live Yuba College Instructor who Zooms into the classroom live daily. Our current staff is also researching how to meet minimum qualifications for approval to teach Chemistry 1A/2A.

Work Experience and WBL Opportunities

In Fall of 2021 WUHS began a Work Experience Education program for 11th and 12th grade students to gain elective credits for a minimum of 8 hours of weekly work completion along with work-preparation coursework through Edmentum. Additional work based learning opportunities were brought to campus including guest speakers in a wide variety of industries, job shadowing, virtual work-experiences, and short-term internships. WUHSD formed a partnership with North State Building Industry Association Foundation and The California Community College Foundation to offer paid summer internships in the home construction industry. Our CTE teachers also offer our students the opportunity to earn industry-recognized certifications.

New CTSOs

While WUHS has had a strong Chapter of FFA for many years under our Agriculture Department, with the addition of the new Pathways we have been able to establish two new CTSO’s.
FCCLA (Family, Career & Community Leaders of America) was established through our new Education Pathway in the 2021-2022 school year with about 25 members. Students from our Food Service & Hospitality Pathway are also welcome to participate. In the 2022-2023 school year our Game Design & Integration Pathway will also be eligible to participate.

FBLA (Future Business Leaders of America) was also established in the 2021-2022 school year through our Business Management Pathway. The WUHS Chapter had approximately 25 active members. The Chapter Members completed at the Section level and about 10 students qualified to complete at the State Level. The Chapter achieved the status of Gold Seal in their first year. This is an award based on Chapter involvement in the school and community and is reserved for the top 15% of schools in the state of California. The WUHS Chapter Annual Report was also entered into a competitive event on the state level and placed 15th in the state of California.

HOSA/FHP (Future Health Care Professionals) has been added in the 2022-2023 school year with the addition of our new Patient Care Pathway. Student involvement has been off to a strong start with 47 in membership.

Skills USA will be added in the 2023-2024 school year for our Game Design & Integration and Design Media & Visual Arts: Video Production students to participate in Regional, State and National Competitions.

Instructional Coaching & Teacher Support

Our school has been very successful in hiring new and dynamic teachers. Teachers who are new to the profession are fully supported with our local Tri-County Induction Program “TCIP” (formerly known as Beginning Teacher Support and Assessment “BTSA”), assigning veteran staff to work closely in a mentor/mentee relationship.

In the 2022-2023 school year we have created two new positions of Instructional Coach. These staff members will support ALL teachers providing observation, skills development, feedback, instructional planning support, focusing on increasing student centered learning and relationship based classroom management strategies.

Advanced Placement (AP)

For a school with an enrollment of 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 the 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 departments 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.

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.

2020-21: 10 students recognized; 2021-22: 15 students recognized

Golden State Seal Merit

The Golden State Seal Merit Diploma is a recognition program in California that honors graduating high school seniors who have demonstrated mastery in certain subjects. It was established by the California Department of Education in 1967 as a way to encourage students to achieve excellence in their academic studies.

To earn the Golden State Seal Merit Diploma, students must meet certain criteria, including:

- Achieving a minimum score of "proficient" on six specific California Assessment of Student Performance and Progress (CAASPP) tests in the following subject areas: English language arts, mathematics, science, U.S. history, and civics.
- Maintaining a minimum 3.0 GPA in all coursework taken during grades 9-12.
- Having completed all coursework required for graduation from high school.

Students who meet these criteria are awarded the Golden State Seal Merit Diploma, which is a notation on their high school diploma and transcript. The diploma signifies that the student has achieved a high level of academic proficiency in the tested subjects and has
demonstrated a commitment to academic excellence. The Golden State Seal Merit Diploma is a prestigious honor that recognizes the academic achievements of graduating high school seniors in California. It is intended to encourage students to strive for academic excellence and to provide recognition for those who have demonstrated mastery in specific subject areas.

2020-21: 32 students recognized; 2021-22: 37 students recognized

Seal of Civic Engagement

Wheatland Union High School completed the process through WUHSD Board approval in January 2023 for our students to apply for and receive the State Seal of Civic Engagement. The Seal of Civic Engagement is a recognition program in California that honors high school graduates who have demonstrated excellence in civic education and participation. It was created in 2016 as part of the California Democracy Act, which aims to promote civic engagement among young people and increase voter participation.

To earn the Seal of Civic Engagement, students must meet certain criteria, including completing at least 40 hours of volunteer service or civic engagement activities, demonstrating an understanding of the U.S. Constitution, and participating in elections. The overall goal is to encourage students to become active and engaged members of their communities. The Seal of Civic Engagement appears on a student's high school transcript and diploma, serving as a recognition of their commitment to civic education and engagement. It is intended to help students stand out to colleges and employers as individuals who have demonstrated a strong commitment to their communities and the democratic process. Overall, the Seal of Civic Engagement is an innovative approach to promoting civic education and engagement among high school students, helping to prepare them for active and responsible citizenship in the future.

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 was updated this year for the first time since the COVID-19 pandemic. The areas identified below remain priorities for the District and are in line with the areas identified on the dashboard. WUHSD continues to reflect to find ways to grow and increase student achievement. There are multiple areas identified that WUHSD will address in the current LCAP to improve student outcomes. Our educational partner's feedback, 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, favorable environmental conditions of learning, specific supports for our unduplicated student groups, meaningful school to home connection, & positive staff morale and well-being. 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 effect, WUHSD is making a systematic shift in how it educates students. This overhaul of our systems is based on our educational data's fluctuation in the past ten years. Gains and losses seem to be intermixed and variable. While we celebrate our progress, a more systematic approach to systems growth is required to make it sustainable. Comparing our analysis and educational partner feedback with the eight priorities set by the state, WUHSD identified five areas of growth: Academic achievement, environmental conditions of learning, specific support for our unduplicated student groups, and meaningful school to home connection, & staff morale and well-being. The areas of growth were identified for several reasons. First, key leverage points became evident during our root cause analysis when looking at the eight state priorities and our data. Academic achievement is not where we believe it can be. 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 a 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 excelling students (support and enrichment are identified as actions in LCAP Goals 1 and 2). This deficit mindset often accompanies districts of poverty, as 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 we are maintaining the status quo. This is unacceptable and will be remedied by creating stratified support 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 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 support 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 LCAPs. 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 Diversity, Equity, and Inclusion team of 26 staff members and a need to educate educational partners on the intent behind our supplemental funding as well as strategies to increase our funding levels by increasing the free and reduced meal applications (Alternate Income Form has been used instead of the traditional free and reduced lunch applications). To be effective, targeted services need to be offered in socially accepting, culturally relevant, safe environments that increase student intrinsic motivation towards achievement.

***2021-22 SES Data: WUHSD had 807 students eligible for free and reduced lunch, 75.7% of our student population. EPD has 100% of students eligible for free and reduced lunch. WUHS has 74.3% of students eligible for free and reduced lunch. CD has 80% of students eligible for free and reduced lunch.

***2022-23 SES Data: WUHSD has 883 students eligible for free and reduced lunch, 80.5% of our student population. EPD has 84% of students eligible for free and reduced lunch. WUHS has 80.3% of students eligible for free and reduced lunch. CD has 100% of students eligible for free and reduced lunch.
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 for 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 were adjusted to be compatible with new through lines of equity created in the 2021-2024 LCAP.

Academic Indicators/English Language Arts and Math (18-19 data)

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 are addressed in the LCAP's actions.

Academic Indicators/English Language Arts (21-22 data)

11th Grade Only: All Students (238 tested) 42.1 points below standard - State 12.2 points below standard

Subgroup Performance Level

Low: Socioeconomically Disadvantaged (38.2 points below below standard)

Very Low: Hispanic (54.8 points below below standard); Students with Disabilities (114.6 points below below standard); White (46.3 points below below standard)

No Performance Level - Subgroup Less Than 11 Students: African American; American Indian; Asian; English Learners; Filipino; Foster Youth; Homeless; Two or More Races; Pacific Islander
Academic Indicators/Math (21-22 data)

11th Grade Only: All Students (238 tested) 123.5 points below standard - State 51.7 points below standard

Subgroup Performance Level

Very Low: Hispanic (139.1 points below below standard); Socioeconomically Disadvantaged (124.6 points below below standard); Students with Disabilities (192.3 points below below standard); White (115.5 points below below standard)

No Performance Level - Subgroup Less Than 11 Students: African American; American Indian; Asian; English Learners; Filipino; Foster Youth; Homeless; Two or More Races; Pacific Islander

Academic Indicators College and Career (18-19 data)

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 College and Career (21-22 data) - NO DATA - Will be reported in 22-23

Academic Indicators/English Learner Progress (ELPI) - (18-19 data): 42.9% making progress towards English language proficiency

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/English Learner Progress (ELPI) - (21-22 data)

Within the California Department of Education Dashboard Wheatland Union High School English language proficiency assessment for English Learners results represent 35 students. The report indicates 25.7% of ELs decreased at least 1 ELPI Level, 20% of ELs maintained ELPI Levels of 1, 2L, 3L, or 3H, 11.4% of ELs maintained ELPI Level 4, and 42.9% of ELs progressed at least 1 ELPI Level.
Academic Indicators/Graduation Rate (18-19 data)

For the 18/19 school year, the data was 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. CDE combined EPD and WUHS data and counted the students transferred as dropout, impacting the WUHS graduation rate.

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) having an 87.5% graduation rate (21 out of 24 students graduated).

The dropout rate 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 is in danger of not graduating. Contacting the families of these students is the 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.

***Student dropout rates: Data from 2016-17 shows 0% dropout rate (CDE Dataquest) Yuba County is higher than the state average at 3.3% compared to 2.4%

***Student dropout rates remain low in the district: 2021-22: District - 0.02% Dropout Rate (4 out of 209 students dropped out)

Academic Indicators/Graduation Rate (21-22 data)

For the 21/22 school year, WUHS's graduation rate was 93%.

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 and the root causes still remain the same and have intensified since the pandemic. 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"

***2020-21 (CHKS) School Climate: Data from the 2018-19 California Healthy Kids Survey showed there was significant work to be done to improve the school climate and foster a sense of community within the school. The 2020-21 CHKS showed some improvements in areas of focus, but still demonstrated the scope of work to be undertaken to foster a greater sense of connectedness and feeling of belonging within the school community. To address the needs identified in the CHK Survey, an additional LCAP survey was sent out to students, families, and staff to identify areas of focus. The areas with the highest support included: connecting learning to real-world WBL, CTE, and internships, offering dual enrollment pathways, SEL support for all students, stronger academic programs, support for students struggling academically, and physical/mental health and wellness for students. Identification of these areas has provided direction for program implementation to support student success.

***Out-of-school suspension rates: 2018-19 data is the most recent historical data prior to COVID disruptions and distance learning with a total of 92 incidents. Prior years showed similar numbers with 112 in 2015-16 and 117 in 2016-17. The COVID-disrupted school year of 2019-20 had a total of 87 incidents, and only 8 during 2020-21 while students were primarily on distance learning. Current numbers for the 2021-22 school year show a sharp increase of 208 incidents as of May 9, 2022, as students returned to in-person learning following COVID-disrupted learning.

***Expulsion rates: In 2015-16 there were 10 student expulsions; 2016-17 had 6, 2017-18 had 3; 2018-19 had 7; 2019-20 had 5; 2020-21 had 0 (distance learning year); 2021-22 had 9.
***Chronic absenteeism: Prior to COVID, chronic absenteeism rates hovered around 10% for the district (2018-19 @ 9.8%; 2019-20 @ 9.6%). In 2018-19, the highest percentages were our homeless students (50%), special education (29.1%), foster youth (27.3%), English Learners (15.4%), and White (Non-Hispanic) (11.5%). 2020-21 does not accurately reflect student participation rates and absenteeism due to the majority of the year being distance learning. Current data for the 2021-22 school year shows an increase of nearly 100% (18.5% amongst all student groups- not disaggregated).

Current efforts to address chronic absenteeism and reaching these students and re-engaging them in the school community - actions are addressed in Goal 2. This data highlights the need for further funding in support of identifying, reaching, and reengaging our chronically absent students.

2021-22 (Data was still reflective of COVID 19 protocols being in place for quarantining).
Overall (1052) - (167) 15.9%
504’s (65) - (10) 15.4%
Black (29) (Non-Hispanic) - (4) 13.8%
EL (34) - (7) 20.6%
Foster (6) - (1) 16.7%
Hispanic (321) - (60) 18.7%
Homeless (28) - (11) 39.3%
Re-Designated FEP (145) - (20) 13.8%
Socio-Economical (773) - (138) 17.9%
Special Education (156) - (39) 25%
White (474) (Non-Hispanic) - (73) 15.4%

Our team is placing an emphasis on the entire school considering the overall chronic absenteeism rate is over 15%. We are working with the county office and Wheatland School District and Plumas Lake Elementary School District to create a South Yuba SARB for the 2023-24 school year.

Special Education Plan (SEP) and Targeted Program Review
WUHSD was in Intensive Program Review in 2020-21 and 2021-22. In 2022-23, WUHSD was lowered to Intensive Review and has been identified in fewer areas for monitoring. The district will participate in the Compliance and Improvement Monitoring (CIM) process. The district will use this information to ensure that improvement is focused on implementing high leverage activities that will result in wide-reaching, positive impacts for their students with disabilities.

WUHSD is monitored in the following areas with actions noted:

Dashboard: English Language Arts & Mathematics Performance

- Train staff to share with parents during IEP meetings the importance for 11th graders to take the statewide assessments (CAASPP).
- Dedicated staff meeting time to clarify the 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 on how to use accommodations for IEP students on the interim assessments.

Dashboard: 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.

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.

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 - 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 including the cost of Dual Enrollment and Articulated courses through Yuba College.

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 school-based social workers and a licensed marriage and family therapist as well as funding for co-curricular 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 "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.
Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

This year’s stakeholder engagement process included virtual and in-person meetings with certificated and classified staff, including union members, site administrators, directors, Yuba County SELPA director, parents, parents of English Learners, and students. The LCAP survey was administered in February and March via Thought Exchange, followed by an analysis of the data that was then used to determine recurrences and themes to be included in the LCAP. English Learner Advisory Committee (ELAC) and School Site Councils were presented with the data analysis as well as the Board. The District Advisory Committee (DAC) 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. WUHS also engaged in a comprehensive self-study as part of the WASC accreditation process, which engaged staff, students, parents and community members. All staff participated in a focus group and provided feedback on areas of strength and opportunities for growth. In addition, surveys were administered to each group (staff, students, and parents/community members) to seek input on areas of strength and growth opportunities. This information was used to create a document identifying areas and actions for improvement.

A complete summary of the data and disaggregated breakdown is available as educational partner feedback from each group was collected via Thought Exchange. 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. Surveys were able to be taken via a computer, tablet, or phone call (if needed). LCAP surveys were specific to each goal and were each open for two weeks. Intensive efforts were made to encourage stakeholders to complete the surveys. Messaging via Parent Square, the district website, and social media sites were utilized.

A summary of the feedback provided by specific educational partners.

We were pleased that, across stakeholder groups, there were some very common themes of both strengths and areas for growth. Goals 1 and 3 were areas of strength, while there are areas of strength and growth for Goal 2.

Themes that emerged as Goal 1 strengths by families, students, and staff included a wide variety of course options, dual enrollment classes, wide variety of CTE courses, and the outreach and support systems to help students. There were no themes identified as areas for growth.

Themes that emerged as strengths for Goal 2 by families, students, and staff included extensive mental health support of students, many systems in place for academic support, and a wide variety of courses for students to select and connect with other students with similar interests. Goal 2 areas for growth that were identified included campus safety (families), information sharing/communication from the school to home (families), sports and extracurricular activities (families and students), drug use/vaping (families, students, staff), teacher to student relationships (students), and cultural awareness and acceptance (families).
Goal 3 themes that emerged as strengths indicated by families included robust and effective communication from school to home and extensive availability of community resources. There were no themes identified as areas for growth.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The influence of stakeholder input can be seen throughout the LCAP, particularly around academic achievement, positive environmental conditions of learning, specific support 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 providing more frequent and standardized formative assessment in math and English by utilizing CAASPP Interim assessments on a quarterly basis to help teachers identify areas for targeted support to address and remediate remaining learning loss due to the COVID-19 pandemic. Staff identified support for students in special populations (students with IEPs, 504s or EL) as an area for growth through the WASC self-study process.

Goal 2 contains additions in response to the input from students, parents, and staff who ranked school safety and positive relationships as being among our major needs. 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. Continued actions addressing school culture and climate include Inflexion survey and California Healthy Kids Survey administration, data analysis, and resulting efforts to address identified areas of need. We are also continuing work with our Culture Advisory course.

Goal 3 has additions based on stakeholder input, as well as a root cause analysis review of our educational data for the meaningful school-to-home connection and utilization of our website.
## 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>2019-20: 88% of teachers are fully credentialed</td>
<td>2020-21: 86% of teachers are fully credentialed - 14% are interns, PIPs, and STSPs with support from a certificated teacher</td>
<td>2021-22: 94% of teachers are fully credentialed</td>
<td>2022-23: 97% of teachers are fully credentialed</td>
<td>1. 95%</td>
</tr>
<tr>
<td>2. Percentage of teacher misassignments - LCFF Priority 1</td>
<td>2019-20: 93% of teachers are appropriately assigned</td>
<td>2021-22: 95% of teachers are appropriately assigned</td>
<td>2021-22: 86% of teachers are appropriately assigned</td>
<td>2. 2022-23: Will report with 2023-24 LCAP</td>
<td>2. 95%</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>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. Percentage of students 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>3. 2020-21: 34% of students scored 3 or better (AP)</td>
<td>3. 2021-22: 42.0% of students scored 3 or better (AP)</td>
<td></td>
<td>3. 50% of students will pass the Advanced Placement Tests with a score of 3 or higher</td>
</tr>
<tr>
<td>3. Percentage of pupils completing Articulated and Dual Enrollment Courses - LCFF Priority 4</td>
<td>3. 2019-20: 9.7% of students enrolled at WUHS completed at least 1 Articulated or Dual Enrollment Course with a C or better (86 students out of 880 enrolled - WUHS)</td>
<td>3. 2020-21: 41% of students enrolled at WUHS completed at least 1 Articulated or Dual Enrollment Course with a C or better (360 students out of 880 enrolled - WUHS)</td>
<td>3. 2021-22: 45% of students enrolled at WUHS completed at least 1 Articulated or Dual Enrollment Course with a C or better (390 students out of 865 enrolled - WUHS)</td>
<td>3. 2022-23: 57% of students enrolled at WUHS completed at least 1 Articulated or Dual Enrollment Course with a C or better (610 students out of 1072 enrolled - WUHS - including Virtual Academy)</td>
<td>3. 80% of students will complete at least 1 Articulated or Dual Enrollment Course with a C or better</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Maintain between 175-225 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. (Year 2-Pirates at SEA)</td>
<td>Class of 2023 = 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2024 = 52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2025 = 43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2026 = 37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. (Year 3-Pirates at SEA)</td>
</tr>
<tr>
<td></td>
<td>Class of 2024 = 62</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>
<td>-----------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total = 156</td>
<td>Class of 2025 = 58</td>
<td>Class of 2026 = 66</td>
<td>Class of 2027 = 30 (new applicants) Total = 218</td>
</tr>
<tr>
<td></td>
<td>Level 4: 4.72%</td>
<td>Level 3: 18.87%</td>
<td>Level 2: 31.13%</td>
<td>Level 1: 45.28%</td>
<td>4. 2021-22 (ELA) - 11th Grade: Level 4: 13.39%</td>
</tr>
<tr>
<td></td>
<td>Level 4: 17.87%</td>
<td>Level 3: 34.56%</td>
<td>Level 2: 24.14%</td>
<td>Level 1: 23.43%</td>
<td>Level 1: 63.87%</td>
</tr>
<tr>
<td>4. 2018-19 (ELA) - 8th Grade - WEL</td>
<td>Level 4: 13.02%</td>
<td>Level 3: 27.46%</td>
<td>Level 2: 33.02%</td>
<td>Level 1: 26.51%</td>
<td>4. 2021-22 (ELA) - 8th Grade - WEL Level 4: 16.51%</td>
</tr>
<tr>
<td>4. Data is not available at the date of LCAP approval. CAASPP/SBAC has not been administered since 2018-19.</td>
<td></td>
<td>4. 2018-19 (Math) - 11th Grade</td>
<td>Level 4: 2.52%</td>
<td>Level 3: 15.13%</td>
<td>Level 2: 18.49%</td>
</tr>
<tr>
<td>4. 2018-19 (Math) - 11th Grade</td>
<td>Level 4: 13.02%</td>
<td>Level 3: 27.46%</td>
<td>Level 2: 33.02%</td>
<td>Level 1: 26.51%</td>
<td>Level 1: 24.14%</td>
</tr>
<tr>
<td>4. 2018-19 (Math) - 8th Grade - WEL</td>
<td>Level 4: 13.02%</td>
<td>Level 3: 27.46%</td>
<td>Level 2: 33.02%</td>
<td>Level 1: 26.51%</td>
<td>4. 2021-22 (Math) - 8th Grade - WEL Level 4: 16.51%</td>
</tr>
<tr>
<td>4. 2018-19 (Math) - 11th Grade</td>
<td>Level 4: 13.02%</td>
<td>Level 3: 27.46%</td>
<td>Level 2: 33.02%</td>
<td>Level 1: 26.51%</td>
<td>Level 3: 26.76%</td>
</tr>
<tr>
<td>4. 2018-19 (Math) - 8th Grade - WEL</td>
<td>Level 4: 13.02%</td>
<td>Level 3: 27.46%</td>
<td>Level 2: 33.02%</td>
<td>Level 1: 26.51%</td>
<td>Level 2: 30.36%</td>
</tr>
<tr>
<td>4. Decrease Level 1 and 2 by 5%</td>
<td>4. 2021-22 (Math) - 8th Grade - WEL Level 4: 20.82%</td>
<td>Level 3: 32.33%</td>
<td>Level 2: 22.81%</td>
<td>Level 1: 24.14%</td>
<td>Level 1: 26.36%</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>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>4. 2018-19 (ELA) - 8th Grade - PLESD</td>
<td>Level 4: 25.06% Level 3: 33.78% Level 2: 25.18% Level 1: 15.97%</td>
<td>4. 2021-22 (ELA) - 8th Grade - PLESD Level 4: 20.49% Level 3: 31.97% Level 2: 26.29% Level 1: 21.24%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 2018-19 (Math) - 8th Grade - PLESD</td>
<td>Level 4: 23.10% Level 3: 28.87% Level 2: 29.85% Level 1: 18.18%</td>
<td>4. 2021-22 (Math) - 8th Grade - PLESD Level 4: 15.29% Level 3: 22.29% Level 2: 32.17% Level 1: 30.25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Percentage of students completing CTE course sequences - LCFF Priority 4</td>
<td>5. 2019-20: 17.7% of students completed CTE pathways</td>
<td>5. 2020-21: 75 students completed CTE pathways</td>
<td>5. 2021-22: 61 students completed CTE pathways</td>
<td></td>
<td>5. 80 students will complete a CTE pathway annually</td>
</tr>
<tr>
<td>6. Percentage of Standard Met or Exceeded: Science (CAST) - LCFF Priority 4</td>
<td>6. CAST scores not reported</td>
<td>6. Data is not available at the date of LCAP approval. 2021-22 will be the 1st year we have valid CAST data.</td>
<td>6. 2021-22 Multiple Grade Levels Level 4: 2.28% Level 3: 11.39% Level 2: 61.52% Level 1: 24.81%</td>
<td></td>
<td>6. Metric will be determined in Fall 2023</td>
</tr>
<tr>
<td>7. Rit Growth NWEA: Reading and Language - LCFF Priority 4</td>
<td>7. 2019-20 (Fall) NWEA Rit Score: Reading 9th Grade: 216.4 10th Grade: 218.9 11th Grade: 219.9</td>
<td>7. 2021-22 (Spring) NWEA Rit Score: Reading 9th Grade: 218.6 10th Grade: 220.7</td>
<td>7. 2022-23 (Fall) NWEA Rit Score: Reading 9th Grade: 220.6 10th Grade: 216.8 11th Grade: 221.3</td>
<td></td>
<td>7. NWEA Rit Score: Reading (Spring Score) 9th Grade: 221.4 10th Grade: 223.51 Reading (Fall Score)</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>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>7. 2019-20 (Fall) NWEA Rit Score: Language 9th Grade: 214.7 10th Grade: 220.2 11th Grade: 220.9</td>
<td>11th Grade: Assessed with CAASPP/SBAC</td>
<td>7. 2022-23 (Fall) NWEA Rit Score: Language 9th Grade: 219.6 10th Grade: 218.3 11th Grade: 222.8</td>
<td>7. 2022-23 (Spring) NWEA Rit Score: Reading 9th Grade: 219.8 10th Grade: 220.4 11th Grade: Assessed with CAASPP/SBAC - results in July 2023</td>
<td>7. 2022-23 (Spring) NWEA Rit Score: Language 9th Grade: 220.1 10th Grade: 220.9 11th Grade: Assessed with CAASPP/SBAC</td>
<td>11th Grade: 223.53</td>
</tr>
<tr>
<td>7. 2021-22 (Spring) NWEA Rit Score: Language 9th Grade: 217.8 10th Grade: 221.6 11th Grade: Assessed with CAASPP/SBAC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. 2022-23 (Spring) NWEA Rit Score: Language 9th Grade: 220.1 10th Grade: 220.9 11th Grade: Assessed with CAASPP/SBAC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. 2019-20 (Fall) NWEA Rit Score: Math 9th Grade: 222.5 10th Grade: 227.2 11th Grade: 230.8</td>
<td>8. 2022-23 (Fall) NWEA Rit Score: Math 9th Grade: 226.5 10th Grade: 226.3 11th Grade: 230.8</td>
<td>8. 2023-24 (Spring Score) Math 9th Grade: 230.03 10th Grade: 232.42 Math (Fall Score) 11th Grade: 231.02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. 2021-22 (Spring) NWEA Rit Score: Math 9th Grade: 225.2 10th Grade: 230.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. 2022-23 (Spring) NWEA Rit Score: Math 9th Grade: 226.5 10th Grade: 226.3 11th Grade: 230.8</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>
<td>----------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<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>10. Should be assessed for the 2021-22 school year - Will know when CAASPP/SBAC results are released in July</td>
<td>10. The Early Assessment Program (EAP) is designed to provide students with an early signal of college academic preparation through California</td>
<td>10. CAASPP Scores (11th Grade) WUHS - ELA - 50% WUHS - Math - 30%</td>
<td></td>
</tr>
</tbody>
</table>
## Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24
--- | --- | --- | --- | --- | ---
11. 2019-20: EPD - 0% of students completed A-G Requirements
11. 2019-20: District - 25.6% of students completed A-G Requirements | 11. 2020-21: WUHS - 38.2% of students completed A-G Requirements
11. 2020-21: EPD - 0% of students completed A-G Requirements
11. 2020-21: District - 32.3% of students completed A-G Requirements | 11. 2021-22: WUHS - 40.1% of students completed A-G Requirements
11. 2021-22: EPD - 0% of students completed A-G Requirements
11. 2021-22: District - 36.4% of students completed A-G Requirements | 11. 40% Districtwide
<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></td>
<td>13. 2019-20: WUHS - 98.5% Four-Year Adjusted Cohort Graduation Rate (196 out of 199)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. 2019-20: EPD - 87.5% Four-Year Adjusted Cohort Graduation Rate (21 out of 24)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. 2019-20: WUHS - 0.01% Dropout Rate (2 out of 199 students dropped out)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. 2019-20: EPD - 0.04% Dropout Rate (1 out of 24 students dropped out)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. 2019-20: District - 0.01% Dropout Rate (3 out of 223 students dropped out)</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>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Math (Asian) Level 4: 7.14% Level 3: 28.57% Level 2: 14.29% Level 1: 50.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Science (Asian) Level 4: 0.00% Level 3: 17.39% Level 2: 60.87% Level 1: 21.74%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. ELA (Hispanic/Latino) Level 4: 8.45% Level 3: 28.17% Level 2: 32.39% Level 1: 30.99%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Math (Hispanic/Latino) Level 4: 0% Level 3: 14.08% Level 2: 14.08% Level 1: 71.83%</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>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Science (Hispanic/Latino)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4: 1.77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3: 7.08%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2: 65.49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1: 25.66%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. ELA (White)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4: 19.78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3: 14.29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2: 23.08%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1: 42.86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Math (White)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4: 2.22%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3: 15.56%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2: 23.33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1: 58.89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Science (White)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4: 3.98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3: 13.07%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2: 56.25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1: 26.70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. ELA (Two or More Races)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4: 6.12%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3: 40.82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2: 24.49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1: 28.57%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Math (Two or More Races)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4: 4.08%</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>
<td>-------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>14. Science (Two or More Races)</td>
<td></td>
<td>Level 3: 14.29%</td>
<td>Level 2: 20.41%</td>
<td>Level 1: 61.22%</td>
<td></td>
</tr>
<tr>
<td>15. English Learner progress towards English proficiency (ELPAC) - LCFF Priority 4</td>
<td>15. 2018-19: 42.9% (14 students)</td>
<td>The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.</td>
<td>15. 2021-22: 54.3% (35 students)</td>
<td>15. 2022-23: Will report when scores are released - July 2023</td>
<td>15. 55%</td>
</tr>
</tbody>
</table>

16. English Learner reclassification rate - LCFF Priority 8

16. Data is not available at the date of LCAP approval.

17. Broad course of study offered for all students, including

17. 2019-20: Met

17. 2020-21: Met

17. 2021-22: Met

17. Maintain
<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><strong>unduplicated pupils and students with special needs - LCFF Priority 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Identification of disproportionality for students with a disability in any ethnic subgroup - LCFF Priority 8</td>
<td>18. WUHSD is in an Intensive Monitoring: Level 3 Review for 18/19 data (Lag Data/Measure) Grad Rate: 83.33% ELA Participation: 93.94% ELA Proficiency: 3.23% Math Proficiency: 3.13% Separate School: 6.03% LRE &gt; 80%: 32.76% Secondary Transition: 98.89%</td>
<td>18. Exited from Intensive Monitoring and placed in Targeted Monitoring for: Dashboard: English Language Arts &amp; Mathematics Performance Dashboard: Suspension Rate 14a: Post-Secondary Outcomes- Higher Education</td>
<td>18. Moved from Intensive Monitoring to Targeted Monitoring - will report data from Dashboard after 22-23 scores are released</td>
<td></td>
<td>18. Metric will be determined in July 2023</td>
</tr>
<tr>
<td><strong>19. D and F Rate - LCFF Priority 4</strong></td>
<td>19. Fall 2019-20: D-Rate - 9.1% F-Rate - 8%</td>
<td>19. Fall 2021-22: D-Rate - 9.3% F-Rate - 5.7%</td>
<td>19. Fall 2022-23: D-Rate - 8.4% F-Rate - 4.6%</td>
<td>19. D-Rate by semester not to exceed 7% F-Rate by semester not to exceed 3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19. Spring 2019-20: D-Rate - 9.1% F-Rate - 5.2%</td>
<td>19. Spring 2021-22: D-Rate - 8.9% F-Rate - 6.3%</td>
<td>19. Spring 2022-23: D-Rate - 8.2% F-Rate - 5.2%</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>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>20. ExactPath, Edmentum, and C-STEM Data - LCFF Priority 4</td>
<td>20. Use ExactPath (learning loss/recovery/intervention), Edmentum (credit recovery), and C-STEM Data (Tier 1 Intervention for at-promise Integrated 1 math students)</td>
<td>20. Use ExactPath (learning loss/recovery/intervention), Edmentum (credit recovery), and C-STEM Data (Tier 1 Intervention for at-promise Integrated 1 math students)</td>
<td>20. Discontinued - Tutoring Services were found to be more effective.</td>
<td>23-24: Adding an additional tutoring lab through 5 year DODEA grant funding.</td>
<td>20. Discontinued - Tutoring Services were found to be more effective.</td>
</tr>
<tr>
<td></td>
<td>2021-22: Edmentum WUHS Credit Recovery Number of students: English 42 Math 14 Life Science 9 Physical Science 7 Social Science 40 PE 16 Electives 4 Civics 2 Econ 0</td>
<td>2021-22: Edmentum WUHS Credit Recovery Number of students: English 42 Math 14 Life Science 9 Physical Science 7 Social Science 40 PE 16 Electives 4 Civics 2 Econ 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2021-22: C-STEM-Grade Percentages Semester 1: (19 total students) A 21% B 15.7% C 36.8% D 21% F 5.2%</td>
<td>2021-22: C-STEM-Grade Percentages Semester 1: (19 total students) A 21% B 15.7% C 36.8% D 21% F 5.2%</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>
<td>----------</td>
<td>---------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Semester 2: (25 students) &lt;br&gt;A 20% &lt;br&gt;B 8% &lt;br&gt;C 32% &lt;br&gt;D 20% &lt;br&gt;F 16%</td>
<td>Semester 2: (25 students) &lt;br&gt;A 20% &lt;br&gt;B 8% &lt;br&gt;C 32% &lt;br&gt;D 20% &lt;br&gt;F 16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Number of Dual Enrollment Course Offerings</td>
<td>25. 2020-21 World History Honors = HIST 4B (2 sections) &lt;br&gt;COUNS 10 = (1 section)</td>
<td>25. 2021-22 World History Honors = HIST 4B (2 sections) &lt;br&gt;US History = HIST 17B (2 sections) &lt;br&gt;ENGL 1A (1 section) &lt;br&gt;BIOL 10L (1 section)</td>
<td>25. 2022-23 ENGL 1C (1 section) &lt;br&gt;Amer. Gov’t. = POLSCI 1 (2 sections) &lt;br&gt;Business Mgmt = GNBUS 10 (2 sections)</td>
<td>25. Maintain</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>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bus. Comp. Apps. = GNBUS 30 (3 sections)</td>
<td>Entrepreneurship = GNBUS 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Terminology = NURS 51 (1 section)</td>
<td>Patient Care I = TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auto Tech = AUTO 21/AUTO 51.2 (1 section)</td>
<td>STAT 1 point-to-point = (1 section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>COUNS 10 (1 Section) discontinued for 2022-2023</td>
<td>Public Safety = AJ 10 &amp; 30, FIRETC 1 &amp; 2 (1 section)</td>
<td>AG Leadership = AG 7 (1 section)</td>
<td></td>
</tr>
<tr>
<td>26. Students participating in concurrent enrollment courses</td>
<td>26. 2021-22 (Fall) Approximately 10-12 students took concurrent courses (records are not as precise for this time period)</td>
<td>26. 2021-22 (Fall) Approximately 10-12 students took concurrent courses (records are not as precise for this time period)</td>
<td>26. 2023-24 (Fall) Approximately 10-12 students took concurrent courses (records are not as precise for this time period)</td>
<td>26. Maintain</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>26. 2021-22 (Spring) 39 students took concurrent courses, many of those took more than 1 concurrent course.</td>
<td>26. 2021-22 (Spring) 39 students took concurrent courses, many of those took more than 1 concurrent course.</td>
<td>26. 2023-24 (Spring) 39 students took concurrent courses, many of those took more than 1 concurrent course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>26. 2021-22 (Summer) 88 students took concurrent courses, 10 of them took 2 courses, 2 of them took 3 courses.</td>
<td>26. 2021-22 (Summer) 88 students took concurrent courses, 10 of them took 2 courses, 2 of them took 3 courses.</td>
<td>26. 2022-23 (Summer) Will report in Fall 2023</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>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>-----------------------------------------</td>
<td>-----------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>27. Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools (including continuation or independent study schools) and the rates of the general population enrolled in such schools (10% from baseline)</td>
<td>27. New metric for 2023-24</td>
<td>27. New metric for 2023-24</td>
<td>27. New metric for 2023-24</td>
<td>27. TBD (reduce 10% from baseline)</td>
<td></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>1.1</td>
<td>Increase Certificated Staff FTE due to enrollment</td>
<td>2021-22: 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>$1,276,321.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2022-23: Increase 8.0 FTE due to address learning loss, accommodate enrollment growth; and support students qualifying as low income, foster youth and English learner: 1.0 FTE SPED Teacher; 1.0 FTE CTE Teacher; 1.0 FTE Social Worker; 1.0 FTE Counselor; 1.0 FTE Director of Community Schools; 2.0 FTE Instructional Coaches; 1.0 FTE Director of Health Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2023-24: Maintain and add Mod/Severe teachers to accommodate Program Transfer</td>
<td></td>
<td></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>
</tbody>
</table>
| 1.2     | Increase Classified Staff     | 2021-22: Add additional Paraprofessionals, Academic Techs, and Custodian/Maintenance/Grounds/ Bus Drivers  
2022-23: Add 9.75 FTE Classified to support students on an LEA wide basis, including low income, foster youth, and English Learners: .94 SPED Paraprofessional, 1.88 Academic Technicians, 1.0 CALPADS/SIS Coordinator, .94 Campus Supervisor, 1.0 Community Schools Coordinator, 1.0 Family Engagement Coordinator, 2.0 Clerks, 1.0 Life and Vocational Coordinator  
2023-24: Maintain and add Mod/Severe Specialized Paras to accommodate Program Transfer & add LVN for Mod/Severe - One on One | $909,349.00   | Yes          |
| 1.3     | Curriculum                    | 2021-22: 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 and Implementation of Guitar Courses  
2022-23: Actions remain as stated above with the addition of the new Patient Care and Education Pathway; English (9th) Curriculum Adoption - 23-24 (adoption year); Social Science (10th) Curriculum Adoption - 23-24 (implementation); Social-Emotional Curriculum - Character Strong  
2023-24: Social Emotional Curriculum: Discontinue Character Strong and move to Wayfinder (more appropriate for high school students-county paid); Purchase Anti-Bias Curriculum from ADL - paid from Anti Bias grant; Read 180 (DODEA grant); Unique - SPED curriculum for Mod Severe (continuing) | $981,159.00   | Yes          |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Support New Teachers and Administration (TCIP, PIP, STSP, CATIP, Interns, and New Hires with Experience)</td>
<td>(Ongoing-No Change) Support New Teachers and Administration (TCIP, PIP, STSP, CATIP, Interns, and New Hires with Experience) - Including Instructional Coaches</td>
<td>$80,571.00</td>
<td>No</td>
</tr>
<tr>
<td>1.5</td>
<td>Intervention</td>
<td>(Ongoing) Tutoring Support for Students (Tutor.com and after school tutoring); Edmentum for Credit Recovery; Engagement Strategies for WUHS Virtual Academy; Monitor and Evaluate Behavior and Academics - Data Teams; Provide Transportation for Afterschool Events (including tutoring and extracurricular activities); ASSETS program 23-24: Maintain and add - Additional tutoring lab-DODEA grant--1: Tutoring Lab Lead and 2-Academic Techs</td>
<td>$193,914.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.6</td>
<td>College Going Culture</td>
<td>(Ongoing-No Change) Parent Institutes; Fund College Trips/Opportunities for 9-11th Graders; Provide Transportation for Afterschool Events (including tutoring and extracurricular activities); ASSETS program 23-24: Maintain and Add 4 year plan support over summer for meetings with parents and students to ensure plans are fully developed and reviewed (Create 4-Year plans for incoming 8th</td>
<td>$40,000.00</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></td>
<td></td>
<td>graders and all current 9th graders – CTE/C, WE WORK, Tutoring Lab will schedule appointments with parents and students via Zoom or in person (parent preference)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pay stipends for Dual Enrollment teachers (including benefits); Create a Dual Enrollment MOU to encourage teachers to obtain their masters degree to teach DE courses at community colleges so students can earn college credit on campus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>WE WORK Center</td>
<td>(Ongoing-No Change) Work Based Learning Opportunities; Provide Transportation for Afterschool Events (including tutoring and extracurricular activities)</td>
<td>$202,833.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23-24: Maintain and Add: Supports for Mod/Severe-Department of Rehabilitation, Community Based Instruction, Post Secondary Transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>Assessments and Data Analysis</td>
<td>(Ongoing-No Change) NWEA Assessments; Training in SBAC Assessments; Data Analysis Training for Administration and Staff; Monitor and Evaluate Behavior and Academics - Data Teams; SWIS/PBIS</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23-24: Maintain and Add training in Interim Assessments; California Assessments Conference; Continue WestEd School Climate Best Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>Enrichment</td>
<td>(Ongoing-No Change) Provide Transportation for Afterschool Events (including tutoring and extracurricular activities); ASSETS program; Pirates at SEA (Counseling meetings)</td>
<td></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>23-24</td>
<td>23-24: Maintain and Add: Certificated tutoring for students in the ASSETS program; Parent Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10</td>
<td>Technology Replacement Rotation</td>
<td>(Ongoing-No Change) Technology Replacement Rotation - reflecting 1 to 1 student to device ratio and technology for new staff 23-24: Maintain</td>
<td>$118,450.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.11</td>
<td>Career and Technical Education</td>
<td>(Ongoing-No Change) Director/Academic Technicians/College and Career Technician, Career and Technical Education/College Center (CTE/C), Education Pathway, Patient Care 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; Add Auto Systems and Repair and Public Services - (Culinary, Yuba/WUHS-Public Service, Video Production) 23-24: Maintain all except the elimination of College and Career Technician; Add-College and Career Coordinator (SWP Grants)</td>
<td>$1,962,802.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.12</td>
<td>Homeless and Foster Youth</td>
<td>(Ongoing-No Change) Homeless and Foster Youth Liaison Homeless and Foster Youth Transportation; Clothes closet; Independent Learning Program Group - Homeless, Foster, and Former Foster; Housing Resources; Monthly Check ins; School Supplies; Proactively identifying families - Fine Tune Family Find Process; Dedicated counselor to meet with Homeless and Foster Youth</td>
<td>$108,616.00</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>23-24</td>
<td>Maintain and Add-Safe Harbor Breakfast and dinners (connectedness); college tours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.13</td>
<td>English Learner Supports</td>
<td>(Ongoing-No Change) English Learner Liaison (Family Engagement Coordinator), Include ELD English Section to Master Schedule 23-24: Maintain and Add-Completion of English Learner Master Plan in May 2023 - Reclassification Process and Ceremony Planned for 23-24</td>
<td>$15,038.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.14</td>
<td>Facility Improvements</td>
<td>2021-22: Construct (6) Portables, Increase Weight Room and Training Space 2022-23: Construct new AG Science (3) Classroom Building; Agriculture Mechanics Shop Remodel; District Office; Mod/Severe Medically Fragile Students Portable with Bathroom; Construct (4) Portables 2023-24: Summer 23-Turf Upgrades; Planning for Multipurpose Room; Begin master planning for PLHS</td>
<td>$744,501.00</td>
<td>No</td>
</tr>
<tr>
<td>1.15</td>
<td>Professional Development for Certificated</td>
<td>(Ongoing-No Change) 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; NWEA; Question, Persuade, Refer training (Mental Health); Anti Bias 23-24: Maintain and Add: Interim Assessments; Data Training Continued; Instructional Playbook (through Inflexion); Student Learner Outcomes - Connected/Confident; PBIS; SWIS</td>
<td>$153,699.00</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>
</tbody>
</table>
| Every three months (1 hour) PD will have an area of focus around SLOs. Every teacher will receive the same lesson - lesson will be followed with classroom visits to reinforce classroom SLOs.  
SPED: Training and ongoing support for Co-teaching for SPED teachers and General Ed teachers. |
| 1.16 | Professional Development for Classified | (Ongoing-No Change) Instructional Professional Development on Equity and Inclusive Practices for Special Populations; Question, Persuade, Refer training (Mental Health); Para Training on Best Practices; Academic Coaching Training for select classified staff; Anti Bias  
23-24: Maintain and Add-SWIS; PBIS | $10,900.00 | No |
| 1.17 | Special Education | (Ongoing-No Change) SPED 18–22-Year-Old Program on Campus and High School Mod/Severe Including Community Based Instruction  
Exited from Intensive Monitoring and placed in Targeted Monitoring for: Dashboard: English Language Arts & Mathematics Performance; Dashboard: Suspension Rate  
23-24: Maintain and Add - Training for Tracking of Service Hours - Goals; Set up Data Team Meetings; Develop Written Procedures; Develop Monitoring Procedures; Staff development / training for Parent Square; Develop and log or documentation system for parent/staff communication; Develop a monthly newsletter.  
Implement Co-teaching model; Bring mod/severe program back from Virginia School (23-24) | $2,712,706.00 | Yes |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.18</td>
<td>Explore Options for WASC Accreditation of Edward P. Duplex</td>
<td>(Ongoing-No Change) The District will support and promote successful student outcomes at the District’s alternative programs. 23-24: On Hold</td>
<td>$461,487.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.19</td>
<td>Pirates at SEA - Scholars Enrichment Academy</td>
<td>(Ongoing-No Change) Support all students that are interested in attending Yuba College while in high school (CTE Grant - Emphasis on Business, Agriculture, Education, and Patient Care Pathways) 23-24: Maintain</td>
<td>$66,261.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.20</td>
<td>Wheatland Union High School Virtual Academy, EPD Independent Study, &amp; Short Term Independent Study</td>
<td>Provide (3) full time FTEs to provide Independent Study Instruction and (1) FTE Academic Tech to oversee paperwork and student/home outreach 23-24: Maintain and Add counselor to oversee Independent Study</td>
<td>$406,877.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.21</td>
<td>Military Connectedness</td>
<td>Targeted Academic Tracking and SEL support 23-24: Maintain and continue Military Liaisons (2) - breakfasts (monthly) - back to school brigade; Military Connectedness Outings</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.22</td>
<td>Foster Youth</td>
<td>Develop metrics to determine baselines and continuously evaluate how many youth in foster care attend or enter alternative schools, the duration of attendance, number of credits earned, rates of graduation from alternative schools, rates of youth returning to local schools, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.23</td>
<td>Foster Youth</td>
<td>Develop, modify, and implement policies/practices to reduce disproportionate enrollment in continuation schools of youth in foster care (e.g., creating clear and consistent criteria for transfer recommendations that do not disproportionately impact youth in foster care such as credit deficiencies and enrollment mid-term, ensuring that an education rights holder is provided with key information and makes an informed decision about school placement that is in the youth’s best interest, etc.). Develop policies that allow for youth to participate in their local comprehensive school despite potential challenges, such as through credit recovery programs, tutoring support, behavioral support services.</td>
</tr>
</tbody>
</table>

### Goal Analysis [2022-23]

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.

There were no substantive differences in the planned actions and actual implementation of the actions for the 2022-23 school year. An analysis of each action for Goal #1: Wheatland Union High School District students will graduate high school college and career ready - is outlined below.

**Analysis of Actions in Relation to College and Career Readiness:**

1.1 Increase Certificated Staff FTE due to enrollment:

The increase in certificated staff aims to address learning loss, accommodate enrollment growth, and support students who qualify as low income, foster youth, and English learners.

By increasing the number of teachers, counselors, special education teachers, and instructional coaches, the district aims to provide better academic support and guidance to students, ensuring they are prepared for college and career success.

This action recognizes the importance of adequate staffing and personalized attention to help students achieve their academic goals.

1.2 Increase Classified Staff:
The addition of classified staff members, such as paraprofessionals, academic technicians, coordinators, and clerks, is intended to provide additional support to students on a district-wide basis, including low-income students, foster youth, and English learners.

By increasing the number of classified staff members, the district can enhance the overall support system for students, which can contribute to their college and career readiness.

The inclusion of specialized paras and an LVN for Mod/Severe students demonstrates a commitment to meeting the unique needs of specific student populations.

1.3 Curriculum:

The evaluation and adoption of various curricula, including social science, science, math, English, and career technical education (CTE), show a commitment to providing a well-rounded education to students.

The support for dual enrollment, articulation, AP classes, and CTE pathways helps students gain college credits, industry certifications, and practical skills relevant to their career aspirations.

The inclusion of social-emotional curricula and anti-bias curricula reflects an understanding of the importance of holistic development and cultural sensitivity in preparing students for the diverse college and career environments they will encounter.

1.4 Support New Teachers and Administration:

This action recognizes the significance of providing support and professional development opportunities to new teachers and administrators.

The inclusion of programs like TCIP, PIP, STSP, CATIP, and internships, along with instructional coaches, aims to enhance the skills and effectiveness of educators, which ultimately benefits students' college and career readiness.

1.5 Intervention:

The provision of tutoring support, credit recovery programs, engagement strategies for virtual learning, and transportation for afterschool events reflects the district's commitment to addressing academic challenges and promoting student success.

The inclusion of additional tutoring labs and academic techs demonstrates a focus on targeted intervention strategies to help students meet college and career readiness standards.

1.6 College Going Culture:

By organizing parent institutes, funding college trips and opportunities, and offering transportation for afterschool events, the district fosters a college-going culture that encourages students to pursue higher education.

The inclusion of 4-year plan support for students and parents further emphasizes the importance of early planning and preparation for post-secondary education and career pathways.

1.7 WE WORK Center:
The provision of work-based learning opportunities and support for Mod/Severe students’ post-secondary transition demonstrates a commitment to preparing students for future careers and independent living. By collaborating with external agencies like the Department of Rehabilitation, the district helps students with disabilities develop vocational skills and access community-based instruction.

1.8 Assessments and Data Analysis:

The use of assessments like NWEA and SBAC, along with data analysis training for staff, allows the district to monitor student progress, identify areas of improvement, and make data-informed decisions. The inclusion of school climate best practices and training in interim assessments further emphasizes the importance of comprehensive data analysis to support college and career readiness.

1.9 Enrichment:

The provision of transportation for afterschool events, the ASSETS program, and certificated tutoring for students in the ASSETS program contribute to the overall enrichment of students' educational experiences. By offering additional support and opportunities beyond the regular curriculum, the district helps students explore their interests and develop a well-rounded skill set.

1.10 Technology Replacement Rotation:

The ongoing technology replacement rotation ensures that students and staff have access to up-to-date technology, which is essential for college and career readiness in the digital age.

1.11 Career and Technical Education:

The inclusion of a director, academic technicians, and a college and career coordinator for CTE, along with various CTE pathways, reflects the district’s commitment to providing students with practical skills and career exploration opportunities. The focus on equity and inclusive practices, as well as the incorporation of student academic planning and advisory modules, supports students in making informed decisions about their college and career pathways.

1.12 Homeless and Foster Youth:

The district’s dedication to supporting homeless and foster youth is evident through the provision of liaisons, transportation, a clothes closet, housing resources, and regular check-ins. The addition of Safe Harbor breakfast and dinners, as well as college tours, further emphasizes the district’s commitment to the success and well-being of these vulnerable student populations.
1.13 English Learner Supports:

The inclusion of an English Learner liaison, ELD English sections, and the completion of an English Learner Master Plan demonstrate the district's efforts to provide targeted support to English learners. By focusing on language acquisition and ensuring successful reclassification, the district helps English learners become college and career ready.

1.14 Facility Improvements:

The construction of additional classrooms, the improvement of training spaces, and the planning for future facility upgrades contribute to creating a conducive learning environment for students. Well-equipped facilities and resources can enhance student engagement and facilitate the development of necessary skills for college and career readiness.

1.15 Professional Development for Certificated:

The focus on instructional professional development, training in various assessment tools, and the inclusion of mental health training and anti-bias training supports educators in their efforts to provide inclusive and effective instruction. The emphasis on student learner outcomes, PBIS, and SWIS further promotes a positive and supportive learning environment conducive to college and career readiness.

1.16 Professional Development for Classified:

The provision of professional development opportunities for classified staff, including training on equity and inclusive practices, mental health, and academic coaching, enhances their ability to support student success. The inclusion of SWIS and PBIS training emphasizes the importance of positive behavior support and creating a supportive learning environment.

1.17 Special Education:

The inclusion of SPED programs, community-based instruction, and the implementation of co-teaching models reflects the district's commitment to meeting the needs of students with disabilities. The focus on data tracking, communication systems, and staff development highlights the district's efforts to ensure quality services and support for students with special needs.

1.18 Explore Options for WASC Accreditation of Edward P. Duplex:
This action indicates the district's intention to support alternative programs and promote successful student outcomes, even outside the traditional high school setting. (on hold)

1.19 Pirates at SEA - Scholars Enrichment Academy:

The provision of support for students interested in attending college while in high school, particularly in business, agriculture, education, and patient care pathways, contributes to college and career readiness. By offering targeted enrichment programs, the district encourages students to explore academic and career opportunities early on.

1.20 Wheatland Union High School Virtual Academy, EPD Independent Study, & Short Term Independent Study:

The provision of independent study instruction and dedicated staff for oversight ensures that students who require alternative learning options can still progress toward college and career readiness. The inclusion of a counselor to oversee independent study further supports students' academic and emotional needs.

1.21 Military Connectedness:

The targeted academic tracking, SEL support, and military liaison programs demonstrate the district's commitment to supporting military-connected students and their unique needs. The inclusion of military-connected outings fosters a sense of community and belonging among military families and prepares students for future military or civilian careers.

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

None noted

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

Overall, the actions outlined in the Wheatland Union High School District LCAP Goal #1 demonstrate a comprehensive approach to promoting college and career readiness. The district focuses on staffing, curriculum, intervention, cultural and social-emotional support, technology, enrichment, facility improvements, professional development, and targeted support for specific student populations. By addressing these areas, the district aims to provide a well-rounded education that prepares students for success beyond high school.
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.

In the 2023-2024 school year, the Wheatland Union High School District plans to maintain and add several initiatives to support college and career readiness. Here are the key actions for 2023-2024:

1.3 Curriculum:
Discontinue the Character Strong social-emotional curriculum and transition to Wayfinder, a more appropriate program for high school students.
Purchase Anti-Bias Curriculum from ADL (Anti-Defamation League) using an Anti Bias grant.
Implement Read 180, a literacy intervention program, through a DODEA grant.
Research curriculum in English and Social Studies, potentially piloting a math curriculum.
Add Life Skills and Personal Finance classes for seniors.
Offer online Driver's Ed. through the After-School Program.
Continue expanding CTE Pathways and Dual Enrollment classes.

1.8 Assessments and Data Analysis:
Maintain and add training in Interim Assessments.
Attend the California Assessments Conference.
Continue implementing best practices for school climate from WestEd.

1.11 Career and Technical Education:
Maintain existing programs, including the director, academic technicians, and College and Career Technician.
Add a College and Career Coordinator to further support college and career readiness.

1.13 English Learner Supports:
Complete the English Learner Master Plan, including the reclassification process and ceremony planned for 2023-2024.

1.14 Facility Improvements:
Focus on summer 2023 turf upgrades.
Begin master planning for PLHS (Preserve Life High School).

1.15 Professional Development for Certificated:
Maintain and add training in Interim Assessments.
Continue data training.
Implement an Instructional Playbook through Inflexion.
Focus on student learner outcomes and PBIS (Positive Behavioral Interventions and Supports).
Provide ongoing support for co-teaching between SPED and General Ed teachers.

1.16 Professional Development for Classified:

Maintain and add SWIS (School-Wide Information System) and PBIS training.

1.17 Special Education:

Maintain existing programs, such as the SPED 18-22-Year-Old Program and Mod/Severe Instruction.
Provide training and support for tracking service hours, develop procedures and systems for communication, and implement monthly newsletters.
Implement a co-teaching model in SPED.

1.18 Explore Options for WASC Accreditation of Edward P. Duplex:

Put on hold in the 2023-2024 school year.

1.19 Pirates at SEA - Scholars Enrichment Academy:

Maintain existing support for students interested in attending Yuba College while in high school.

1.20 Wheatland Union High School Virtual Academy, EPD Independent Study, & Short Term Independent Study:

Maintain existing staff and add a counselor to oversee Independent Study.

1.21 Military Connectedness:

Maintain targeted academic tracking, SEL support, and military liaisons.
Continue organizing breakfasts and outings for military-connected students. These actions for the 2023-2024 school year reflect the district's ongoing commitment to curriculum improvement, assessments, career technical education, support for English learners and special education, facility enhancements, professional development, and specific programs such as Pirates at SEA and military connectedness.
A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,752,503</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.57%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>34.57%</td>
</tr>
</tbody>
</table>

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 after school 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 after school - 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 Training/Workshops/Support Groups: District will offer training 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 participation. 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.

Each of the 16 actions/services indicates 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 focuses on the overall well-being of the student and connection to the school. Actions in Goal 3 are about connecting parents and the community as partners in support of student success.

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

The district added a life and vocational coordinator and paraprofessional to directly serve students qualifying as foster youth, English learners, and/or low-income.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>N/A</td>
<td>1:36.17</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>N/A</td>
<td>1:18.38</td>
</tr>
</tbody>
</table>
## 2023-24 Total Expenditures Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Increase Certificated Staff FTE due to enrollment</td>
<td>English Learners Foster Youth Low Income</td>
<td>$475,292.00</td>
<td>$801,029.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,276,321.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Increase Classified Staff</td>
<td>English Learners Foster Youth Low Income</td>
<td>$541,028.00</td>
<td>$291,833.00</td>
<td>$0.00</td>
<td>$76,488.00</td>
<td>$909,349.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Curriculum</td>
<td>English Learners Foster Youth Low Income</td>
<td>$116,803.00</td>
<td>$864,356.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$981,159.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience)</td>
<td>All English Learners Foster Youth Low Income</td>
<td>$6,000.00</td>
<td>$59,300.00</td>
<td>$15,271.00</td>
<td>$80,571.00</td>
<td>$80,571.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Intervention</td>
<td>English Learners Foster Youth Low Income</td>
<td>$75,794.00</td>
<td></td>
<td>$118,120.00</td>
<td>$193,914.00</td>
<td>$193,914.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>College Going Culture</td>
<td>English Learners Foster Youth Low Income</td>
<td>$40,000.00</td>
<td>$0.00</td>
<td></td>
<td></td>
<td>$40,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>WE WORK Center</td>
<td>English Learners Foster Youth Low Income</td>
<td>$30,000.00</td>
<td>$172,833.00</td>
<td></td>
<td></td>
<td>$202,833.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Assessments and Data Analysis</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Enrichment</td>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
<td>Technology Replacement Rotation</td>
<td>English Learners Foster Youth Low Income</td>
<td>$118,450.00</td>
<td></td>
<td></td>
<td></td>
<td>$118,450.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
<td>Career and Technical Education</td>
<td>English Learners Foster Youth Low Income</td>
<td>$567,369.00</td>
<td>$1,370,849.00</td>
<td></td>
<td>$24,584.00</td>
<td>$1,962,802.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.12</td>
<td>Homeless and Foster Youth</td>
<td>Foster Youth</td>
<td>$10,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$98,616.00</td>
<td>$108,616.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.13</td>
<td>English Learner Supports</td>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$15,038.00</td>
<td>$15,038.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.14</td>
<td>Facility Improvements</td>
<td>All</td>
<td>$744,501.00</td>
<td></td>
<td></td>
<td></td>
<td>$744,501.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.15</td>
<td>Professional Development for Certificated</td>
<td>English Learners Foster Youth Low Income</td>
<td>$93,200.00</td>
<td>$48,900.00</td>
<td>$0.00</td>
<td></td>
<td>$11,599.00</td>
<td>$153,699.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.16</td>
<td>Professional Development for Classified</td>
<td>All</td>
<td>$10,000.00</td>
<td>$900.00</td>
<td></td>
<td></td>
<td>$10,900.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.17</td>
<td>Special Education</td>
<td>English Learners Foster Youth Low Income</td>
<td>$1,676,429.00</td>
<td>$855,946.00</td>
<td></td>
<td></td>
<td>$180,331.00</td>
<td>$2,712,706.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.18</td>
<td>Explore Options for WASC Accreditation of Edward P. Duplex</td>
<td>English Learners Foster Youth Low Income</td>
<td>$323,738.00</td>
<td>$137,749.00</td>
<td></td>
<td></td>
<td>$461,487.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.19</td>
<td>Pirates at SEA - Scholars Enrichment Academy</td>
<td>English Learners Foster Youth Low Income</td>
<td>$66,261.00</td>
<td></td>
<td></td>
<td></td>
<td>$66,261.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.20</td>
<td>Wheatland Union High School Virtual Academy, EPD Independent Study, &amp;</td>
<td>English Learners Foster Youth Low Income</td>
<td>$310,479.00</td>
<td></td>
<td></td>
<td></td>
<td>$96,398.00</td>
<td>$406,877.00</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------</td>
<td>------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>------------</td>
<td>--------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.21</td>
<td>Military Connectedness</td>
<td>Military Connected Students</td>
<td>$5,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$5,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.22</td>
<td>Foster Youth</td>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.23</td>
<td>Foster Youth</td>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Student Connectedness</td>
<td>English Learners Foster Youth Low Income</td>
<td>$27,680.00</td>
<td></td>
<td></td>
<td></td>
<td>$27,680.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Professional Development</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Athletics</td>
<td>English Learners Foster Youth Low Income</td>
<td>$331,957.00</td>
<td></td>
<td></td>
<td></td>
<td>$331,957.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Facility Improvements</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Staff Wellness</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Marriage Family Therapist (MFT) and School Based Social Workers</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>Surveys and Data Analysis</td>
<td>English Learners Foster Youth Low Income</td>
<td>$500.00</td>
<td></td>
<td></td>
<td></td>
<td>$500.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.8</td>
<td>School Safety &amp; Student Mental Health</td>
<td>English Learners Foster Youth Low Income</td>
<td>$186,151.00</td>
<td></td>
<td></td>
<td></td>
<td>$186,151.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.9</td>
<td>Special Education</td>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.10</td>
<td>PBIS Implementation</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td>$1,000.00</td>
<td></td>
<td></td>
<td>$1,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.11</td>
<td>Parent Project</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.12</td>
<td>Chronic Absenteeism</td>
<td>English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.13</td>
<td>Cyber Security &amp; Internet Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>Student Communication and Collaboration</td>
<td>All</td>
<td>$22,665.00</td>
<td></td>
<td></td>
<td></td>
<td>$22,665.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>Community Communication and Collaboration</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Staff Communication and Collaboration</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>Parent Communication and Collaboration</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Parent Trainings/Workshops/Support Groups</td>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>Community Partnerships</td>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2023-24 Contributing Actions Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Increase Certificated Staff FTE due to enrollment</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$475,292.00</td>
<td>3.67%</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Increase Classified Staff</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$541,028.00</td>
<td>18.04%</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Curriculum</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td></td>
<td>$116,803.00</td>
<td>4.62%</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience)</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$6,000.00</td>
<td>1.42%</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Intervention</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$75,794.00</td>
<td>1.18%</td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>College Going Culture</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$40,000.00</td>
<td>1.90%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA-wide Total</td>
<td>$4,997,131.00</td>
</tr>
<tr>
<td>Limited Total</td>
<td>$0.00</td>
</tr>
<tr>
<td>Schoolwide Total</td>
<td>$389,999.00</td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
</tr>
<tr>
<td>1</td>
<td>1.12</td>
</tr>
<tr>
<td>1</td>
<td>1.13</td>
</tr>
<tr>
<td>1</td>
<td>1.15</td>
</tr>
<tr>
<td>1</td>
<td>1.17</td>
</tr>
<tr>
<td>1</td>
<td>1.18</td>
</tr>
<tr>
<td>1</td>
<td>1.19</td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>1</td>
<td>1.22</td>
</tr>
<tr>
<td>1</td>
<td>1.23</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
</tr>
<tr>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>2</td>
<td>2.10</td>
</tr>
<tr>
<td>2</td>
<td>2.11</td>
</tr>
<tr>
<td>2</td>
<td>2.12</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
</tr>
</tbody>
</table>
## 2022-23 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Increase Certificated Staff FTE due to enrollment</td>
<td>Yes</td>
<td>$986,165.00</td>
<td>$1,017,048</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Increase Classified Staff</td>
<td>Yes</td>
<td>$725,770.00</td>
<td>$850,809</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Curriculum</td>
<td>Yes</td>
<td>$165,893.00</td>
<td>$129,168</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience)</td>
<td>No</td>
<td>$36,672.00</td>
<td>$37,023</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Intervention</td>
<td>Yes</td>
<td>$24,971.00</td>
<td>$34,971</td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>College Going Culture</td>
<td>Yes</td>
<td>$40,000.00</td>
<td>$40,000</td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>WE WORK Center</td>
<td>Yes</td>
<td>$273,059.00</td>
<td>$289,308</td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Assessments and Data Analysis</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Enrichment</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 Totals

<table>
<thead>
<tr>
<th>Totals</th>
<th>Last Year's Total Planned Expenditures (Total Funds)</th>
<th>Total Estimated Expenditures (Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$9,460,385.00</td>
<td>$10,513,846.00</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
<td>Technology Replacement Rotation</td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>1</td>
<td>1.12</td>
<td>Homeless and Foster Youth</td>
</tr>
<tr>
<td>1</td>
<td>1.13</td>
<td>English Learner Supports</td>
</tr>
<tr>
<td>1</td>
<td>1.14</td>
<td>Facility Improvements</td>
</tr>
<tr>
<td>1</td>
<td>1.15</td>
<td>Professional Development for Certificated</td>
</tr>
<tr>
<td>1</td>
<td>1.16</td>
<td>Professional Development for Classified</td>
</tr>
<tr>
<td>1</td>
<td>1.17</td>
<td>Special Education</td>
</tr>
<tr>
<td>1</td>
<td>1.18</td>
<td>Explore Options for WASC Accreditation of Edward P. Duplex</td>
</tr>
<tr>
<td>1</td>
<td>1.19</td>
<td>Pirates at SEA - Scholars Enrichment Academy</td>
</tr>
<tr>
<td>1</td>
<td>1.20</td>
<td>Wheatland Union High School Virtual Academy, EPD Independent Study, &amp; Short Term Independent Study</td>
</tr>
<tr>
<td>1</td>
<td>1.21</td>
<td>Military Connectedness</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Student Connectedness</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Professional Development</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Athletics</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Facility Improvements</td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Staff Wellness</td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Marriage Family Therapist (MFT) and School Based Social Workers</td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>Surveys and Data Analysis</td>
</tr>
<tr>
<td>2</td>
<td>2.8</td>
<td>School Safety</td>
</tr>
<tr>
<td>2</td>
<td>2.9</td>
<td>Special Education</td>
</tr>
<tr>
<td>2</td>
<td>2.10</td>
<td>PBIS Implementation</td>
</tr>
<tr>
<td>2</td>
<td>2.11</td>
<td>Parent Project</td>
</tr>
<tr>
<td>2</td>
<td>2.12</td>
<td>Chronic Absenteeism</td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>Student Communication and Collaboration</td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>Community Communication and Collaboration</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Staff Communication and Collaboration</td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>Parent Communication and Collaboration</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Parent Trainings/Workshops/Support Groups</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>Community Partnerships</td>
</tr>
</tbody>
</table>
## 2022-23 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Increase Certificated Staff FTE due to enrollment</td>
<td>Yes</td>
<td>$77,403.00</td>
<td>$79,590</td>
<td>3.67%</td>
<td>3.77%</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Increase Classified Staff</td>
<td>Yes</td>
<td>$380,470.00</td>
<td>$507,616</td>
<td>18.04%</td>
<td>24.07%</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Curriculum</td>
<td>Yes</td>
<td>$97,393.00</td>
<td>$98,216</td>
<td>4.62%</td>
<td>4.66%</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Support New Teachers and Administration (TCIP, PIP, STSP, Interns, and New Hires with Experience)</td>
<td>Yes</td>
<td>$30,000.00</td>
<td>$25,747</td>
<td>1.42%</td>
<td>1.22%</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Intervention</td>
<td>Yes</td>
<td>$24,971.00</td>
<td>$24,971</td>
<td>1.18%</td>
<td>1.18%</td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>College Going Culture</td>
<td>Yes</td>
<td>$40,000.00</td>
<td>$40,000</td>
<td>1.90%</td>
<td>1.90%</td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>WE WORK Center</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Enrichment</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
<td>Technology Replacement Rotation</td>
<td>Yes</td>
<td>$80,000.00</td>
<td>$110,750</td>
<td>3.79%</td>
<td>5.25%</td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
<td>Career and Technical Education</td>
<td>Yes</td>
<td>$594,111.00</td>
<td>$626,001</td>
<td>28.16%</td>
<td>29.67%</td>
</tr>
<tr>
<td>1</td>
<td>1.12</td>
<td>Homeless and Foster Youth</td>
<td>Yes</td>
<td>$10,000.00</td>
<td>$10,000</td>
<td>.47%</td>
<td>.47%</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</td>
<td>Planned Percentage of Improved Services</td>
<td>Estimated Actual Percentage of Improved Services (Input Percentage)</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1.13</td>
<td>English Learner Supports</td>
<td>Yes</td>
<td>$65,296.00</td>
<td>$97,255</td>
<td>.31%</td>
<td>.47%</td>
</tr>
<tr>
<td>1</td>
<td>1.15</td>
<td>Professional Development for Certificated</td>
<td>Yes</td>
<td>$1,325,560.00</td>
<td>$1,325,560</td>
<td>62.85%</td>
<td>62.85%</td>
</tr>
<tr>
<td>1</td>
<td>1.17</td>
<td>Special Education</td>
<td>Yes</td>
<td>$429,251.00</td>
<td>$429,251</td>
<td>20.35%</td>
<td>20.35%</td>
</tr>
<tr>
<td>1</td>
<td>1.18</td>
<td>Explore Options for WASC Accreditation of Edward P. Duplex</td>
<td>Yes</td>
<td>$42,396.00</td>
<td>$42,396</td>
<td>2.01%</td>
<td>2.01%</td>
</tr>
<tr>
<td>1</td>
<td>1.19</td>
<td>Pirates at SEA - Scholars Enrichment Academy</td>
<td>Yes</td>
<td>$123,667.00</td>
<td>$121,667</td>
<td>5.86%</td>
<td>5.77%</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Student Connectedness</td>
<td>Yes</td>
<td>$16,734.00</td>
<td>$16,734</td>
<td>.79%</td>
<td>.79%</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Professional Development</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Athletics</td>
<td>Yes</td>
<td>$327,314.00</td>
<td>$350,567</td>
<td>15.52%</td>
<td>16.62%</td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Marriage Family Therapist (MFT) and School Based Social Workers</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>Surveys and Data Analysis</td>
<td>Yes</td>
<td>$500.00</td>
<td>$500</td>
<td>.02%</td>
<td>.02%</td>
</tr>
<tr>
<td>2</td>
<td>2.8</td>
<td>School Safety</td>
<td>Yes</td>
<td>$118,841.00</td>
<td>$104,526</td>
<td>5.63%</td>
<td>4.95%</td>
</tr>
<tr>
<td>2</td>
<td>2.10</td>
<td>PBIS Implementation</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.11</td>
<td>Parent Project</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.12</td>
<td>Chronic Absenteeism</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</td>
<td>Planned Percentage of Improved Services</td>
<td>Estimated Actual Percentage of Improved Services (Input Percentage)</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Parent Trainings/Workshops/Support Groups</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>Community Partnerships</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2022-23 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,854,026</td>
<td>$2,109,176</td>
<td>0.00%</td>
<td>19.43%</td>
<td>$4,011,347.00</td>
<td>186.02%</td>
<td>222.98%</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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:
  
  - 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 Section 52064[b][4-6]).
  
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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.

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

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, 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- Consistently low-performing student group(s) goal requirement: An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at [https://www.cde.ca.gov/fg/aa/lc/](https://www.cde.ca.gov/fg/aa/lc/).

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**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 2020–21 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 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 or when adding a new metric.</td>
<td></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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

#### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants**: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.
**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

**Required Descriptions:**

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent*: For school districts with an unduplicated pupil percentage of 55 percent 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 percent*: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these actions 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

**Action Tables**

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table
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, input the following information for each action in the LCAP for that applicable LCAP year:

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

• **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

• **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action’s number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

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

• **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

• **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
10. **Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

### Calculations in the Action Tables

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

#### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column

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

#### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds).
7. Total Estimated Actual Expenditures for Contributing Actions
   - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
   - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)
   - This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)
   - This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
   - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
   - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
   - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
   - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
• 13. LCFF Carryover — Percentage (12 divided by 9)
  
  This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022
**District of Choice**  
**Board Report - presented June 28, 2023**

Students enrolled for the 2023-24 school year by district of residence.

<table>
<thead>
<tr>
<th>District</th>
<th>9th Grade Students</th>
<th>10th Grade Students</th>
<th>11th Grade Students</th>
<th>12th Grade Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Nicolaus Joint Union High School District</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Marsville Joint Unified School District</td>
<td>48</td>
<td>37</td>
<td>0</td>
<td>0</td>
<td>85</td>
</tr>
<tr>
<td>Roseville Joint Union High School District</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sacramento City Unified School District</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Western Placer Unified School District</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Yuba City Unified School District</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>
Unadopted Minutes

A regular meeting of the Wheatland Union High School District Board of Trustees was held on Wednesday, May 24, 2023.

Trustees in attendance included Mrs. Shawndel Meder, Mrs. Patricia Agles, Mr. Greg Forest, Ryan Belflower and Ms. Lois Chang.

Also Present: Nicole Newman, Kerri Hubbard, Terry Biladeau, Schandia Edwards, Aleia Lund, Lauren Link, Annette Goodly, Kailia Mize, Stephanie Grignon, Mavis Wilkin, Mona Hood, students, parents, and community members

1. CALL MEETING TO ORDER
   Member Meder called the meeting to order at 5:00 p.m.

2. PLEDGE OF ALLEGIANCE TO THE FLAG
   Member Meder led the pledge of allegiance.

3. ESTABLISHMENT OF A QUORUM
   Mr. Tony Lopez, President A
   Mrs. Shawndel Meder, Clerk P
   Mrs. Patricia Agles, Member P
   Mr. Ryan Belflower, Member A (Arrived during closed session)
   Mr. Greg Forest, Member P
   Ms. Lois Chang, Student Board Member A (Arrived for open session)

4. CONFIRMATION OF THE AGENDA
   Superintendent Newman confirmed the agenda as presented.

5. RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD
   No one present addressed the board.

6. CLOSED SESSION 5:01 p.m.
   Pursuant to Government Code §54957.6, the board will meet in closed session on the following matters.

   • CONFERENCE WITH LABOR NEGOTIATOR
     Pursuant to Government Code 54957.6, the Board will meet in Closed Session to give direction to District Negotiator: Ms. Nicole Newman, regarding negotiations with WHEAT, CSEA and Unrepresented employees.

   • PUBLIC EMPLOYEE PERFORMANCE EVALUATION - SUPERINTENDENT
     Pursuant to Government Code sec. 54957, the Board will meet in Closed Session for Discussion regarding Superintendent’s evaluation.
• **PUBLIC EMPLOYEE DISMISSAL/RELEASE**
  
Pursuant to Government Code Section 54957, the board will meet in closed session to discuss the release of public employees. Employee Organizations: WHEAT, CSEA, and Unrepresented Employees

**ACTION NO. 22.155**

7. **RECONVENED TO OPEN SESSION AT 6:00 p.m.**

8. **ACTION ON CLOSED SESSION ITEMS IF ANY**
Member Meder reported that the Board unanimously voted to non-reelect two certificated probationary employees.

9. **RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD**
No one addressed the board.

10. **STUDENT AND STAFF RECOGNITIONS** – Ms. Edwards, Mr. Moore, Ms. Link

10.1 **Valedictorian and Salutatorian Celebration**
- Lois Chang, Valedictorian
- Autumn Brownfield, Salutatorian
- Ariel Xiong, Salutatorian
- Vivian Willey, Salutatorian

10.2 **2023-24 Student Board Member**
- Lukas Chang

10.3 **NMSI Stem Star Scholarship**
- Alexander Mize

10.4 **ACSA Every Student Succeeds Award**
- Kylea Gallier
  
  Ms. Gallier received a total scholarship of $600.00 (ACSA - $200; Superintendent Newman - $200; WUHSD Board of Trustees - $200)

**ACSA CSY Scholarship**
- Lois Chang
- Vivian Willey

10.5 **Students of the Month – Empathetic (attachment)**
- Laura Armstrong
- Ethan Bartolomei
- Joshua Burkeen
- Ryder Donovan
- Kayden Glover
- Riley Jordan-Sisemore
- Alaina Kelley
- Jack Phillips
- Dylan Stevens

**EPD Student of the Quarter**
- Giovanni Murillo Venegas

**Staff of the Month**
- Stephanie Grignon, Certificated
- Mavis Wilkin, Classified
11. **OPPORTUNITY FOR SCHOOL AFFILIATED ORGANIZATIONS TO ADDRESS THE BOARD**
   - BAFB Liaison – Mrs. Annette Goodly reported on the following:
     - Babysitting Class – May 31st and June 1st, 3:30-6:30 p.m. at the Youth Center. Cost is $5.00. This class is open to anyone who would like to participate.
     - Back to School Brigade – August 10th, at Recce Point. The event begins at 10:00 a.m.
     - Mrs. Goodly will be attending Pirate Come About on August 9th handing out school supplies.
   - Booster President / Representative – Not present

12. **PRESENTATIONS**
   12.1 Community Schools *(presentation attached)*

13. **SUPERINTENDENT’S REPORT**
    Superintendent Newman reported the following:
    - Welcomed Wendy Simpson to the admin team. Some of the other position changes for the 2023-24 school year include Lauren Link moving to Executive Director of Student Services and Andrew Fatten has accepted a position as Student Administrative Manager.
    - A special board meeting will be needed in early June to work on the contract with CMAS for artificial turf. Plans for the turf project were submitted to DSA on May 22nd.
    - The band concert last night was amazing. Mr. McLaughlin is doing a wonderful job.
    - School district unification was discussed during last week’s Bond Oversight Committee meeting. Kerri Hubbard suggested conducting a unification study which would provide valuable information for the public’s consideration. The Board was receptive to this idea. More information, including what the cost would be for a study, will be provided during the June board meeting.

14. **DIRECTOR OF CAPITAL PROJECTS, MOT** – Mr. Terry Biladeau
    - Monthly Report *(attachment)*

15. **CHIEF BUSINESS OFFICER’S REPORT** – Ms. Kerri Hubbard
    - Developer Fee Report *(attachment)*
    - P-2 ADA Report *(attachment)*

16. **STUDENT BOARD REPRESENTATIVE REPORT** – Ms. Lois Chang
    - Sports have wrapped up for the year. Baseball, softball and track advanced beyond regular season play.
    - FBLA attended State Conference earlier in May. Several students placed in their events.
    - Senior Awards Night and Depper Awards were both held earlier this month.
    - The Senior Walk-Out Rally and Parade of Graduates were held on May 23rd.
    - Finals will be completed Tuesday, Wednesday, and Thursday of next week.
• Seniors voted on who would deliver the welcome speech during graduation. The winner will be announced soon.
• Graduation practice is scheduled for Thursday and the graduation ceremony will be on Friday.

17. PRINCIPAL’S REPORT

Wheatland Union High School
• There was a new format for Monday’s Depper Awards. The event was well received with good parent turnout.
• The choir and band had a wonderful performance last night.
• Student, James Taum, will be singing the National Anthem for graduation.
• The band traveled to Six Flags on Saturday, receiving honors, and scoring 1st place in a couple divisions.
• Drama will be performing “The Play That Goes Wrong” tomorrow night at 6:30 p.m. in the cafeteria.
• Yesterday’s end-of-year events included the Senior Walk-Out Rally and Parade of Graduates at the feeder and elementary schools.
• Students and parents have received reminders about graduation practice, rules, and expectations. Each graduate will be issued ten graduation tickets for seating. After 10:00 a.m. on the day of graduation, gates will be open for non-ticket holders.
• Our graduation class has grown beyond the number of blue chairs the district has available and efforts to purchase more have resulted in shipping delays. Graduates will be seated in the available blue chairs and in white chairs borrowed from Yuba College. There will be plenty of blue chairs for next year’s graduation.
• The band will play Pomp and Circumstance this year during graduation.
• Congratulations to the Softball team for their amazing accomplishment in reaching the Division 5 Section Title game last Saturday.

Edward P. Duplex Continuation High School
• This year’s graduating class is the largest one yet with approximately 35 graduates.
• Graduation will be held next Thursday evening.

Community Day School
• Community Day School will receive a facelift this summer with some fresh paint and a little sprucing.

18. CONSENT AGENDA

ACTION NO. 22.156

A. Approve minutes of the April 20, 2023, Special Board Meeting.
B. Approve minutes of the May 6, 2023, Special Board Meeting.
C. Approve bills and warrants for April 2023 in the amount of $1,115,821.65.
D. Approve contracts for services or materials.
E. Approve hiring Wendy Simpson, Assistant Principal.

F. Approve hiring of the following certificated personnel for the 2023-24 school year:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Ed Code</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Velez, Jr., Marvin</td>
<td>Teacher – Special Education</td>
<td>Prob 0</td>
<td>08/09/2023</td>
</tr>
</tbody>
</table>

G. Accept the following personnel’s resignation:
   - Bryan, Hannah – Math Teacher
   - Galicia, Ricardo – Special Education Teacher
   - Simpson, Katelyn – English Teacher

H. Approve receipt of donation from Kathleen O’Connor for Culinary ASB - $1,000.00.

I. Approve Tri-County Induction Program (TCIP) Contract for Services.

J. Approve the Student Placement Agreement for Educational and/or Clinical Experience in a Nursing, Allied Health or Social Work Program between California State University, Sacramento and Wheatland Union High School District.

K. March 2023 Board Policy Updates
   - Second Reading BP 3555 Nutrition Program Compliance
   - Second Reading E 3555 Nutrition Program Compliance
   - Second Reading BP 4030 Nondiscrimination in Employment
   - Second Reading BP 4218 Dismissal/Suspension/Disciplinary Action
   - Second Reading AR 4218 Dismissal/Suspension/Disciplinary Action
   - Second Reading AR 5113 Absences and Excuses
   - Second Reading AR 5131.41 Use of Seclusion and Restraint
   - Second Reading AR 5144 Discipline
   - Second Reading AR 5144.1 Suspension and Expulsion/Due Process (Students with Disabilities)
   - Second Reading AR 6115 Ceremonies and Observances
   - Second Reading BP 6173 Education for Homeless Children
   - Second Reading AR 6173 Education for Homeless Children
   - Second Reading BP 6173.1 Education for Foster Youth
   - Second Reading AR 6173.1 Education for Foster Youth
   - Second Reading BP 6177 Summer Learning Programs
   - Second Reading AR 6184 Continuation Education
   - Second Reading BB 9270 Conflict of Interest
   - Second Reading BB 9320 Meetings and Notices

L. Board Policy Update
   - Second Reading AR 4112.5 Criminal Record Check

**MOTION** by Ryan Belflower, seconded by Patricia Agles, to approve the consent agenda.

<table>
<thead>
<tr>
<th>Agles - Aye</th>
<th>Lopez - Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belflower - Aye</td>
<td>Meder - Aye</td>
</tr>
<tr>
<td>Forest - Aye</td>
<td>Chang - Aye</td>
</tr>
</tbody>
</table>

Vote: (5 Ayes, 1 Absent) Motion carries.
19. **DEFERRED CONSENT ITEMS**  
There were no deferred consent items.

20. **INFORMATION ITEMS**  
20.1 2023-24 Draft Local Control and Accountability Plan (LCAP) *(attachment)*

21. **ACTION ITEMS**  
21.1 **APPROVAL OF OVERNIGHT SUMMER COLLEGE TOUR FIELD TRIP TO SANTA BARBARA, SAN LUIS OBISPO, SANTA CRUZ, AND BERKELEY, CALIFORNIA, JULY 11-12, 2023**  
**ACTION NO. 22.157**

**MOTION** by Patricia Agles, seconded by Lois Chang, to approve the overnight summer college tour field trip to Santa Barbara, San Luis Obispo, Santa Cruz, and Berkeley, California, July 11-12, 2023.

<table>
<thead>
<tr>
<th>Agles - Aye</th>
<th>Lopez - Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belflower - Aye</td>
<td>Meder - Aye</td>
</tr>
<tr>
<td>Forest - Aye</td>
<td>Chang - Aye</td>
</tr>
</tbody>
</table>

Vote: (5 Ayes, 1 Absent)  Motion carries.

21.2 **APPROVAL OF OVERNIGHT FIELD TRIP – FOOTBALL CAMP, SOUTH LAKE TAHOE, CALIFORNIA, JUNE 25-28, 2023**  
**ACTION NO. 22.158**

**MOTION** by Greg Forest, seconded by Patricia Agles, to approve the overnight field trip – Football Camp, South Lake Tahoe, California, June 25-28, 2023.

<table>
<thead>
<tr>
<th>Agles - Aye</th>
<th>Lopez - Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belflower - Aye</td>
<td>Meder - Aye</td>
</tr>
<tr>
<td>Forest - Aye</td>
<td>Chang - Aye</td>
</tr>
</tbody>
</table>

Vote: (5 Ayes, 1 Absent)  Motion carries.

21.3 **APPROVE SUBMISSION OF THE CARL PERKINS APPLICATION**  
**ACTION NO. 22.159**

**MOTION** by Ryan Belflower, seconded by Patricia Agles, to approve submission of the Carl Perkins application.

<table>
<thead>
<tr>
<th>Agles - Aye</th>
<th>Lopez - Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belflower - Aye</td>
<td>Meder - Aye</td>
</tr>
<tr>
<td>Forest - Aye</td>
<td>Chang - Aye</td>
</tr>
</tbody>
</table>

Vote: (5 Ayes, 1 Absent)  Motion carries.
21.4 APPROVAL OF RESOLUTION IN OPPOSITION OF ASSEMBLY BILL 659 (2023)  

**ACTION NO. 22.160**

**MOTION** by Ryan Belflower, seconded by Patricia Agles, to approve Resolution 22.160 in opposition of Assembly Bill 659 (2023).

<table>
<thead>
<tr>
<th>Agles - Aye</th>
<th>Lopez - Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belflower - Aye</td>
<td>Meder - Aye</td>
</tr>
<tr>
<td>Forest - Aye</td>
<td>Chang - Aye</td>
</tr>
</tbody>
</table>

Vote: (5 Ayes, 1 Absent)  Motion carries.

21.5 APPROVE 2022-23 BUDGET REVISIONS  

**ACTION NO. 22.161**

**MOTION** by Greg Forest, seconded by Ryan Belflower, to approve the 2022-23 budget revisions.

<table>
<thead>
<tr>
<th>Agles - Aye</th>
<th>Lopez - Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belflower - Aye</td>
<td>Meder - Aye</td>
</tr>
<tr>
<td>Forest - Aye</td>
<td>Chang - Aye</td>
</tr>
</tbody>
</table>

Vote: (5 Ayes, 1 Absent)  Motion carries.

21.6 APPROVE CHANGE ORDER #37 FOR FRANK WEBB CONSTRUCTION – CREDIT FOR DOOR IN METAL SHOP  

**ACTION NO. 22.162**

**MOTION** by Ryan Belflower, seconded by Patricia Agles, to approve Change Order #37 for Frank Webb Construction – credit for door in Metal Shop.

<table>
<thead>
<tr>
<th>Agles - Aye</th>
<th>Lopez - Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belflower - Aye</td>
<td>Meder - Aye</td>
</tr>
<tr>
<td>Forest - Aye</td>
<td>Chang - Aye</td>
</tr>
</tbody>
</table>

Vote: (5 Ayes, 1 Absent)  Motion carries.

21.7 APPROVE CHANGE ORDER #38 FOR FRANK WEBB CONSTRUCTION – CONCRETE AT TRACK ENTRANCE  

**ACTION NO. 22.163**

**MOTION** by Ryan Belflower, seconded by Patricia Agles, to approve Change Order #38 for Frank Webb Construction – concrete at track entrance.

<table>
<thead>
<tr>
<th>Agles - Aye</th>
<th>Lopez - Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belflower - Aye</td>
<td>Meder - Aye</td>
</tr>
<tr>
<td>Forest - Aye</td>
<td>Chang - Aye</td>
</tr>
</tbody>
</table>

Vote: (5 Ayes, 1 Absent)  Motion carries.
21.8 APPROVE CHANGE ORDER #39 FOR FRANK WEBB CONSTRUCTION – CREDIT FOR SEAL COAT

ACTION NO. 22.164

MOTION by Ryan Belflower, seconded by Patricia Agles, to approve Change Order #39 for Frank Webb Construction – credit for seal coat.

<table>
<thead>
<tr>
<th>Agles - Aye</th>
<th>Lopez - Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belflower - Aye</td>
<td>Meder - Aye</td>
</tr>
<tr>
<td>Forest - Aye</td>
<td>Chang - Aye</td>
</tr>
</tbody>
</table>

Vote: (5 Ayes, 1 Absent) Motion carries.

22. BOARD MEMBER REPORTS / COMMENTS

- Lois Chang – nothing to report.
- Ryan Belflower – nothing to report.
- Greg Forest – attended the cyber security session during the CSBA Delegate Assembly on May 20th.
- Patricia Agles – commented on the Beale AFB tour.
- Shawndel Meder – nothing to report.

23. ITEMS TO BE AGENDIZED FOR THE NEXT REGULAR MEETING

- 2023-24 Budget Presentation
- Superintendent’s Contract
- Chief Business Officer’s Contract
- LCAP and LCAP Indicators
- Salary Schedules

24. ADJOURNMENT

ACTION NO. 22.165

MOTION by Greg Forest, seconded by Ryan Belflower, to adjourn at 7:32 p.m.

5 yeas, 1 Absent. Motion carries.

Respectfully Submitted:

Nicole Newman, Superintendent  Shawndel Meder, Clerk

____________________________  ______________________________
Date                   Date
Unadopted Minutes

A special meeting of the Wheatland Union High School District Board of Trustees was held on Wednesday, June 21, 2023.

Trustees in attendance included Mrs. Shawndel Meder, Mrs. Patricia Agles, Mr. Greg Forest, Ryan Belflower and Ms. Lois Chang.

Also Present: Nicole Newman, Kerri Hubbard, Terry Biladeau, and Mona Hood

1. CALL MEETING TO ORDER
   President Lopez called the meeting to order at 4:00 p.m.

2. PLEDGE OF ALLEGIANCE TO THE FLAG
   Member Meder led the pledge of allegiance.

3. ESTABLISHMENT OF A QUORUM
   Mr. Tony Lopez, President
   Mrs. Shawndel Meder, Clerk
   Mrs. Patricia Agles, Member
   Mr. Ryan Belflower, Member
   Mr. Greg Forest, Member
   Ms. Lois Chang, Student Board Member
   
P

4. CONFIRMATION OF THE AGENDA
   Superintendent Newman confirmed the agenda as presented.

5. RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD
   No one present addressed the board.

6. ACTION ITEMS
   6.1 APPROVAL OF CMAS CONSTRUCTION DOCUMENTS FOR CMAS NUMBER 4-20-00-0130A, AND ASSOCIATED INITIAL PURCHASE ORDER NO. B23-00000
   
   ACTION NO. 22.166

   MOTION by Shawndel Meder, seconded by Patricia Agles, to approve the CMAS Construction documents for CMAS Number 4-20-00-0130A, and associated initial purchase order No. B23-00000.
6.2 APPROVAL OF RESOLUTION DECLARING AN EMERGENCY THAT REQUIRES THE PROCUREMENT OF CONSTRUCTION SERVICES FOR EMERGENCY ELECTRICAL CONNECTION AT WHEATLAND UNION HIGH SCHOOL AND AWARDING A CONTRACT FOR PERFORMANCE OF THE EMERGENCY WORK

ACTION NO. 22.167

MOTION by Shawndel Meder, seconded by Lois Chang, to approve resolution declaring an emergency that requires the procurement of construction services for emergency electrical connection at Wheatland Union High School and awarding a contract for performance of the emergency work.

Vote: (5 Ayes, 1 Absent) Motion carries.

24. ADJOURNMENT

ACTION NO. 22.168

MOTION by Shawndel Meder, seconded by Patricia Agles, to adjourn at 4:22 p.m.

5 yeas, 1 Absent. Motion carries.

Respectfully Submitted:

Nicole Newman, Superintendent
Shawndel Meder, Clerk
### Checks Dated 05/01/2023 through 05/31/2023

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Check Date</th>
<th>Pay to the Order of</th>
<th>Fund-Obj</th>
<th>Comment</th>
<th>Expensed Amount</th>
<th>Check Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>22195747</td>
<td>05/05/2023</td>
<td>123 Office Solutions</td>
<td>01-4300</td>
<td>Copy Paper</td>
<td>6,572.75</td>
<td></td>
</tr>
<tr>
<td>22195748</td>
<td>05/05/2023</td>
<td>Accrediting Comm for Sch-WASC</td>
<td>01-4300</td>
<td>WASC Stamp</td>
<td>40.00</td>
<td></td>
</tr>
<tr>
<td>22195749</td>
<td>05/05/2023</td>
<td>American Red Cross Training Svc</td>
<td>01-5800</td>
<td>ARD Class-Mize</td>
<td>36.00</td>
<td></td>
</tr>
<tr>
<td>22195750</td>
<td>05/05/2023</td>
<td>Animal Damage Management</td>
<td>01-5504</td>
<td>Animal Damage Control Mgmt</td>
<td>285.00</td>
<td></td>
</tr>
<tr>
<td>22195751</td>
<td>05/05/2023</td>
<td>Bartolomei, Michael</td>
<td>01-5800</td>
<td>DOT Reim</td>
<td>105.00</td>
<td></td>
</tr>
<tr>
<td>22195752</td>
<td>05/05/2023</td>
<td>Bidwell H2O</td>
<td>01-4300</td>
<td>Drinking Water</td>
<td>64.65</td>
<td></td>
</tr>
<tr>
<td>22195753</td>
<td>05/05/2023</td>
<td>BUSWEST</td>
<td>01-5800</td>
<td>Bus/Transp Svc</td>
<td>473.83</td>
<td></td>
</tr>
<tr>
<td>22195754</td>
<td>05/05/2023</td>
<td>Carolina Bio Supply</td>
<td>01-4300</td>
<td>AG Supplies</td>
<td>166.97</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,658.33</td>
<td>1,825.30</td>
</tr>
<tr>
<td>22195755</td>
<td>05/05/2023</td>
<td>Derek Sawyer Smart Energy Inc</td>
<td>01-5800</td>
<td>HVAC Maintenance</td>
<td>769.00</td>
<td></td>
</tr>
<tr>
<td>22195756</td>
<td>05/05/2023</td>
<td>Flinn Scientific Inc</td>
<td>01-4300</td>
<td>AG Sci Supplies</td>
<td>76.76</td>
<td>30.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22195757</td>
<td>05/05/2023</td>
<td>Freeman, Ashley</td>
<td>01-5200</td>
<td>SPED SIP</td>
<td>266.12</td>
<td></td>
</tr>
<tr>
<td>22195758</td>
<td>05/05/2023</td>
<td>Garcia, Alicia</td>
<td>01-5800</td>
<td>Fingerprints</td>
<td>57.00</td>
<td></td>
</tr>
<tr>
<td>22195759</td>
<td>05/05/2023</td>
<td>H.B Restoration Inc.</td>
<td>01-6200</td>
<td>Portable Painting</td>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>22195760</td>
<td>05/05/2023</td>
<td>Herff Jones LLC</td>
<td>01-4300</td>
<td>EPD Diplomas</td>
<td>193.42</td>
<td></td>
</tr>
<tr>
<td>22195761</td>
<td>05/05/2023</td>
<td>Home Builders Institute</td>
<td>01-4300</td>
<td>Student Assessments</td>
<td>500.00</td>
<td></td>
</tr>
<tr>
<td>22195762</td>
<td>05/05/2023</td>
<td>Hubbard, Kerri</td>
<td>01-5200</td>
<td>CASBO Reim</td>
<td>342.87</td>
<td></td>
</tr>
<tr>
<td>22195763</td>
<td>05/05/2023</td>
<td>Hulsey, Shawna M</td>
<td>01-5800</td>
<td>Chico State Tour</td>
<td>480.00</td>
<td></td>
</tr>
<tr>
<td>22195764</td>
<td>05/05/2023</td>
<td>Jack E Campbell</td>
<td>35-5800</td>
<td>AG Science / Ag Shop Inspector Svc</td>
<td>11,100.00</td>
<td></td>
</tr>
<tr>
<td>22195765</td>
<td>05/05/2023</td>
<td>James Sutherland</td>
<td>01-5800</td>
<td>4/24-29 Mileage</td>
<td>160.50</td>
<td></td>
</tr>
<tr>
<td>22195766</td>
<td>05/05/2023</td>
<td>JW Pepper &amp; Son Inc</td>
<td>01-4300</td>
<td>Music</td>
<td>65.00</td>
<td></td>
</tr>
<tr>
<td>22195767</td>
<td>05/05/2023</td>
<td>Katherine West</td>
<td>01-5800</td>
<td>3/29-4/26 Mileage</td>
<td>664.17</td>
<td></td>
</tr>
<tr>
<td>22195768</td>
<td>05/05/2023</td>
<td>Landers, Ellie M</td>
<td>01-4300</td>
<td>Testing incentives</td>
<td>14.71</td>
<td></td>
</tr>
<tr>
<td>22195769</td>
<td>05/05/2023</td>
<td>McClellan Ag Repair</td>
<td>01-4300</td>
<td>Bus 11Transportation Svc</td>
<td>899.36</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bus 15Transportation Svc</td>
<td>251.17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bus Transportation Svc</td>
<td>204.63</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bus 11Transportation Svc</td>
<td>605.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bus 15Transportation Svc</td>
<td>220.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bus Transportation Svc</td>
<td>165.00</td>
<td>2,345.16</td>
</tr>
<tr>
<td>22195770</td>
<td>05/05/2023</td>
<td>MJB Welding Supply Inc</td>
<td>01-4400</td>
<td>Tanks/Torches</td>
<td>2,559.96</td>
<td></td>
</tr>
<tr>
<td>22195771</td>
<td>05/05/2023</td>
<td>Office Depot</td>
<td>01-4300</td>
<td>Janitorial Supplies</td>
<td>136.41</td>
<td></td>
</tr>
<tr>
<td>22195772</td>
<td>05/05/2023</td>
<td>Phillips, Lisa</td>
<td>01-5200</td>
<td>Parking</td>
<td>28.00</td>
<td></td>
</tr>
<tr>
<td>22195773</td>
<td>05/05/2023</td>
<td>Sacramento County Office of Ed</td>
<td>01-5200</td>
<td>CA Assessment Conf-Regis</td>
<td>1,675.00</td>
<td></td>
</tr>
<tr>
<td>22195774</td>
<td>05/05/2023</td>
<td>Shadd Janitorial Supply</td>
<td>01-4300</td>
<td>Custodial/Janitorial Supplies</td>
<td>187.22</td>
<td></td>
</tr>
</tbody>
</table>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
<table>
<thead>
<tr>
<th>Check Number</th>
<th>Check Date</th>
<th>Pay to the Order of</th>
<th>Fund-Obj</th>
<th>Comment</th>
<th>Expensed Amount</th>
<th>Check Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>22195775</td>
<td>05/05/2023</td>
<td>Sherk, Heather</td>
<td>01-4300 SCI dept supplies</td>
<td></td>
<td>79.05</td>
<td></td>
</tr>
<tr>
<td>22195776</td>
<td>05/05/2023</td>
<td>Soderlund, Jason</td>
<td>01-5200 AD Mtg</td>
<td></td>
<td>64.97</td>
<td></td>
</tr>
<tr>
<td>22195777</td>
<td>05/05/2023</td>
<td>Synchrony Bank/Amazon</td>
<td>01-4300 Laptop Battery</td>
<td></td>
<td>268.30</td>
<td></td>
</tr>
<tr>
<td>22195778</td>
<td>05/05/2023</td>
<td>Sysco Food Svcs Of Sacramento</td>
<td></td>
<td>SummerSchool</td>
<td>5,168.52</td>
<td>5,436.82</td>
</tr>
<tr>
<td>22195779</td>
<td>05/05/2023</td>
<td>TPx Communications</td>
<td></td>
<td>13-4300 Cafeteria Food/Supplies</td>
<td>464.96</td>
<td></td>
</tr>
<tr>
<td>22195780</td>
<td>05/05/2023</td>
<td>US Bank Corporate</td>
<td></td>
<td>01-5900 Communication Svc</td>
<td>58.57</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fuel</td>
<td>218.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Horticulture supplies</td>
<td>130.20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Medals</td>
<td>869.54</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SCI Class Supplies</td>
<td>375.87</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Screen Filter</td>
<td>116.34</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Senior Dinner</td>
<td>150.64</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPED Snacks</td>
<td>105.26</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TE Event Supplies</td>
<td>283.83</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Valve</td>
<td>32.11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Welding Supplies</td>
<td>142.52</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-5200 CATA Conference-Lodging</td>
<td>1,737.57</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-5800 FBLA Conf Lodging</td>
<td>1,735.74</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13-4700 Cafeteria Food</td>
<td>106.99</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unpaid Tax</td>
<td>62.54-</td>
<td>6,001.29</td>
</tr>
<tr>
<td>22195781</td>
<td>05/05/2023</td>
<td>Walberg Inc.</td>
<td></td>
<td>40-6170 Site Prep Phase 4</td>
<td>14,881.00</td>
<td></td>
</tr>
<tr>
<td>22195782</td>
<td>05/05/2023</td>
<td>Wheatland Smog-repair LLC</td>
<td></td>
<td>01-5600 Transportation Repairs/Services</td>
<td>1,187.32</td>
<td></td>
</tr>
<tr>
<td>22195783</td>
<td>05/05/2023</td>
<td>Yuba County Probation Department</td>
<td></td>
<td>01-5800 PASS Officer Svc</td>
<td>33,385.00</td>
<td></td>
</tr>
<tr>
<td>22195784</td>
<td>05/05/2023</td>
<td>Yuba County Office of Ed</td>
<td></td>
<td>01-5800 ESCAPE Portal</td>
<td>37,575.96</td>
<td></td>
</tr>
<tr>
<td>22195930</td>
<td>05/12/2023</td>
<td>Advanced Document</td>
<td></td>
<td>01-5800 Copiear Maint Agreement</td>
<td>590.70</td>
<td></td>
</tr>
<tr>
<td>22195931</td>
<td>05/12/2023</td>
<td>Boggs, Celeste</td>
<td></td>
<td>01-5200 CAC Conf</td>
<td>2,845.82</td>
<td></td>
</tr>
<tr>
<td>22195932</td>
<td>05/12/2023</td>
<td>Ca Dept Of Ed Cashier’s Office</td>
<td></td>
<td>13-4700 Commodities Food</td>
<td>204.75</td>
<td></td>
</tr>
<tr>
<td>22195933</td>
<td>05/12/2023</td>
<td>CA+SA Studio</td>
<td></td>
<td>35-6200 Architecture Svc</td>
<td>85,003.41</td>
<td></td>
</tr>
<tr>
<td>22195934</td>
<td>05/12/2023</td>
<td>Casbo</td>
<td></td>
<td>01-9331 Subscription/Membership</td>
<td>1,750.00</td>
<td></td>
</tr>
<tr>
<td>22195935</td>
<td>05/12/2023</td>
<td>Derek Sawyer Smart Energy Inc</td>
<td></td>
<td>01-5800 HVAC Maintenance</td>
<td>280.00</td>
<td></td>
</tr>
<tr>
<td>22195936</td>
<td>05/12/2023</td>
<td>DSA Sacramento Regional Office</td>
<td></td>
<td>35-6170 Plan Review Turf Project</td>
<td>6,750.00</td>
<td></td>
</tr>
</tbody>
</table>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
The preceding Checks have been issued in accordance with the District’s Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
## Board Report

### Checks Dated 05/01/2023 through 05/31/2023

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Check Date</th>
<th>Pay to the Order of</th>
<th>Fund-Obj</th>
<th>Comment</th>
<th>Expensed Amount</th>
<th>Check Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>22195964</td>
<td>05/12/2023</td>
<td>US Bank Corporate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maint Supplies/ Printing</td>
<td>250.47</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maintenance supplies</td>
<td>77.04</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Office Supplies</td>
<td>393.54</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Parent Project</td>
<td>224.56</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPED Field Trip</td>
<td>240.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer School</td>
<td>297.37</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>West Ed Mtg Supplies</td>
<td>11.84</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>WeWork Pens</td>
<td>150.84</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>WheelChocks</td>
<td>53.82</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13-4700 Cafeteria Food</td>
<td>35.03</td>
<td>2,435.44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35-6170 Track &amp; Field Turf</td>
<td>30,214.50</td>
<td></td>
</tr>
<tr>
<td>22195965</td>
<td>05/12/2023</td>
<td>Verde Design Inc</td>
<td>01-5900</td>
<td>Communication SVC FY 22/23</td>
<td>18,678.66</td>
<td>32,755.99</td>
</tr>
<tr>
<td>22195966</td>
<td>05/12/2023</td>
<td>Verizon Wireless</td>
<td></td>
<td>01-4300 AG Building Furniture</td>
<td>14,077.33</td>
<td>20,470.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPED Furniture</td>
<td>1,077.49</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Live Stream Equipment</td>
<td>10,206.11</td>
<td>11,283.60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-4400 K12SWP Video Supplies</td>
<td>1,077.49</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Woods Family Speech Therapy</td>
<td>01-5800 Speech Therapy Svc</td>
<td>1,077.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Rite Roofing Inc.</td>
<td>01-5600 E Wing Roof repair</td>
<td>35.03</td>
<td>2,435.44</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Amber Hamor</td>
<td>01-5200</td>
<td>WASC Visit</td>
<td>271.17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anderson, James</td>
<td>01-5200</td>
<td>Meal Reim</td>
<td>75.45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AT&amp;T</td>
<td>01-5900</td>
<td>Communication Svc</td>
<td>2,061.14</td>
<td></td>
</tr>
<tr>
<td>22196109</td>
<td>05/19/2023</td>
<td>Atencio, Stacey</td>
<td>01-5800</td>
<td>FBLA Reim</td>
<td>842.27</td>
<td></td>
</tr>
<tr>
<td>22196110</td>
<td>05/19/2023</td>
<td>B &amp; H Photo-Video Remittance Processing Center</td>
<td>01-4400 K12SWP Video Supplies</td>
<td>1,077.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Live Stream Equipment</td>
<td>10,206.11</td>
<td>11,283.60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-5600 Key Lock Svc</td>
<td>875.45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-5800 Consulting Svc</td>
<td>13,927.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35-6200 WUHS Multi-Propose Bldg</td>
<td>4,800.00</td>
<td></td>
</tr>
<tr>
<td>22196116</td>
<td>05/19/2023</td>
<td>City Of Wheatland</td>
<td>01-5505</td>
<td>Water &amp; Sewer Svc</td>
<td>2,419.11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-5800 HVAC Maintenance</td>
<td>825.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-5600 Windshield repairs</td>
<td>400.00</td>
<td></td>
</tr>
<tr>
<td>22196120</td>
<td>05/19/2023</td>
<td>Fletcher's Pluming Contr Inc</td>
<td>01-5600 Plumbing Svc</td>
<td>815.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-4300 Van 8 Locks</td>
<td>7.51</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-4300 Graduation supplies</td>
<td>130.46</td>
<td></td>
</tr>
<tr>
<td>22196123</td>
<td>05/19/2023</td>
<td>Home Depot Gecf</td>
<td>01-4300</td>
<td>Maintenance Supplies</td>
<td>656.66</td>
<td></td>
</tr>
<tr>
<td>22196124</td>
<td>05/19/2023</td>
<td>Hylen Distribution</td>
<td>01-4700</td>
<td>Cafeteria Food</td>
<td>273.00</td>
<td></td>
</tr>
</tbody>
</table>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
## Checks Dated 05/01/2023 through 05/31/2023

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Check Date</th>
<th>Pay to the Order of</th>
<th>Fund-Obj</th>
<th>Comment</th>
<th>Expensed Amount</th>
<th>Check Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>22196125</td>
<td>05/19/2023</td>
<td>King Pest Control</td>
<td>01-5504</td>
<td>Pest Control Svc FY 22/23</td>
<td>198.00</td>
<td></td>
</tr>
<tr>
<td>22196126</td>
<td>05/19/2023</td>
<td>Kona Ice</td>
<td>01-4300</td>
<td>Decision Day Supplies</td>
<td>720.00</td>
<td></td>
</tr>
<tr>
<td>22196127</td>
<td>05/19/2023</td>
<td>L DeLo Designs</td>
<td>01-4300</td>
<td>Design Wraps for Vehicles</td>
<td>1,195.31</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Van Decals</td>
<td>160.88</td>
<td>1,356.19</td>
</tr>
<tr>
<td>22196128</td>
<td>05/19/2023</td>
<td>Laurel Salerno-White</td>
<td>01-5200</td>
<td>WASC Visit</td>
<td>359.52</td>
<td></td>
</tr>
<tr>
<td>22196129</td>
<td>05/19/2023</td>
<td>Louise Simson</td>
<td>01-5200</td>
<td>WASC Visit</td>
<td>178.16</td>
<td></td>
</tr>
<tr>
<td>22196130</td>
<td>05/19/2023</td>
<td>Martinez, Fidel</td>
<td>01-5200</td>
<td>Meal Reim</td>
<td>156.78</td>
<td></td>
</tr>
<tr>
<td>22196131</td>
<td>05/19/2023</td>
<td>McClellan Ag Repair</td>
<td>01-4300</td>
<td>Bus Repair/Maint</td>
<td>227.47</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bus11 Repair/Maint</td>
<td>62.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-5600 Bus Repair/Maint</td>
<td>212.54</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-5800 Bus Repair/Maint</td>
<td>344.60</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bus11 Repair/Maint</td>
<td>550.00</td>
<td>1,397.11</td>
</tr>
<tr>
<td>22196132</td>
<td>05/19/2023</td>
<td>McCumber's Glass Inc</td>
<td>01-5600</td>
<td>Girls Locker Room</td>
<td>678.43</td>
<td></td>
</tr>
<tr>
<td>22196133</td>
<td>05/19/2023</td>
<td>MHM Incorporated</td>
<td>25-5800</td>
<td>Topographic Survey</td>
<td>3,200.00</td>
<td></td>
</tr>
<tr>
<td>22196134</td>
<td>05/19/2023</td>
<td>MJB Welding Supply Inc</td>
<td>35-6400</td>
<td>CTE Welders &amp; Equipment</td>
<td>28.10</td>
<td></td>
</tr>
<tr>
<td>22196135</td>
<td>05/19/2023</td>
<td>Mobile Modular Mgmt Corp</td>
<td>40-6200</td>
<td>Portable Ph IV (4) Regular - Installation</td>
<td>2,090.00</td>
<td></td>
</tr>
<tr>
<td>22196136</td>
<td>05/19/2023</td>
<td>Morjan Nujent</td>
<td>01-5200</td>
<td>WASC Visit</td>
<td>235.19</td>
<td></td>
</tr>
<tr>
<td>22196137</td>
<td>05/19/2023</td>
<td>Nancy Kailihiwa</td>
<td>13-4300</td>
<td>Cafeteria Refund</td>
<td>30.00</td>
<td></td>
</tr>
<tr>
<td>22196138</td>
<td>05/19/2023</td>
<td>Office Depot</td>
<td>01-4300</td>
<td>cardstock</td>
<td>59.23</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Janitorial Supplies</td>
<td>122.12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Office Supplies</td>
<td>101.69</td>
<td>283.04</td>
</tr>
<tr>
<td>22196139</td>
<td>05/19/2023</td>
<td>Pacific Shredding</td>
<td>01-5800</td>
<td>Document Shredding Svc FY 22/23</td>
<td>49.28</td>
<td></td>
</tr>
<tr>
<td>22196140</td>
<td>05/19/2023</td>
<td>Recology Yuba Sutter</td>
<td>01-5502</td>
<td>Waste &amp; Garbage Svc FY 22/23</td>
<td>3,530.02</td>
<td></td>
</tr>
<tr>
<td>22196141</td>
<td>05/19/2023</td>
<td>Shadd Janitorial Supply</td>
<td>01-4300</td>
<td>Custodial/Janitorial Supplies</td>
<td>73.90</td>
<td></td>
</tr>
<tr>
<td>22196142</td>
<td>05/19/2023</td>
<td>Signworx</td>
<td>01-4300</td>
<td>Signage</td>
<td>328.21</td>
<td></td>
</tr>
<tr>
<td>22196143</td>
<td>05/19/2023</td>
<td>Stinemans Farm Supply</td>
<td>01-4300</td>
<td>AG Farm Supplies</td>
<td>115.40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AG Plant Science Supplies</td>
<td>27.84</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AG Welding Class Supplies</td>
<td>91.61</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CDS Supplies</td>
<td>402.24</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maintenance Dept Supplies</td>
<td>1,015.99</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Operation Supplies</td>
<td>155.87</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13-4300 Cafeteria Supplies</td>
<td>378.54</td>
<td>2,187.49</td>
</tr>
<tr>
<td>22196144</td>
<td>05/19/2023</td>
<td>Synchrony Bank/Amazon</td>
<td>01-4300</td>
<td>Adapter cable</td>
<td>17.22</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Animal Sci Supplies</td>
<td>143.62</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Health Office Supplies</td>
<td>183.40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Laminator</td>
<td>62.72</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music Supplies</td>
<td>428.65</td>
<td></td>
</tr>
</tbody>
</table>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
# Board Report

## Checks Dated 05/01/2023 through 05/31/2023

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Check Date</th>
<th>Pay to the Order of</th>
<th>Fund-Obj</th>
<th>Comment</th>
<th>Expensed Amount</th>
<th>Check Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>22196144</td>
<td>05/19/2023</td>
<td>Synchrony Bank/Amazon</td>
<td>Storage cabinet</td>
<td>211.60</td>
<td>3,993.16</td>
<td>5,040.37</td>
</tr>
<tr>
<td>22196145</td>
<td>05/19/2023</td>
<td>Sysco Food Svcs Of Sacramento</td>
<td>Summer School</td>
<td>807.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22196146</td>
<td>05/19/2023</td>
<td>Thrifty Rooter</td>
<td>01-4300 Culinary Supplies</td>
<td>533.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22196147</td>
<td>05/19/2023</td>
<td>Union Lumber</td>
<td>13-4300 Culinary Supplies</td>
<td>2,629.05</td>
<td>3,970.06</td>
<td></td>
</tr>
<tr>
<td>22196148</td>
<td>05/19/2023</td>
<td>US Bank Corporate</td>
<td>01-4300 Board Mtg</td>
<td>119.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

---

030 - Wheatland Union High

Generated for Mona Hood (MHOOD), Jun 7 2023 8:34AM
<table>
<thead>
<tr>
<th>Check Number</th>
<th>Check Date</th>
<th>Pay to the Order of</th>
<th>Fund-Obj</th>
<th>Comment</th>
<th>Expensed Amount</th>
<th>Check Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>22196281</td>
<td>05/26/2023</td>
<td>CAASFEP</td>
<td>01-5200</td>
<td>CAASFEP Workshops</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>22196282</td>
<td>05/26/2023</td>
<td>California's Valued Trust</td>
<td>01-3402</td>
<td>June23 CVT Trustee</td>
<td>21.20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>01-9514</td>
<td>June23 CVT</td>
<td>182,654.64</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>June23 CVT Life</td>
<td>800.30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>June23 CVT Pay17</td>
<td>5,421.86</td>
<td>188,898.00</td>
</tr>
<tr>
<td>22196283</td>
<td>05/26/2023</td>
<td>Carolina Bio Supply</td>
<td>01-4300</td>
<td>Lab Supplies</td>
<td>89.96</td>
<td></td>
</tr>
<tr>
<td>22196284</td>
<td>05/26/2023</td>
<td>Diaz, Hugo</td>
<td>01-5200</td>
<td>Homeless Ed Conf</td>
<td>227.97</td>
<td></td>
</tr>
<tr>
<td>22196285</td>
<td>05/26/2023</td>
<td>Flora Fresh Inc</td>
<td>01-4300</td>
<td>Floral Class Supplies</td>
<td>1,515.88</td>
<td></td>
</tr>
<tr>
<td>22196286</td>
<td>05/26/2023</td>
<td>Geocon Consultants, Inc.</td>
<td>35-6200</td>
<td>Geotechnical invest</td>
<td>10,320.00</td>
<td></td>
</tr>
<tr>
<td>22196287</td>
<td>05/26/2023</td>
<td>Gipper Media Inc</td>
<td>01-5800</td>
<td>Gipper Pro</td>
<td>1,500.00</td>
<td></td>
</tr>
<tr>
<td>22196288</td>
<td>05/26/2023</td>
<td>Hylen Distribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13-4700</td>
<td>Cafeteria Food</td>
<td>1,022.00</td>
<td></td>
</tr>
<tr>
<td>22196289</td>
<td>05/26/2023</td>
<td>James Sutherland</td>
<td>05-8000</td>
<td>May 8-19 Mileage</td>
<td>272.87</td>
<td></td>
</tr>
<tr>
<td>22196290</td>
<td>05/26/2023</td>
<td>JW Pepper &amp; Son Inc</td>
<td>01-4300</td>
<td>Music</td>
<td>23.00</td>
<td></td>
</tr>
<tr>
<td>22196291</td>
<td>05/26/2023</td>
<td>Kingsley Bogard LLP</td>
<td>01-5801</td>
<td>Apr Prof Svc</td>
<td>17,706.93</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dec Prof Svc</td>
<td>204.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May Prof Svc</td>
<td>5,167.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oct Prof Svc</td>
<td></td>
<td>7,208.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sept Prof Svc</td>
<td></td>
<td>4,479.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25-5801</td>
<td>Apr Prof Svc</td>
<td>925.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dec Prof Svc</td>
<td>2,890.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May Prof Svc</td>
<td></td>
<td>630.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oct Prof Svc</td>
<td></td>
<td>5,542.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sept Prof Svc</td>
<td></td>
<td>5,398.78</td>
<td>50,151.46</td>
</tr>
<tr>
<td>22196292</td>
<td>05/26/2023</td>
<td>Lund, Aleia</td>
<td>01-5200</td>
<td>Homeless Conf expense</td>
<td>110.15</td>
<td></td>
</tr>
<tr>
<td>22196293</td>
<td>05/26/2023</td>
<td>Luz Maria Avers</td>
<td>01-5800</td>
<td>May 1-19 Mileage</td>
<td>3,000.00</td>
<td></td>
</tr>
<tr>
<td>22196294</td>
<td>05/26/2023</td>
<td>Newman, Nicole</td>
<td>01-5200</td>
<td>pymnt Tanja Lippert (AdobeDelCielo)</td>
<td>5,026.22</td>
<td></td>
</tr>
<tr>
<td>22196295</td>
<td>05/26/2023</td>
<td>NorCal Food Equipment Inc</td>
<td>13-4300</td>
<td>Refrig/Coling system Svc</td>
<td>826.52</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13-5600 Refrig/Coling system Svc</td>
<td>2,479.58</td>
<td>3,306.10</td>
</tr>
<tr>
<td>22196296</td>
<td>05/26/2023</td>
<td>Office Depot</td>
<td>01-4300</td>
<td>Janitorial Supplies</td>
<td>122.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>West ED Mtg Supplies</td>
<td>57.58</td>
<td>179.83</td>
</tr>
<tr>
<td>22196297</td>
<td>05/26/2023</td>
<td>Pace Supply Corp</td>
<td>01-4300</td>
<td>Maintenance Supplies</td>
<td>118.06</td>
<td></td>
</tr>
<tr>
<td>22196298</td>
<td>05/26/2023</td>
<td>Pacific Gas &amp; Electric</td>
<td>01-5501</td>
<td>PG&amp;E Svcs</td>
<td>7,045.94</td>
<td></td>
</tr>
<tr>
<td>22196299</td>
<td>05/26/2023</td>
<td>Pacific Shredding</td>
<td>01-5800</td>
<td>Document Shredding Svc FY 22/23</td>
<td>54.88</td>
<td></td>
</tr>
<tr>
<td>22196300</td>
<td>05/26/2023</td>
<td>Phillips, Lisa</td>
<td>01-5200</td>
<td>WASC Visit</td>
<td>2,643.00</td>
<td></td>
</tr>
<tr>
<td>22196301</td>
<td>05/26/2023</td>
<td>Riverside Technologies Inc</td>
<td>01-4400</td>
<td>Tablet w/Keyboard</td>
<td>860.62</td>
<td></td>
</tr>
<tr>
<td>22196302</td>
<td>05/26/2023</td>
<td>Rosie's Sno Biz</td>
<td>01-4300</td>
<td>Depper Sno Biz</td>
<td>3,000.00</td>
<td></td>
</tr>
<tr>
<td>22196303</td>
<td>05/26/2023</td>
<td>Smith, Emilio F</td>
<td>01-4300</td>
<td>AG Welding supplies</td>
<td>171.46</td>
<td></td>
</tr>
</tbody>
</table>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
## Board Report

### Checks Dated 05/01/2023 through 05/31/2023

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Check Date</th>
<th>Pay to the Order of</th>
<th>Fund-Obj</th>
<th>Comment</th>
<th>Expensed Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>22196304</td>
<td>05/26/2023</td>
<td>Synchrony Bank/Amazon</td>
<td>01-4300 Binders</td>
<td>14.32</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lab Calculators</td>
<td>129.28</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pocket Folders</td>
<td>53.86</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summer School</td>
<td>1,713.13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wireless Adapter</td>
<td>286.19</td>
<td></td>
</tr>
<tr>
<td>22196305</td>
<td>05/26/2023</td>
<td>Sysco Food Svcs Of Sacramento</td>
<td>13-4300 Cafeteria Food/Supplies</td>
<td>318.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13-4700 A LaCarte Items</td>
<td>272.74</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cafeteria Food/Supplies</td>
<td>3,056.35</td>
<td></td>
</tr>
<tr>
<td>22196306</td>
<td>05/26/2023</td>
<td>Taylor, Melissa</td>
<td>01-4300 Animal Sci supplies</td>
<td>106.29</td>
<td></td>
</tr>
<tr>
<td>22196307</td>
<td>05/26/2023</td>
<td>US Bank Corporate</td>
<td>01-4300 EPD Graduation Supplies</td>
<td>101.32</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hot Packs</td>
<td>96.30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MTSS Lunch</td>
<td>241.64</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summer School</td>
<td>3,405.92</td>
<td></td>
</tr>
<tr>
<td>22196308</td>
<td>05/26/2023</td>
<td>Youngdahl Consulting</td>
<td>35-5800 AgScience Mechanic Building</td>
<td>2,367.50</td>
<td></td>
</tr>
<tr>
<td>22196309</td>
<td>05/26/2023</td>
<td>Yuba College</td>
<td>01-5800 Yuba College Facility Use</td>
<td>1,500.00</td>
<td></td>
</tr>
</tbody>
</table>

**Total Number of Checks**: 159

**Total Expensed Amount**: 883,056.72

### Fund Recap

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Check Count</th>
<th>Expensed Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>General Fund</td>
<td>137</td>
<td>661,225.88</td>
</tr>
<tr>
<td>13</td>
<td>Cafeteria Special Rev Fund</td>
<td>15</td>
<td>20,932.88</td>
</tr>
<tr>
<td>25</td>
<td>Capital Facilities Fund</td>
<td>4</td>
<td>33,280.78</td>
</tr>
<tr>
<td>35</td>
<td>County School Facilities Fund</td>
<td>9</td>
<td>150,890.80</td>
</tr>
<tr>
<td>40</td>
<td>Sp Reserve Fnd-Cap Outlay Pr</td>
<td>2</td>
<td>16,971.00</td>
</tr>
</tbody>
</table>

**Total Number of Checks**: 159

**Less Unpaid Tax Liability**: 244.62

**Net (Check Amount)**: 883,056.72

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.
The Board shall review all transactions entered into by the Superintendent or designee on behalf of the Board every 60 days. (Education Code 17605)

The Board of Trustees recognizes its fiduciary responsibility to oversee the prudent expenditure of district funds. In order to best serve district interests, the Superintendent or designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the district received maximum value for items purchased. He or she shall ensure that records of expenditures and purchases are maintained in accordance with the law. (BP 3300)

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price. When price, fitness, and quality are equal, recycled products shall be preferred when procuring materials for use in district schools and buildings. (BP 3300)

All purchases shall be made by formal contract or purchase order or shall be accompanied by a receipt. In order to eliminate the processing of numerous small purchase orders, the Superintendent or designee may create a "blanket" or "open" purchase order system for the purchase of minor items as needed from a vendor. He/she shall ensure that the "open" purchase order system details a maximum purchase amount, the types of items that can be purchased under this order, the individuals authorized to approve purchases, and the expiration date of the "open" order. (BP 3300)

<table>
<thead>
<tr>
<th>CONTRACT NO. / PROJECT NO.</th>
<th>CONTRACTOR</th>
<th>AMOUNT</th>
<th>SERVICES OR MATERIALS</th>
<th>BOARD APPROVAL/RATIFICATION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-029</td>
<td>HB Restoration, Inc.</td>
<td>$5,500.00</td>
<td>Paint CDS</td>
<td>6/28/23</td>
</tr>
<tr>
<td>23-030</td>
<td>Voltage Specialists</td>
<td>$68,850.00</td>
<td>Portables Phase V Fire Alarms</td>
<td>6/28/23</td>
</tr>
<tr>
<td>23-031</td>
<td>Voltage Specialists</td>
<td>$29,675.00</td>
<td>Portables Phase IV Fire Alarms</td>
<td>6/28/23</td>
</tr>
<tr>
<td>23-032</td>
<td>Brownsville Sand &amp; Gravel</td>
<td>$48,500.00</td>
<td>Phase V Portables Underground Connection</td>
<td>6/28/23</td>
</tr>
<tr>
<td>23-033</td>
<td>Alessandro Electric, Inc.</td>
<td>$360,730.00</td>
<td>Install Electrical System to Connect Poratables Phase V</td>
<td>6/28/23</td>
</tr>
</tbody>
</table>
**Wheatland Union High School District**

**REVISED Student School Calendar 2023 - 2024**

### Board Holidays &/or Non Attendance Days

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>September 4</td>
</tr>
<tr>
<td>Non Attendance</td>
<td>October 16-17</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>November 10</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 20 - 24</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>December 22 - Jan 5</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>January 15</td>
</tr>
<tr>
<td>President Birthdays</td>
<td>February 12 - 19</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 29 - Apr 5</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 27</td>
</tr>
<tr>
<td>Juneteenth</td>
<td>June 19</td>
</tr>
</tbody>
</table>

### Important Dates:

- **Student Year Begins**: August 14
- **Student Year Ends**: June 6
- **Graduation**: June 7

### Early Release - Students Only

- **August**: 14, 28
- **September**: 11, 25
- **October**: 9, 23
- **November**: 6
- **December**: 4
- **January**: 22
- **February**: 5, 26
- **March**: 11
- **April**: 15, 29
- **May**: 13

### Quarter end dates

- **April**: 16
- **May**: 31

In the event of an unplanned "situation" some or all of the remaining minimum days may be forfeited to meet the requirements for state instructional minutes.
**Wheatland Union High School District**  
**School Calendar 2023 - 2024 (TEACHERS)**

### HOLIDAYS / NON-WORKDAYS:

<table>
<thead>
<tr>
<th>Month, Year</th>
<th>Dates</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>September 4</td>
<td></td>
</tr>
<tr>
<td>Student Non-Attendance</td>
<td>October 16, 17</td>
<td></td>
</tr>
<tr>
<td>Veterans Day</td>
<td>November 10</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 20 - 24</td>
<td></td>
</tr>
<tr>
<td>Christmas</td>
<td>Dec 22 - Jan 5</td>
<td></td>
</tr>
<tr>
<td>New Year</td>
<td>January 1 - 2</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>January 15</td>
<td></td>
</tr>
<tr>
<td>President Birthdays</td>
<td>February 12 - 19</td>
<td></td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar 29 - Apr 5</td>
<td></td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 27</td>
<td></td>
</tr>
<tr>
<td>Juneteenth</td>
<td>June 19</td>
<td></td>
</tr>
</tbody>
</table>

### IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Month, Year</th>
<th>Dates</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Year Begins</td>
<td>August 14</td>
<td></td>
</tr>
<tr>
<td>New Teachers Begin</td>
<td>August 9</td>
<td></td>
</tr>
<tr>
<td>All Teachers</td>
<td>August 10, 11</td>
<td></td>
</tr>
<tr>
<td>Student Year Ends</td>
<td>June 6</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td>June 7</td>
<td></td>
</tr>
</tbody>
</table>

### COLLABORATION / STAFF MEETINGS

<table>
<thead>
<tr>
<th>Month, Year</th>
<th>Dates</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>14, 28</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>11, 25</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>9, 23</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>5, 26</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>15, 29</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

**Optional Workdays** | July 31, Aug 1 |

**Board Approved: 06/28/2023 (PENDING)**
English Learner Master Plan

Wheatland Union High School District

2023

Department of Educational Services
# Wheatland Union High School District’s English Learner Master Plan

## Chapter 1: Commitment and Purpose
- Rationale for the English Learner Master Plan 5
- Superintendent’s Message 5
- LEA’s vision and mission statements 5
- Overview of WUHSD’s diverse populations 6
- Federal and state requirements for services to English Learners 6
- Stakeholder Involvement in Development of EL Master Plan 7

## Chapter 2: Responding to Diverse Learners: Identification, Assessment, and Placement
- Initial Identification Assessment Criteria 8
- Initial Identification Assessment Tool and Procedures 8
  - Step 1: Registration Including Home Language Survey 10
  - Step 2: English Language Proficiency Assessment (ELPAC) 10
  - Step 3: Language Classification 10
  - Step 4: Parent Notification 11
  - Step 5: Program Placement 12
- Transfer Students 13
  - Transfers from other California schools 13
  - Transfers from out of state or from another country 13
- Training for Staff and Administrators on Initial Identification, Placement, and Parental Options/Informed Consent 13
- Reclassification Criteria and Processes 14
  - Reclassification Follow-Up Requirements 16
- Considerations for Diverse Learners, Including Dually-Identified Students 16
  - Students with Mild/Moderate Disabilities 17
  - Students with Moderate/Severe Disabilities 17
- Federal Program Monitoring 17

## Chapter 3: Program Options, Assessments, and Student Monitoring
- Program Descriptions 18
  - State Seal of Biliteracy 18
  - Primary Language Support 19
  - English Language Development 19
  - Instructional Materials 20
- Benefits and Alignment to Typologies for each Program Being Offered 21
- Expected Progress through each Program 21
  - Annual Assessments 22
  - Use of Assessment Data for Instructional Planning 23
Chapter 4: Access to Core Curriculum

Rationale for Access to the Core Curriculum
Expectations for Rigorous Standards-Based Instruction Utilizing Integrated ELD
Role of Primary Language
EL's Access to Advanced, Honors, Career Track, Etc.

Chapter 5: Staffing and Professional Learning

Options for Staffing EL Programs
Recruitment and Retention Plans
Rationale for Professional Learning to Build and Sustain the Capacity of ELs
Foundational Knowledge Expectations for Teachers of ELs
Clarity Around Responsibilities of District and Site for Coherent and Aligned Professional Learning
Connectedness Between Professional Learning for EL Educators and LEA’s Educational Plans

Chapter 6: Family-School Partnerships

Role of Families in the Education of ELs
Role of Parent Advisory Committees
Implementation of the English Learner Advisory Committee (ELAC)
Implementation of the District English Language Advisory Council (DELAC)
Expectations and Systems for EL Families, Including Students, to engage in District Activities/Education
Coordination and Communication Among District-Level and Site-Level LCAP Committees
Forms and Purpose of Communicating with Families
Primary Language Communication/Translation
Rights of Parents/Families
Waiver Approval Process
Annual Notification
Capacity Building for Families and Community

Chapter 7: Program Monitoring and Evaluation

Plan for EL Program Evaluation
Monitoring Processes at the School Site Level
Teacher Practices for Student Monitoring
Federal, state, and District Requirements and Evaluation Process
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring Requirements at the State Level</td>
<td>39</td>
</tr>
<tr>
<td>Monitoring Requirements at the Federal Level</td>
<td>39</td>
</tr>
<tr>
<td>State Program Monitoring</td>
<td>40</td>
</tr>
<tr>
<td>Federal Program Monitoring</td>
<td>40</td>
</tr>
<tr>
<td>Uniform Complaint Procedures</td>
<td>40</td>
</tr>
<tr>
<td>Success Criteria for ELs Linguistic and Academic Outcomes</td>
<td>41</td>
</tr>
<tr>
<td>Core Base Program vs. Supplemental Defined</td>
<td>42</td>
</tr>
<tr>
<td>Evaluation of Base/Supplemental Funding</td>
<td>43</td>
</tr>
<tr>
<td>Federal Program Monitoring</td>
<td>43</td>
</tr>
<tr>
<td><strong>Glossary of Terms</strong></td>
<td>44</td>
</tr>
</tbody>
</table>
Chapter 1: Commitment and Purpose

Rationale for the English Learner Master Plan

An English Learner master Plan provides clarity, direction, and coherence to a Local Educational Agency (LEA) educating English Learners (ELs). The Wheatland Union High School District has completed the Master Plan for English Learner Programs and Services. This aligns with district policies and procedures governing English Learner programs and services with current state and federal mandates as reflected in Categorical Program Monitoring (CPM) requirements issued by the California Department of Education.

The primary purpose of the English Learner Master Plan is to provide the district and the school with a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students, reclassification of students, notification and involvement of parents, the formation and functioning of the District English Learner Advisory Committee and site English Learner Advisory Committees, the annual evaluation of English learner programs, and the use of state and federal funds for EL programs and services.

Superintendent’s Message

Wheatland Union High School District is committed to providing English Learners with the educational opportunities and support they need to be successful in high school and beyond, whether that be entering the workforce or pursuing post-secondary educational opportunities. Through engaging families as educational partners, ensuring highly qualified teaching staff, extra-curricular opportunities, educational and social-emotional support, and open lines of communication, Wheatland Union High School District meets the needs of all learners through a whole-child approach. This EL Master Plan is in alignment with all Federal, State, and District initiatives.

LEA’s vision and mission statements

Wheatland Union High School District’s English Learner Roadmap Vision:
English Learners fully and meaningfully engage in a secondary educational experience that results in attaining high levels of English proficiency, mastery of grade level standards, opportunities to develop proficiency in multiple languages, and graduation from high school prepared for life.

Wheatland Union High School District’s English Learner Roadmap Mission:
Wheatland Union High School District affirms, welcomes, and responds to a diverse range of English Learner needs, strengths and identities. WUHSD prepares graduates with the
linguistic, academic, and social skills required for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

Overview of WUHSD’s diverse populations

Wheatland Union High School District is composed of three schools: Wheatland Union High School, Edward P. Duplex, and Wheatland Community Day. Wheatland Union High School is a comprehensive high school serving nearly 1,000 students, 80% of whom are unduplicated. Edward P. Duplex is a continuation high school serving approximately 50 students, 100% are unduplicated. Wheatland Community Day is a community day school serving a small population of under 10 students. About 3% of students who attend school within WUHSD are English Learners; less than 1% are Foster Youth, 3% are homeless, and nearly 15% students with disabilities. WUHSD serves a diverse student population representing nearly 10 home languages other than English. Our English Learners range from Level 1 (minimally developed English language proficiency based on ELPAC Assessment) through Level 4 (well developed English language proficiency based on ELPAC Assessment), including students identified as Initial Fluent English Proficient and Reclassified Fluent English Proficient.

There are 4 English Learner Typologies which require additional specific support: Newcomers, Students with Interrupted Formal Education/ Underschooled Students, Long-Term English Learners, and Fluent English Proficient Struggling Students (Olsen, 2020). Newcomers may have strong literacy and academic backgrounds in their home language, or their learning may have been interrupted or inconsistent, which means Newcomers may have a vast difference in their previous experience of schooling. These students are alike in that they are new to the country and English has not been their primary language of instruction. Newcomers may require intensive support in English language development (ELD) to meet the requirements of high school graduation. Students With Interrupted Formal Education/ Underschooled Students also require intensive support in ELD to meet the requirements of high school graduation, but due to the underschooling in their home language, these students often progress very slowly in their English proficiency. Long-Term English Learners have been in U.S. schools for 6 years but have not yet achieved proficiency sufficient to reclassify. Finally, Fluent English Proficient Struggling Students have been reclassified, but may be struggling academically once additional support is removed. Schools are required to monitor student progress for up to 4 years after a student is reclassified, and these struggling students may require additional supports to maintain academic progress.

Federal and state requirements for services to English Learners

School districts receive funding to support the educational needs of English Learners from the state and Federal government through Title I and Title III grant funding programs. School districts must adhere to annual reporting requirements and meet state and federal legal requirements including adhering to Local Control and Accountability Plan (LCAP) commitments and the eight priority areas determined by the California Department of Education. This Master
Plan will provide corresponding information about Federal Program Monitoring items throughout each chapter.

Stakeholder Involvement in Development of EL Master Plan

The development of this Master Plan was a collaborative effort and involved multiple stakeholders. WUHSD would like to thank all stakeholders and participants involved in the development of this EL Master Plan. Figure 1 shows the collaborative process used to develop this English Learner Master Plan.

Figure 1: Collaborative Process of EL Master Plan Development

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Data Team met to discuss need for EL Master Plan. Director of Educational Services attended multiple trainings on the process and components.</td>
<td>Sharing of EL Master Plan requirements, process, and implementation plan with Data Team and District Cabinet members. Initial writing of draft EL Master Plan using EL Master Plan Playbook as a guide.</td>
<td>Feedback from stakeholders. Initial draft shared and Master Plan Playbook shared to ensure all required components and data were included appropriately.</td>
<td>Final Draft with edits and revisions shared with stakeholders for approval for publication on the District website.</td>
</tr>
</tbody>
</table>
Chapter 2: Responding to Diverse Learners:
Identification, Assessment, and Placement

Initial Identification Assessment Criteria

Wheatland Union High School identifies, assesses and reports each student with a primary language other than English and makes an appropriate program placement based on English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers.

Initial Identification Assessment Tool and Procedures

Upon student registration to a school in the District, the following steps are followed which allow the District to identify English Learners and begin the process of placing students in the most appropriate program to meet their educational needs. See Figure 2 below.
Figure 2: Initial Language Proficiency Assessment, Identification, and Placement Process

Step 1: Parent/Guardian goes to school site for registration. Completes the Home Language Survey (HLS).

HLS indicates English only on questions 1, 2, 3, & 4.

Language Classification:
- English Only (EO)
- Notify parent/guardian and place in general education program

HLS indicates a language other than English on question 4 only:
- Determine if EO or if student shall be tested

Language Classification:
- (IFEP) Initial Fluent English Proficient
- Notify parent/guardian and place in general education program

Step 2: English Proficiency Assessment (ELPAC) administered by trained school personnel.

ELPAC overall score is Well Developed

Step 3: Language Classification:
- If score is Minimally Developed, student is placed into an ELD Level 1
- If score is between Somewhat and Minimally Developed, student is placed into an ELD Level 2
- If score is between Moderately and Somewhat Developed, student is placed into ELD Level 3
- If score is between Moderately and Well Developed, student is not required to be placed into an ELD course

Step 4: Parent/Guardian Notification
- Written notification of parents/guardians of language classification and explain all programs available (Structured English Immersion program OR English Language General education program)
- Explain Parental Exception Waiver process, options, and appeal procedures
- Provide Parental Exception Waiver If parent/guardian requests

Step 5: Program Placement
- Place student in an appropriate English Language program based on assessment data; complete the placement form. If Waiver approved, student will be waived from the program.
- Notify parent/guardian of placement per parent/guardian's choice.
Step 1: Registration Including Home Language Survey

At the time of enrollment, the parent completes a Home Language Survey (HLS).

- If the response to questions 1 – 4 is “English,” the child is classified English-only (EO).
- If the response to questions 1, 2, and/or 3 is a language other than English, the school will look for a previous ELPAC testing level and must test the student within 30 days of registration.
- If only item 4 is answered with a language other than English, the school must determine whether to continue with the assessment or to identify the student as Fluent English Proficient (FEP). The parent/guardian of the student will be interviewed by the person enrolling the student to determine whether the student continues with the assessment or not.

Step 2: English Language Proficiency Assessment (ELPAC)

Each student whose home language is a language other than English is to be assessed on the state-designated ELPAC by a test examiner who is an employee of the district, is proficient in English, and has received formal ELPAC training to administer the test. The test is administered in accordance with the test publisher’s instructions and state requirements within 30 calendar days of initial enrollment in the district.

Students at all grade levels are assessed in listening, speaking, reading, and writing. The student receives a score for each of these areas, as well as an overall score. Based on the overall ELPAC score, the student is classified at one of four performance levels in English:

1: Minimally Developed
2: Somewhat Developed
3: Moderately Developed
4: Well Developed

If a student has an Individual Education Plan (IEP) and/or an IEP team has determined that a student is unable to take all or part of the ELPAC, the student will be given the Alternate ELPAC or an alternative assessment determined by the IEP team according to individual student need.

Step 3: Language Classification

Students are recommended for placement in the most appropriate leveled course based on ELPAC assessment results.

- Students scoring Minimally Developed are placed into an ELD Level 1
- Students scoring between Somewhat and Minimally Developed are placed into an ELD Level 2
- Students scoring between Moderately Developed and Somewhat Developed are placed into an ELD Level 3
- Students scoring between Moderately Developed but not Well Developed are not required to be enrolled in an ELD course
Step 4: Parent Notification

After the ELPAC has been administered and scored, WUHS personnel provide the parent/guardian with an Initial Notification of Language Assessment and Program Placement, which provides the following information in writing using language and materials designed to be readily understandable to the parent:

a. Initial ELPAC level;
b. English fluency classification (EL or I-FEP);
c. Recommended program placement;
d. Notification that the parent has the right to request an alternative (bilingual) program placement.

WUHS inputs initial ELPAC results, English fluency classification, recommended program placement, and date of enrollment into the district student information system and places a copy of the Initial Notification of Language Assessment and Program Placement in the student's cumulative folder.

Preferably in a meeting, parents/guardians are provided an explanation and discuss the benefits of each program placement option. Parents/guardians are informed of their right to apply for a parental exception waiver. If after the programs have been explained, a parent elects to have their English Learner, who is “less than reasonably fluent,” placed in the English Language general education program, a Parental Exception Waiver is necessary and the district will honor the parent’s informed request. The parent will be asked to sign and date the written request to properly document the request. A copy of the Parental Exception Waiver will be placed in the student’s cumulative folder and stored in the district’s student information system, along with approval, denial, or request.

Each parental exception waiver is to be acted on within 20 instructional days of submission to the school principal. However, waivers submitted under Education Code Section 311(c) must be acted on either no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later.

Parental exception waivers are granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. Any such determination is to be based on the individual needs of the child, including previous enrollment in an English-language program, the child’s lack of sufficient proficiency in the target language, or other evidence that an English-language program would be in the best interests of the child.

If a waiver is denied, parents and guardians are informed in writing in language understandable to the parent/guardian by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. The principal or designee will notify the district of any denial of a waiver.
Each school in which 20 or more pupils at a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered.

The Educational Services Department actively monitors the disposition of parental waiver requests by the school sites.

**Step 5: Program Placement**

On the basis of the ELPAC, students are classified as either Initially Fluent English Proficient (IFEP) or English Learner (EL). The parents of IFEP students are informed of the results and given the same program options as those given EO (English Only) students. Placement is made on the same basis as EO students.

ELPAC scores for ELs will indicate the level of English language proficiency in reading, writing, listening, and speaking, as either minimally developed, somewhat developed, or moderately developed. Students with moderately developed skills are placed into an English Language Development (ELD) Level 1 course. Students scoring between somewhat or minimally developed are placed into an ELD Level 2 course. Students scoring between moderately and somewhat developed are placed into an ELD Level 3 course. Students scoring moderately developed but not well developed are not required to be enrolled in an ELD course, but are encouraged to be enrolled in a Reading Improvement course.

ELD leveled courses are designed specifically to improve the students reading, writing, listening, and speaking skills in English and are taught by a highly qualified English teacher authorized to teach English Learners. The EL Coordinator assigns an English Learner to an appropriate EL program based on the student’s assessment data.

If the parent/guardian or student feels the student is misplaced, the parent/guardian may initiate an appeal of the placement and a meeting will be held with the parent/guardian, student, EL Coordinator, counselor, and principal or designee to determine appropriate placement and support for the student.

English Learners participate in general education courses to meet graduation requirements using a structured English immersion format. Support for ELs in their general education courses may include one or more of the following:

- Content instruction using SDAIE techniques
- Tutoring
- Participation in strategic interventions
- Before or after school intervention programs
- Primary language support
- Migrant education services
- Other services as appropriate
Transfer Students

Transfers from other California schools
Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status (EO, RFEP, IFEP, and EL). These students do not need to go through the WUHSD initial identification process. If the parent provides the student’s records, staff will use this information to make an appropriate placement. If not, staff must contact the former district in order to obtain information regarding language proficiency, HLS and other assessment results. Records are obtained from the previous school/district, and entered into the district’s record keeping system. The district of origin is required by education code to provide English Learner identification and assessment information. WUHSD staff will take all initiative necessary to obtain this information. If these records or information cannot be acquired within ten days of enrollment, English and primary language assessments proceed and the identification/notification placement process is implemented per the above description. When a student transfers out of the district, the same process occurs, with WUHSD providing the new district with all required student information.

Transfers from out of state or from another country
The five-step language assessment, classification and placement process shown in Figure 1, will be followed for students entering WUHSD who are new to the state or from another country. The date the student is enrolled in the district is entered into the student’s records and the student database system and is used as the date they first enrolled in a California school and (when appropriate) the date they first enrolled in a US school.

Training for Staff and Administrators on Initial Identification, Placement, and Parental Options/Informed Consent
The district provides ongoing training for administrators and staff on legal requirements and district procedures relating to the implementation of this EL Master Plan including:
- Initial identification;
- Program placement and procedures; and,
- Parental options and informed consent, including the Parental Exception Waiver process.

The persons who participate in the training include, but are not limited to, district and site administrators, teaching staff, staff members who work with EL students and student records, office staff members responsible for registration, EL technician, special education teachers, aides, and any other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their student.
Reclassification Criteria and Processes

The English proficiency of each English learner is to be assessed annually on the California English Language Development Test. The purpose of this assessment is to evaluate the student’s progress toward full proficiency in English. This assessment is the responsibility of the school and is to be completed in the spring of each academic year.

Reclassification is the process that determines whether an English learner should be reclassified as Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English. Reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified:

1. English language proficiency on the ELPAC: Performance Level 4 on the Summative ELPAC; Performance Level 3 for the Summative Alternate ELPAC for students with disabilities
2. Comparison of the performance in basic skills against the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. This generally is indicated by the student attaining passing grades in all coursework.
3. Teacher evaluation of a student’s academic English skills and abilities.
4. Parent/guardian opinion and consultation in a discussion about their child’s English language proficiency and meeting the guidelines for reclassification.
### Table 1: Reclassification Requirements

<table>
<thead>
<tr>
<th>Area</th>
<th>Data Gathered</th>
<th>Reclassification Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency</td>
<td>Most recent ELPAC results</td>
<td>Overall Level 4: Well developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading: Well Developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Writing: Well Developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Listening: Well Developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Speaking: Well Developed</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>ELA District-designated assessment reading and English</td>
<td>NWEA Scores in Reading and Language at grade level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scored Standard Nearly Met on the ELA CAASPP in either grade 8 or 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Earning 65 credits per academic year</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Teacher’s recommendation form, current report card and other assessment information may inform reclassification</td>
<td>Teacher recommendation (ELD or English Teacher)</td>
</tr>
<tr>
<td>Parent Consultation</td>
<td>Description and results of consultation with parents documented on the reclassification form</td>
<td>Data to support reclassification is provided and explained to parent, discussion as parent option, and parent agrees the most appropriate option is reclassification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Parent comments may be included in Reclassification Form</td>
</tr>
</tbody>
</table>

The reclassification decision is made by a reclassification team (RT), after considering the evidence regarding the student’s performance, and in full consultation with the parent. Students must meet all criteria listed in Table 1 to be considered for reclassification. The membership of the Reclassification Team includes: the EL Coordinator, counselor, content classroom teacher(s), ELD teacher, parent, and any other relevant specialists. After the team has made a determination and made recommendations regarding the student’s future placement and educational needs:

- The counselor or designee fills out the district Reclassification Form;
- Copies are given to the parent;
- A copy of the reclassification form is placed in the student’s cumulative folder;
- The student’s record is then coded as reclassified in the district student information system;
- The EL site coordinator updates the reclassification form at each monitoring period documenting continued progress toward proficiency in the content areas;
● If after 2 years of monitoring post-reclassification and students have demonstrated sufficient progress, forms are placed in the student’s EL folder; and,
● Students who do not make continued progress shall continue to be monitored for up to 4 years.

Once all information is documented, the student’s status is changed to “RFEP”, and the school is provided with documentation for the teacher and a copy is filed in the student's cumulative folder. Students who do not meet all criteria remain classified as “EL” (English learner).

Under current state law (EC Section 313), identified students who are English learners must participate in the annual administration of the ELPAC until they are Reclassified Fluent English Proficient (RFEP).

Reclassification Follow-Up Requirements

Reclassified students’ progress will be monitored by the EL Coordinator at the end of each grading period using schoolwide assessment data and Summative ELPAC data for a minimum of 2 years and a maximum of 4 years following reclassification to ensure his/her academic success. Student performance on achievement and performance measures is documented on the student’s reclassification form. If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held and the EL Review Team meets to develop an action plan and/or intervention plan for the student. Students are not reclassified back to EL. WUHSD ensures that each RFEP student who is not sustaining adequate academic progress will receive targeted support and intervention services. Services that may be provided include but are not limited to:

● Specialized academic assessment;
● Tutoring;
● Specialized reading instruction;
● Primary language support;
● Participation in strategic or intensive interventions provided by the school; and,
● Development of a success plan.

Considerations for Diverse Learners, Including Dually-Identified Students

English learners with disabilities are to be assessed for English language development using accommodations, modifications, or alternative assessments for the ELPAC if specified in the student’s IEP or 504 Plan.

The academic achievement of each English learner is to be evaluated annually in English in accordance with California Assessment of Student Progress and Performance (CAASPP) testing program requirements. Tests in the CAASPP measure how well students are learning the knowledge and skills identified in the California content standards in English language arts and mathematics.
Each English learner with disabilities who has an IEP and who meets state eligibility requirements may take the California Alternate Assessment (CAA), which assesses mastery of state standards in accordance with the student’s IEP or 504 Plan. The administration of all annual assessments of academic progress is the responsibility of each school.

English Learners who receive Special Education services may not receive different treatment than those who do not receive Special Education services (34 C.F.R. section 104.4(b)(i)-(iv) and 28 C.F.R. section 35.130(b)(i)-(iv). If a student has an Individualized Education Program (IEP) the following procedures are followed:

Students with Mild/Moderate Disabilities
The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. The student’s Case Manager is included as a Reclassification Team member. If a student in this situation fails to meet the reclassification criteria within the expected time frame, an IEP team will determine further services needed including assessment accommodations to be used. Prior to making this determination a thorough assessment is conducted and the IEP includes a statement of the student’s development of proficiency in English.

Students with Moderate/Severe Disabilities
Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in their program and can remedy any and all deficits that may have been incurred in the academic content. The decision shall be made in such a way that provides the best benefit to the student and their family. The IEP team participates in the decision of reclassification. Due to a manifestation of the student’s disability, IEP Teams need to determine whether a Special Education Student who is also identified as being EL should be reclassified. For example, a lower cognitive functioning student may not be able to pass the ELPAC or a district/state standardized assessment because of their disability and not their language proficiency.

Federal Program Monitoring
II. Governance, EL 03: EL Identification and Assessment (3.0 - 3.6); IV. Standards, Assessment, and Accountability EL 10: Reclassification (10.0 - 10.3)
Chapter 3: Program Options, Assessments, and Student Monitoring

Program Descriptions

Wheatland Union High School District offers two options to English Learners: (1) Structured English Immersion program (SEI), (2) English Language Mainstream (ELM). SEI classrooms are designed for students with less than “reasonable fluency” and English language mainstream classrooms are designed for native English speakers or students with reasonable fluency or that have already acquired a “good working knowledge of English”. All students in the SEI program are enrolled in an English Language Development Course and enroll in ELM courses needed to meet graduation requirements. ELM students have moderate to well-developed English skills but they still require classroom accommodations and support. English Learners in an ELD program are required to receive 30 - 45 uninterrupted minutes of English language instruction per day. The EL program is designed to ensure students acquire English language proficiency.

The EL program is designed to provide the following:

1. Well-articulated, standards-based, differentiated English Language Development (ELD) instruction for SEI students, specifically designed to teach English to non-English Speakers
2. Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language instruction, primary language support and/or Specially Designed Academic Instruction in English (SDAIE) for both SEI and ELM students
3. Structured activities designed to develop cultural proficiency and positive self-esteem.
4. Effective pedagogy to develop EL students’ English proficiency and mastery of grade level standards.

State Seal of Biliteracy

The State of California Recognizes students who graduate from high school and can demonstrate a high level of literacy and fluency in one or more language(s) in addition to English. To be eligible for this insignia to be placed on the student’s diploma, the student must demonstrate the following:

1) Completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.
2) Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade eleven, at or above the “standard met” achievement level.
3) Proficiency in one or more languages, other than English, demonstrated through one of the following methods:
   A. Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
B. Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination.

C. Passage of a district test with a score of proficient or higher (if the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.

D. Passage of the SAT II world language examination with a score of 600 or higher.

4) In addition to the requirements mentioned above, if the primary language of a pupil is other than English, they shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (California Education Code Section 51461).

Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, in-class assignments or assessments in the primary language. It may be provided within the general education English programs by a teacher who is bilingual, a trained bilingual para-educator or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, assist the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students and also to clarify, direct, support, or explain concepts.

Even where daily primary language is not supported by bilingual staff, teachers are expected to make use of various materials and resources to ensure that all primary language support tools are available to students and their families. These can include bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. A site EL Instructional Aide can assist teachers to prepare classroom displays that include the primary language, noting important English-Spanish cognates, and resources that students may use at home. School libraries should be stocked with age-appropriate bilingual dictionaries and fiction in the primary language. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom enrolling English Learners should have some primary language support materials.

English Language Development

English Language Development (ELD) is a course for EL students who scored levels 1-3 on the ELPAC. The ELD curriculum develops students’ reading, writing, speaking and listening skills as specified in California English Language Arts/English Language Arts Standards and Framework. The teaching of English within the program is based on the students’ level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) with the goal of assisting students to develop skills related to cognitive academic proficiency in English. ELD is
standards-driven, systematically planned, and follows a scope and sequence of language skills to ensure students learn English within a reasonable amount of time. It is designed to teach ELs at their proficiency levels and to bring them, at least, to the next proficiency level, thus ensuring that instruction is differentiated to meet student needs. It is recommended that, when available, students will be grouped by proficiency level for ELD instruction.

ELD 1 curriculum develops students’ reading, writing, speaking, and listening skills as specified within the California English Language Arts/English Language Development Standards and Framework. This course is for students scoring minimally developed on the ELPAC. This course is designed for English Language Learners who tend to rely on learned words and phrases to communicate meaning at a basic level. ELD 1 students need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts and need substantial linguistic support to communicate on less familiar tasks and topics. The ELD 1 course assists students in developing the English skills they must acquire to become proficient in the structured English immersion general education courses required for graduation. This course may be used as one of the 4 years of required English. It may also be used for elective credit.

ELD 2 curriculum develops students’ reading, writing, speaking, and listening skills as specified within the California English Language Arts/English Language Development Standards and Framework. This course is for students scoring minimally developed to somewhat developed on ELPAC. This course is designed for English Language Learners who tend to use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. ELD 2 students need moderate-to-light linguistic support to engage in familiar social and academic contexts, and they need substantial-to-moderate support to communicate on less familiar tasks and topics. The ELD 2 course assists students in developing the English skills they must acquire to become proficient in the structured English immersion general education courses required for graduation. This course may be used as one of the 4 years of required English. It may also be used for elective credit.

ELD 3 curriculum develops students’ reading, writing, speaking, and listening skills as specified within the California English Language Arts/English Language Development Standards and Framework. This course is for students scoring somewhat developed to moderately developed on the ELPAC. This course is designed for English Language Learners who sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. ELD 3 students need light-to-minimal linguistic support to engage in familiar social and academic contexts, and they need moderate support to communicate on less familiar tasks and topics. This course may be used as one of the 4 years of required English. It may also be used for elective credit.

Instructional Materials
The district has adopted materials for use in the delivery of ELD instruction to teach the California English Language Arts/English Language Arts Standards and Framework. Because such adoptions occur on a cyclical basis, specific titles are not given in this plan. However,
current lists of district-adopted materials are available at the school site and at the district Educational Services Office.

Benefits and Alignment to Typologies for each Program Being Offered

Based on EL typologies described earlier, Newcomers would be placed in an ELD 1 program to provide intensive language instruction support. Students with Limited or Interrupted Schooling may also be placed in an ELD Level 1 or Level 2 program. Long-Term English Learners may be placed in an ELD Level 2-3 or in an ELM program, depending on their ELPAC data. Fluent English Proficient Struggling Students will be placed in an ELM program, but may still receive support.

Expected Progress through each Program

It is expected that EL students will progress through the ELD program levels 1-3 and be eligible for reclassification within 6 years of EL program participation. Student progress will be monitored after each grading cycle and annually after the Summative ELPAC administration. Regardless of the English proficiency level of a student at the time they enter the district, it is expected that they will be able to reclassify by the time they reach the far right column of Table 2 below. A student’s first year in an instructional language program in WUHSD can happen at any grade level or at any English proficiency level, depending on the student’s history.

Table 2: Expected Progression through Each Program

<table>
<thead>
<tr>
<th>End of Year</th>
<th>ELPAC Level 1</th>
<th>ELPAC Level 2</th>
<th>ELPAC Level 3</th>
<th>ELPAC Low Level 4</th>
<th>ELPAC Level 4/ Reclassification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Student A</td>
<td>Student B</td>
<td>Student C</td>
<td>Student D</td>
<td>Student E</td>
</tr>
<tr>
<td>Year 2</td>
<td>Student A</td>
<td></td>
<td>Student B</td>
<td>Student C</td>
<td>Student D</td>
</tr>
<tr>
<td>Year 3 or 4</td>
<td></td>
<td>Student A</td>
<td>Student B</td>
<td></td>
<td>Student C</td>
</tr>
<tr>
<td>Year 4 or 5</td>
<td></td>
<td></td>
<td>Student A</td>
<td></td>
<td>Student B</td>
</tr>
<tr>
<td>Year 5 or 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student A</td>
</tr>
</tbody>
</table>
## Annual Assessments

Student progress is monitored at least annually based on a set of district-adopted and state mandated assessments. The assessments in use are shown in Table 3. These assessments are used to determine English language proficiency, evaluate students’ academic performance and determine program effectiveness.

### Table 3: Annual Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade Level</th>
<th>Description</th>
<th>When Administered</th>
<th>Who Administers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment for California (ELPAC)</td>
<td>9-12</td>
<td>Measures English Language Proficiency</td>
<td>Initial: Within 30 calendar days of district enrollment</td>
<td>Trained district staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assesses listening, speaking, reading and writing in English</td>
<td>AND</td>
<td>Trained district staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State mandated instrument</td>
<td>Annually: April through May</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Used to measure Annual Measurable Achievement Objectives for ESSA Title III</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Used for state-wide accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Assessment of Student Performance and Progress (CAASPP)</td>
<td>9, 12</td>
<td>Criterion referenced tests assessing student’s mastery of grade level standards in English Language Arts</td>
<td>Annually: April to May for students in grade 8 and 11. Results are used for reclassification purposes for students entering grades 9 and 12.</td>
<td>Trained high school staff</td>
</tr>
<tr>
<td>NWEA</td>
<td>10, 11</td>
<td>Norm referenced test for reading and English Language Arts</td>
<td>Bi-Annually: August and April to May. The CAASPP is not given to students in grades 9-10. The NWEA is used for</td>
<td>Trained high school staff</td>
</tr>
</tbody>
</table>
Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum embedded assessments to analyze student progress every 6 to 8 weeks, planning to differentiate instruction and provide classroom interventions as appropriate. ELPAC data is used for instructional grouping in ELD courses. Teachers use formative assessments in ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of the data.

Ongoing Review of Student Progress

Student assessment and program progress is monitored regularly as part of the school system of curriculum implementation. When an English learner is not making adequate progress, additional support, intervention and action are necessary. Figure 3 shows the Multi-Tiered System of Support used to provide intervention when English Learners are not making sufficient academic progress.
The EL Coordinator at each school site collects and reviews the transcripts, ELPAC scores, other assessment data, student grades, and teachers' recommendations for all EL students. On the basis of this review, EL Coordinator identifies those students who are eligible for reclassification. The district's reclassification criteria are shown in Table 1. These criteria include multiple measures of:

- English language proficiency (listening, speaking, reading and writing);
- Academic achievement in reading, writing and mathematics, measured by CAASPP or NWEA
- Teacher’s evaluation of student’s curriculum mastery as demonstrated by successful participation and achievement in grade-level classes; and,
- Consultation with parent/guardian for their opinion and input during the process of reclassification.

The EL Coordinator notifies parents and guardians of their right to participate and be consulted in the decision to reclassify their student. The school provides an opportunity for the parent or guardian to attend the Reclassification Team (RT) meeting (see the section on reclassification). The meeting is scheduled at a time convenient for the parent/guardian. If unable to attend, the parent may communicate his/her opinion in writing or via phone call. The site may elect to take the following additional steps for involving parents in the reclassification process:

- Meet with parents of ELs who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal; and,
- Invite parents to a group meeting to explain that their student has met all the criteria to be reclassified, and explain that staff will monitor their student’s academic performance for at least two additional years. Students are also included in this meeting. Staff is available for individual consultation.

Federal Program Monitoring

IV. Standards Assessments and Accountability EL 09: Evaluation of Title III-Funded Services and Programs (9.0 - 9.1)
VI. Opportunity and Equal Educational Access
EL 13: Language Acquisition Program Options and Parent Choice (13.1 - 13.5)
VII. Teaching and Learning
EL 14: ELD (14.0 - 14.3); EL 15: Access to Standard Instructional Program (15.2)
Chapter 4: Access to Core Curriculum

Rationale for Access to the Core Curriculum

Ensuring ELs receive the required amount of time each day in core content area and elective classes is a best practice to ensure ELs have access to the core curriculum. Elective classes such as art, physical education, and music provide opportunities for ELs to practice and develop social and academic skills. Scheduling in schools with small EL populations (less than 10% of students) should prioritize grouping EL students in smaller clusters and scheduling them with experienced EL/ Bilingual authorized teachers.

Expectations for Rigorous Standards-Based Instruction Utilizing Integrated ELD

EL students engage in core content area and elective classes utilizing an Integrated ELD approach with the intent to increase student disciplinary literacy in English language arts, math, social science, science, and arts as measured by the CSS, including the CA ELD Standards. All teachers with ELs in their classrooms use Part I and Part II of the CA ELD Standards throughout the day and in tandem with the CSS for ELA/Literacy and other content area standards to support their ELs linguistic and academic development and achievement. Teachers in each, for example:

- Routinely examine the texts and tasks used for instruction to identify language that may be challenging for ELs.
- Identify opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas).
- Observe students to determine how they are using the targeted language.
- Adjust whole group instruction, work in small groups, and/or with individuals to provide adequate and appropriate support.

<table>
<thead>
<tr>
<th>Method of Instruction</th>
<th>Content Area [Rationale for Instruction]</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD or Integrated ELD</td>
<td>English [Use of strategies to teach language structures and vocabulary for students to learn English]</td>
</tr>
<tr>
<td>Integrated ELD</td>
<td>Science, Social Science, Physical Education, Visual And Performing Arts, Career Technical Education, World Language (including honors, Advanced Placement, Dual Enrollment, and Articulated courses) [Use of strategies to make content comprehensible: Access to Core/Integrated Curriculum to scaffold instruction, Culturally responsive pedagogy]</td>
</tr>
</tbody>
</table>
Role of Primary Language

WUHSD understands the important role of the primary language in second-language acquisition. Students with a first language familiarity or proficiency will be well-positioned for second-language acquisition. As students begin to learn new words and concepts in English, connecting them to their primary language will be beneficial in second-language acquisition. (Madrinan, 2014)

EL’s Access to Advanced, Honors, Career Track, Etc.

EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements. EL students are entitled to an equal opportunity to participate in all programs, including: career and technical education, early college access, arts, and athletics programs, Advanced Placement (AP) courses, Dual Enrollment courses, clubs, and honor societies. (CDE)

Federal Program Monitoring

IV. Standards Assessments and Accountability - EL 09: Evaluation of Title III-Funded Services and Programs (9.0 - 9.1)
VII. Teaching and Learning
EL 15. Access to Standard Instructional Program (15.0 - 15.2)
Chapter 5: Staffing and Professional Learning

Options for Staffing EL Programs

If English learners are to have access to a high-quality education and experience academic success, their needs must be met by teachers who have specialized knowledge and skills related to English language development, specially designed content instruction delivered in English, and content instruction delivered in students’ primary language.

Teachers who provide English language development instruction or access to core curriculum instruction for English learners must be appropriately authorized or be actively enrolled in training for an appropriate EL authorization:

1. Teachers assigned to structured English immersion and English-language mainstream programs must hold a valid California teaching credential and one of the following authorizations:
   - CLAD Certificate
   - California Teacher of English learners (CTEL) examination
   - BCLAD certificate or equivalent (e.g., Bilingual Certificate of Competence)
   - Bilingual Specialist Credential
   - SB 1969/395 or AB 2913 Certificate of Completion of Staff Development

2. Teachers assigned to an alternative language program must hold a valid California teaching credential and one of the following authorizations:
   - BCLAD certificate or equivalent (e.g., Bilingual Certificate of Competence)
   - BCLAD Specialist Credential

The same staffing requirements apply to teachers in special education settings in which English learners are enrolled.

It is district policy to recruit and hire fully-credentialed teachers who hold CLAD or BCLAD authorization. Because California credential program graduates must hold a CLAD certificate, the district works closely with local institutions of higher education to identify and recruit new teachers. It is also district practice to identify and support bilingual instructional assistants who might seek a teaching credential.

Teachers who provide instruction to English learners and who do not yet possess appropriate certification or the equivalent must be enrolled in training or show progress toward certification. There is a single path to authorization: passage of the California Teachers of English Learners (CTEL) Examination. The CTEL Examination includes three subtests, each of which must be passed within five years. Each subtest may be taken separately. Designated teachers in training
may enroll in a course designed to prepare them to take the CTEL Examination and/or may show progress by passing one or more subtests annually.

Each year, the Personnel Services Department provides each school the current credential/authorization status of each teacher. Personnel Services also contacts teachers without authorization of training requirements and monitors the progress of teachers who are in training. Each year, the district identifies teachers who are not making adequate progress toward certification.

The principal is responsible for ensuring that teachers are assigned appropriately to classrooms. This certification must be provided to Personnel Services within 30 school days after the beginning of the school year. Teacher credentialing and assignment data is reported annually to the CDE.

**Recruitment and Retention Plans**

The district is committed to recruiting, developing, and retaining teachers who are highly qualified to teach English learners. Local recruitment goals and strategies call for the recruiting and hiring of teachers who reflect the diversity of the district’s students and for provision of incentives for teachers to accept employment in WUHSD. Retention goals focus on providing new teachers with high levels of mentoring and support and for the improvement of working conditions for teachers. Finally, the district is committed to improving teacher quality through ongoing professional development and support, improved teacher evaluation, and the strengthening of professional learning communities in the schools.

The Human Resources Department is to prepare an annual report to the Superintendent’s Cabinet that describes progress toward recruiting and hiring goals and identifies measures to remedy any shortages of qualified staff.

**Rationale for Professional Learning to Build and Sustain the Capacity of ELs**

Administration and leadership teams will provide opportunities to develop a deeper understanding of teaching English Learners by sharing research-based instructional practices at faculty, department, grade-level meetings, and continuous collaboration. On-going professional learning will:
* Build a broader repertoire of effective EL instructional strategies.
* Provide teachers and administrators with professional development focused on research-based instructional strategies for improving achievement of ELs
* Provide on-going professional learning to enhance teachers’ understanding and use of adopted materials and assessments for ELs.
* Identify early, appropriate interventions to help EL students learn
* Improve student engagement strategies
Involve parents of EL students in their children’s education
Understand and use assessments to improve classroom practice and student learning

Staff will:
- Analyze assessment data and discuss the implications of EL student performance in each part of the assessment
- Discuss specific lessons and strategies
- Examine EL student work
- Examine evidence of learning demonstrated in student work
- Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered
- Plan effective re-teaching opportunities and enrichment lessons to accelerate learning for EL students
- Plan and implement effective ways of providing language support and accelerating language acquisition for ELs

Foundational Knowledge Expectations for Teachers of ELs

Understanding the profiles of ELs at the different proficiency levels allows teachers to provide the necessary supports for students to interact with complex text. Part II of the ELD Standards – How English Works- along with the Framework provides guidance in planning a structured approach to analyzing the language in a text. This is so ELs may gradually grow in their understanding of how different language resources are used to make meaning, e.g., text structure, figurative language, general and specific vocabulary.

Part II of the ELD Standards also offers critical guidance in how to support ELs at the different proficiency levels in writing narrative, informational and argument/opinion texts and in formal speaking. For example, ELs need to understand how texts are built before they move into the writing process. Linguistic and cognitive scaffolds such as graphic organizers and paragraph frames can prepare students to develop a draft of an essay. Models or master texts are read and studied to understand the way they are structured and organized. Additionally a variety of language resources can be used to build cohesion in the oral and written texts.

Clarity Around Responsibilities of District and Site for Coherent and Aligned Professional Learning

Each site principal is responsible for developing and implementing professional development for teachers including best practices for teaching ELs.

The Director of Educational Services will support the site principal in identifying areas of focus, development of a professional development annual plan, and tracking effectiveness of professional development through teacher pre-post surveys, walk-through protocols and checklists, and observation/ walk-through feedback forms.
Connectedness Between Professional Learning for EL Educators and LEA’s Educational Plans

All professional learning will be aligned to effective strategies identified through the LCAP and SPSA Goals 1, 2, and 3. Professional development will focus on areas identified for improvement through the WASC self-study process, student assessment data analysis, campus climate and culture survey data analysis, and feedback from educational partners through the LCAP engagement process. Additionally, teaching practices and strategies included in professional development will be selected from evidence based practices in line with Every Student Succeeds Act (ESSA) requirements for federal funding.

Federal Program Monitoring

V: Staffing and Professional Learning
EL 11: Teacher EL Authorization (11.0)
EL 12: Professional Development Specific to English Learners (12.0 - 12.1)
Chapter 6: Family-School Partnerships

Role of Families in the Education of ELs

Our schools and classrooms are most effective when family and community stakeholders actively influence and contribute to the District mission of college, career and community readiness. In the case of English Learner (EL) families and community leaders, this involvement is of particular importance because it helps immigrant and EL families experience ownership in an educational system that might be unfamiliar. WUHSD views the relationship with families as a partnership focused on student outcomes.

Role of Parent Advisory Committees

Implementation of the English Learner Advisory Committee (ELAC)

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).

The following requirements pertain to the formation of ELAC:

- Parent members are elected by parents of English Learners;
- Parents of English Learners constitute at least the same percentage of committee membership as students represented in the student body; and,
- All parents/guardians of English Learners have an opportunity to vote.

The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement. The ELAC advises the principal and staff on the school’s program for English Learners. The ELAC assists in the development of the school’s:

- Needs assessment;
- Language Census (R-30); and,
- Efforts to make parents aware of the importance of regular school attendance.

The ELAC receives training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. ELAC members have an opportunity to elect a representative to the District English Learner Advisory Committee (DELAC). Other topics related to English Learners may also be of interest to the ELAC in addition to, but not in place of, the above mentioned required items. These topics might include:

- Meeting the social and academic needs of ELs;
- Communication with parents and the broader community;
- Strengthening coordination with the district and DELAC to provide programs for all students with approved waivers;
- Review of academic performance measures for EL students;
● Improving parent-teacher conferences; and,
● Number of parental exception waivers requested

ELACs are monitored by the district office. Guidance for the implementation of the ELACs is also provided. ELAC members will be provided with a handbook of training materials and sample bylaws. However, the ELAC may adopt its own bylaws. It may also elect officers within its membership.

The site principal, along with the EL Coordinator, is responsible for establishing the ELAC and monitoring that ELAC has fulfilled their responsibilities. The principal or a designee will:

● Assist the ELAC membership to develop meeting agendas;
● Assist the ELAC membership in selecting meeting dates;
● Schedule and hold planning and general membership meetings;
● Monitor ELAC membership;
● Membership may include school staff and community members (Community members and school staff together should constitute fewer in number than parents of English Learners);

Implementation of the District English Language Advisory Council (DELAC)

If WUHSD has more than 51 English Learners the district must have a DELAC. The DELAC advises the WUHSD Board of Trustees on at least the following:

● A timetable for and development of a district Master Plan for English Learner Services, taking into consideration the Local Educational Agency Plan (LEAP) and Single Plan for Student Achievement (SPSA) from the school sites as these plans relate to English Learners;
● A district-wide needs assessment on a school-by-school basis;
● The district program, goals, and objectives for programs and services for English Learners;
● The plan to ensure compliance with applicable teacher or aide requirements;
● District student reclassification procedures;
● Written parent notification of initial school enrollment; and,
● The district’s Consolidated Application.

Other areas that may be of interest to the DELAC may include, but are not legally required:

● The findings and conclusions of any evaluation of EL services;
● The results of compliance monitoring reviews (Categorical Program Monitoring or CPM);
● A cumulative report of the number of waiver applications processed; and,
● Program evaluation results.

The DELAC meets sufficiently to plan, discuss, and provide advice on all required items. The District Office will support the DELAC. This department assists with:

● Agenda preparation, meeting notices and arrangements for meetings;
● The district provides all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties.

Expectations and Systems for EL Families, Including Students, to engage in District Activities/Education

Structures and practices to support EL family and community participation in WUHSD must:
● Be clearly defined and well-advertised in a parent friendly format, at both the site and district level.
● Be welcoming and culturally and linguistically responsive.
● Provide a space for parents and families to both learn about and contribute to:
  ○ the specific needs of ELs including all ELL subgroups.
  ○ the educational needs of all WUHSD students and subgroups.
● Fully engage parents representing all EL subgroups in site-level and district-level governance structures, particularly within the English Language Advisory Council (ELAC) and District English Language Advisory Committee (DELAC).
● Ensure clear communication and connection between the parent governance structures at the site level and the parent governance structures at the district level.
● Be supported by dedicated family liaisons and resources at the site and District level.

Coordination and Communication Among District-Level and Site-Level LCAP Committees

A clear flow of information is essential to create common understanding and advance policies designed to benefit WUHSD’s ELs. The required procedures for sharing information between the ELAC and DELAC are detailed below.
1. All notes for regular meetings of the ELAC and DELAC must be posted to a common folder linked on the District Web Page within 48 hours of holding a meeting.
2. By the end of October, each site will designate an LCAP Communications Liaison to pass information and knowledge between the district-level committee (DELAC) and the site-level committees (ELAC) and support compliance with the Greene Act.
   ● The LCAP Communications Liaison may or may not be a member of the ELAC.
   ● The LCAP Communications Liaison may be somebody who fills another role at the site, from ELAC president to EL LCAP Representative.
   ● The LCAP Communications Liaison must have access to email in order to receive important information from different bodies in the District.
   ● In addition to being posted to common District folders, a copy of agendas and notes from any PSAC or DELLS meeting is also sent to the LCAP Communications Liaison email list.
   ● The LCAP Communications Liaison must share PSAC and DELLS information with their school’s SELLS and SSC.
   ● The LCAP Communications Liaison will also share school based information back to the LCAP Committees (e.g PSAC, DELLS).
Forms and Purpose of Communicating with Families

The following goal has been established: Parents of English Learners at all schools in the WUHSD will participate meaningfully in the education of their students. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive.

- Site Council
- ELAC
- DELAC
- Spanish Speaking Parent Outreach Meetings

Primary Language Communication/Translation

When 15 percent or more of students enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian must be written in English and in the primary language. Interpreters are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST meetings, suspension and expulsion conferences and hearings, and for all due process actions.

The district utilizes existing technology to improve communication in parents’ home language. The district website has a dropdown language menu that allows web content to be translated into different languages. In addition, the district communication software, ParentSquare is used to provide Spanish language text and voice messaging, as well as a Spanish language option to our district phone lines. Numerous district publications, as well as SST documents are translated into Spanish and are available in PDF viewing format. The Local Control and Accountability Plan (LCAP) Annual Parent Survey is provided in both English and Spanish to ensure Spanish speaking parents’ voices are heard prior to LCAP development. We also have a bilingual Family and Community School Engagement Coordinator to provide additional translation support services as necessary.

Rights of Parents/ Families

EL students in the Wheatland Union High School District are placed in one of the following programs:

1. Structured English Immersion (SEI), in which the language acquisition process, curriculum and instruction are designed for students who are learning the language
2. English Language Mainstream (ELM), classrooms in which the students are either native English language speakers or already have acquired reasonable fluency in English.

English learners who do not meet the LEA criteria (reasonable fluency) for participation in an ELM program are placed in an ELM program at any time during the school year, if the parent or guardian so requests.
Parents and guardians of ELs must be notified of the opportunity to apply for a parental exception waiver for their children to participate in an alternative program in which some or all of the instruction is delivered in the pupil's primary language. When the parent/guardian of an EL wishes to have his/her student placed in a program that is an alternative to being taught in English, per EC Section 305, a waiver is required. Individual schools in which 20 pupils or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the pupils to transfer to a public school in which such a class is offered. English Learners in Special Education whose Individualized Educational Program (IEP) requires primary language services are not subject to the waiver process. The IEP acts as the waiver.

Waiver Approval Process

- Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of SEI, ELM, and alternative programs, and all educational opportunities offered by the school district and available to the student.
- The parent submits a waiver for their student each school year requesting that their child be offered an alternative to being taught in English.
- All parental exception waivers shall be acted upon by the school within 30 instructional days of submission to the school principal.
- Individual schools in which 20 pupils or more of a given grade level receive a waiver to be taught in language other than English shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.
- If a waiver is denied, parents and guardians must be informed in writing of the reason(s) for denial.

Annual Notification

Each year EL parents will receive:

- Their student's annual assessment results;
- Information regarding all the district program options
- An opportunity to review the Parental Exception Waiver processes and submit such a waiver.

The Superintendent or designee will monitor schools to ensure compliance with the procedures and related policies and laws described above. The Superintendent or designee will make recommendations to the WUHSD Board of Trustees regarding any necessary enhancements to the implementation of this plan.
Capacity Building for Families and Community

Wheatland Union High School District offers a parent education program, Parent Project, two times a year. The 10-week program supports parents of teens and provides knowledge and skills to help families navigate the challenges of adolescence.

Additionally, as WUHSD is a Community School, we support parents with a multitude of other services, including housing and employment assistance through connection with external Yuba County agencies, food distribution through Yuba Sutter Food Bank, medical and mental health services on-campus through Harmony Health, and dental services for students through Big Smiles Dental.

Federal Program Monitoring

I. Involvement:
   EL 01: English Learner Advisory (1.0 - 1.2)
   EL 02: District English Learner Advisory Committee (2.0 - 2.3)
Chapter 7: Program Monitoring and Evaluation

Plan for EL Program Evaluation

Monitoring Processes at the School Site Level

Teachers are at the core of student monitoring; teachers will assess their EL students’ outcomes formatively and summatively, modifying instructional approaches as needed. They will receive feedback, training, and support from school administrators, site EL designees, counselors, and Instructional Coaches. Together, these school site-level personnel will review outcomes of EL student performance relative to expected linguistic and academic progress. In subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Priorities for professional development (PD) will be identified, with support from the district as needed. Another important monitoring team at the school site level is the Student Support Team.

Monitoring ELs, including long-term English learners (LTEls) and reclassified fluent English proficient (RFEP) students is overseen by the English Learner Data Team at least twice per year and provides support as needed. The EL Data Team will ensure that RFEP students continue to make progress and achieve academic proficiency in all core subject areas. The monitoring of EL students with disabilities takes place as part of an Individualized Education Plan meeting. EL designees at the school site should sit in as a consultant to ensure that students receive appropriate designated English language development and integrated English language development services both for their disability and for their language needs.

Teacher Practices for Student Monitoring

Assess EL students’ (and all students’) outcomes formatively and summatively. Modify instructional approaches as needed. Receive feedback, training, and support from school administrators, site EL designees, counselors, and coaches. The monitoring of all students falls under the MultiTiered System of Support umbrella. State and district assessments (NWEA and CAASPP/CAST). These entities follow established processes to monitor ELs’ progress, including the progress of LTEl and RFEP students. Testing and services are tied to the Multi-Tiered Systems of Support. These personnel will examine patterns of EL and SEL student performance at their district schools relative to expected linguistic and academic progress, using the EL Dashboards, Title III Action Plans, and other monitoring tools. Instructional leadership and EL leadership will together use these findings to determine instructional and PD needs, determine program support priorities, and develop strategic EL achievement plans. They will develop and provide the needed professional development and program support.
Federal, state, and District Requirements and Evaluation Process

Monitoring Requirements at the State Level

Monitoring at the school and district levels is partially in response to state requirements. All school districts are required to report a score regarding the progress of ELs (and other student groups) to the California Dashboard, which includes both growth and equity measures. The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K–12 schools, changes that have raised the bar for student learning, transformed testing, and placed the focus on equity for all students. The Dashboard is made up of reports that show local educational agency or school performance on the following six state indicators and four local indicators.

State Indicators
1. High school graduation rate
2. Academic performance
3. Suspension rate
4. EL progress
5. Preparation for college or career
6. Chronic absenteeism

Local Indicators
1. Basic conditions (teacher qualifications, building safety, student textbooks)
2. Implementation of academic standards
3. School climate surveys
4. Parent/guardian involvement and engagement

This data is publicly available and stakeholders can search to see a variety of reports for any local educational agency or school, showing the data in different configurations. An explanation of the data, performance indicators, and report types is provided in the Getting to Know the California Dashboard resource. Note that EL progress toward language proficiency is measured using two indicators:

- Number of ELs who make progress from year to year on standardized tests of English proficiency and
- Number of ELs who make progress from year to year on tests of English academic achievement

Monitoring Requirements at the Federal Level

State monitoring requirements are informed by federal requirements. ESSA of 2015 is the federal education policy that provides funding for ELs and redefines the goals of the program. Under ESSA, the programmatic goals are:
• To ensure English proficiency and develop high levels of academic achievement in English for ELs
• To assist ELs in meeting the same challenging state academic standards as all students
• To assist teachers and schools in establishing and sustaining effective language instruction programs to teach ELs
• To assist teachers and school leaders in providing effective programs to prepare ELs to enter all English instructional settings
• To promote parental and community participation in language instructional programs for parents/guardians, families and communities of ELs

State Program Monitoring
School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that funding recipients are utilizing categorical funding and implementing program requirements as required by law. At the end of each review, the state creates a report detailing findings of noncompliance and informs the school, district, or county office how to correct issues found to be out of compliance. The California Department of Education provides a coordinated and transparent monitoring process.

Federal Program Monitoring
Within the California Department of Education, the Federal Program Monitoring (FPM) office supervises the FPM reviews, which take place either in person or online. An FPM onsite visit involves data and document review, stakeholder interviews, and classroom observations of categorical programs administered by the District. An FPM online review includes only data and document review of categorical programs. The FPM process ensures that districts meet fiscal and program requirements of federal categorical programs and mandated areas of state responsibility.

Uniform Complaint Procedures
The District has the primary responsibility for ensuring compliance with applicable state and federal laws and regulations and investigates complaints alleging failure to comply with these laws and regulations. Uniform Complaint Procedures (UCP) brochures are available at all schools and on the District’s website in primary languages of the school community. Written notice regarding UCP must be disseminated annually to staff, students, parents/guardians, appropriate private school officials or representatives, District advisory committee, school advisory committees, and other interested school parties. Distribution may be in any form, providing that it will reach the school community. Complainants are encouraged, whenever possible, to attempt resolution of complaints directly at the school, work site, or with the district.
### Success Criteria for ELs Linguistic and Academic Outcomes

Key questions will guide annual EL program evaluation based on EL success criteria and high-value data analysis. See Table 5 below.

#### Table 5: Questions, Data Indicators, and Actions for EL Program Evaluation

<table>
<thead>
<tr>
<th>Key Question</th>
<th>Data Indicator</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are ELs identified and properly placed in a timely manner?</td>
<td>Enrollment data; CalPADS Data</td>
<td>Meet with the Registrar, CalPADS/SIS Coordinator, and EL Coordinator to ensure the process is clear and identify areas in need of clarification.</td>
</tr>
<tr>
<td>Are ELs meeting minimum Progress Expectations (detailed in Chapter 3) and reclassification targets?</td>
<td>CA Dashboards: Reclassification rates ELPAC Dashboard</td>
<td>District EL team (EL Coordinator, Director of Educational Services, Principal, Director of Student Services) annual Data Team Meeting to review EL progress and outcomes Work to create appropriate action plan to address the issue</td>
</tr>
<tr>
<td>Are instructional programs implemented with fidelity to core components, providing ELs full access to and engagement with the core content as well as robust development of academic language?</td>
<td>SPSA data analysis LCAP data analysis</td>
<td>SPSA &amp; LCAP data review process District EL team annual Data Team Meeting to review EL progress and outcomes Work to create appropriate action plan to address the issue</td>
</tr>
<tr>
<td>Are District targets for ELs graduation rate met?</td>
<td>CA Dashboards: Graduation rate Dropout rate CalPADS Data</td>
<td>District EL team and CCI team annual Data Team Meetings to review EL progress and outcomes Work to create appropriate action plan to address the issue</td>
</tr>
<tr>
<td>Are suspension rates for ELs below targeted maximum?</td>
<td>Suspension Dashboard SIS Discipline and Assertive Discipline data monitoring</td>
<td>District EL team and Discipline team annual Data Team Meetings to review EL progress and outcomes Work to create appropriate action plan to address the issue</td>
</tr>
<tr>
<td>Are ELs meeting targets for attendance?</td>
<td>Attendance and Chronic Absence Dashboard</td>
<td>District EL team and Attendance team annual Data Team Meetings to review EL progress and outcomes Work to create appropriate action plan to address the issue</td>
</tr>
<tr>
<td>Are school sites providing a welcoming and supportive learning environment for ELs and their families?</td>
<td>CHKS data Inflexion survey data (or other equivalent survey) LCAP input data</td>
<td>District, site leadership, and EL Advisory Committee work to create appropriate action plan to address the issue</td>
</tr>
<tr>
<td>Is the necessary level of parental involvement in EL Advisory Committees being met based on District EL enrollment?</td>
<td>Sign in attendance from meetings</td>
<td>District, site leadership, and Advisory Committee work to create appropriate action plan to increase participation or create DELAC if necessary</td>
</tr>
</tbody>
</table>

**Core Base Program vs. Supplemental Defined**

Funding Title III The District receives Title III (Federal) funds to provide supplemental direct services to ELs. These funds must be used to provide direct services to ELs above and beyond the core program requirements as outlined in the United States Code and California Education Code. The supplemental funds received from Title III may not be used to supplant the District’s general funds.

Outreach to Private Schools ELs enrolled in private schools may receive Title III services provided by public schools within their geographical jurisdiction. The District is required to provide equitable services to private school students identified as ELs and must also consult with private school officials on an annual basis to determine which private schools request to participate in the Title III Program. Title III services provided to private schools must be used to supplement the core program ELs are receiving. In addition, Title III services provided must be secular, neutral, and non ideological. Teachers providing Title III services to private school students, whether district employees or third party contract employees, are subject to the requirement that teachers in a Title III program must be fluent in English and any other language used for instruction.

WUHSD also receives funding for students, including language learners, under the Local Control Funding Formula (LCFF). LCFF provides base, supplemental, and concentration grants to districts and charter schools. The LCFF creates funding targets based on student
characteristics and provides greater flexibility to use these funds to improve student outcomes. For school districts and charter schools, the LCFF funding targets consist of grade span-specific base grants, in addition to supplemental and concentration grants, which are calculated based on student demographic factors. Supplemental grants provided to the District equal 20 percent of the adjusted base grants multiplied by the District’s unduplicated percentage of ELs, income eligible for free or reduced-price meals, and foster youth pupils. Under the LCFF, all school districts and charter schools are required to prepare a Local Control and Accountability Plan (LCAP) describing how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. In addition, the District will submit to the California Department of Education an LCAP Addendum that will describe how federal funding will supplement the instructional goals/priorities described within the LCAP plan.

**Evaluation of Base/Supplemental Funding**

The District and its departments and sites must fully comply with guidelines for compliant spending of Title III funds as well as supplemental and concentration funds from the California Local Control Funding Formula (LCFF). With Title III, funds must be spent to supplement, not supplant.

Supplemental and concentration funds should be spent in ways that improve student achievement for the ELLs, Foster Youth, and Low Income students at the sites. In alignment with Ed Codes 42238.02 and 42238.03, these funds must be spent on ELLs at least in proportion to the increase in funds apportioned on the basis of the number of ELL students. For example, if a site’s supplemental funds are high because of ELLs, then these additional funds should be spent in ways that benefit ELLs. Examples of appropriate use of funds would include paying substitute teachers to support teacher professional development, hiring an Instructional Coach to support teachers in implementing best practices for instruction and student data monitoring, purchasing reading intervention software to support EL English language acquisition, and stipends for teachers to create curriculum.

**Federal Program Monitoring**

- **II. Governance and Administration - EL 05: EL Program Inclusion in the SPSA [Schoolwide] (5.0 -55.2)**
- **III. Funding - EL 07: Supplement, Not Supplant with Title III (7.0 - 7.1)**
- **IV. Standards Assessments and Accountability - EL 09: Evaluation of Title III-Funded Services and Programs (9.0 - 9.1)**
Glossary of Terms

EL: English Learner; a student who answers Yes to questions 1, 2, or 3 on the Home Language Survey

LT EL: Long Term English Learner; classification given to students who have been enrolled in American schools for more than six years.

RFEP: Reclassified Fluent English Proficient; reclassification based on LEA determined criteria as outlined in this EL Master Plan

IFEP: Initial Fluent English Proficient; students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts; identified through Initial ELPAC assessment results

HLS: Home Language Survey; survey administered to all students upon enrollment in the district; used to determine EL status

ELPAC: English Language Proficiency Assessments for California; assessed within 30 days of enrollment in the district and annually thereafter until the student reclassifies as RFEP

Initial ELPAC: Taken upon student enrolling in the district within the first 30 days of enrollment

Summative ELPAC: Administered every year in the spring to all students designated as English Learners; must be completed by May 31

Primary Language: Student’s first language; language spoken at home

Reclassification: The process through which a student moves out of English Language Status, must meet all requirements established in this EL Master Plan

Structured English Immersion (SEI) Program: a program in which the language acquisition process, curriculum and instruction are designed for students who are learning the language

English Language Mainstream (ELM) Program: a Program in which classrooms in which the students are either native English language speakers or already have acquired reasonable fluency in English.

ELAC: English Language Advisory Council

DELAC: District English Language Advisory Council
Designated ELD: English Language Development; courses designed to provide intensive support directed at developing EL students’ English language proficiency necessary for academic content learning in English using state-adopted ELD standards

Integrated ELD: instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards; includes specifically designed academic instruction in English.

CAASPP: California Assessment of Student Performance and Progress; computer-based adaptive assessment given to all students in California in specific grades (11th grade in high school); may also be known as SBAC (Smarter Balanced Assessment Consortia); used to measure student achievement in English language arts and mathematics.

NWEA: Northwest Evaluation Association; assessments in English language arts, mathematics, and science given in the fall and spring semesters; provides each student with a MAP score to measure academic progress and identify grade-level equivalency.

LEP: Limited English Proficient

NES: Non English Speaking
Wheatland Union High School District

SURPLUS EQUIPMENT AND BOOKS

Site Location: Wheatland Union High School
Date: June 7, 2023

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Equipment Description (model, etc.)</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tractor and odd tractor parts in back driveway</td>
<td>Deemed unusable parts</td>
</tr>
<tr>
<td></td>
<td>Old Farm Tractor</td>
<td>Deemed unusable parts</td>
</tr>
</tbody>
</table>

School Administrator’s Signature
Wheatland Union High School District
Job Description
Executive Director of Student Services / Special Education

Position
Under the direction of the Superintendent, plans, organizes and directs Special Education programs and Student Services programs; assists in the planning, development, implementation and maintenance of special education and Student Services related operational policies and regulations; maintains student files and records; assures compliance with applicable district rules and policies, and State and Federal laws, IDEA, codes and regulations; supervises and evaluates the performance of assigned personnel; and conducts other related duties as directed.

Representative Duties and Responsibilities

- Identifies, plans, and establishes goals and objectives related to the Special Education and Student Services programs district wide.
- Assists in identifying instructional priorities for development/improvement of special programs.
- Provides leadership and guidance to promote high expectations and standards for quality teaching and learning of students with special needs.
- Provides departmental leadership that promotes collaborative planning, innovative thinking and exemplary programs and services.
- Coordinates and directs professional development activities related to Special Education and Student Services.
- Makes recommendations related to Board policies in the area of Special Education and Student Services to assure compliance with the law.
- Works with the principals to facilitate the design, coordination, development, establishment, and implementation of assessment procedures that produce accountability for achievement of students with special needs.
- Supervises, directs, and evaluates the performance of assigned personnel, including Director of Student Services.
- Evaluates and improves continuum of services for students with special needs, evaluation processes and IEP procedures.
- Represents the District and serves as liaison between the district and educational partners as directed.
- Attends Board meetings and prepares Board agenda items; presents reports and provides technical counsel to the Board as requested by the Superintendent; reviews and presents Board items affecting Special Education and Student Services; updates the Board in Closed Sessions regarding confidential student issues as needed.
- Develops and monitors department budgets, and other budgets as may be assigned.
- Responds to and resolves parent complaints related to students/uniform complaint procedures.
Wheatland Union High School District
Job Description

Executive Director of Student Services / Special Education

- Prepares reports and makes recommendations related to personnel needs and projections; and completes questionnaires and surveys related to Special Education and Student Services.
- Coordinates District SARB and truancy prevention program.
- Coordinates and monitors District efforts in the area of anti-bias and equitable practices affecting students, families, and staff.
- Attends and conducts meetings, state and regional conferences and workshops to remain current in all issues relating to student services.
- Prepares documentation related to Special Education program monitoring.
- Serves as member of Superintendent's Cabinet and Management Team.
- Performs other duties as assigned.

Knowledge, Skills and Abilities

**Working Knowledge of:**
- Principles, trends, methods, strategies, practices, and procedures pertaining to Special Education and Student Services, including instruction, assessment, and resource allocations.
- State and Federal educational program requirements.
- Special Education, Student Services programs and laws, codes, rules, and regulations related to areas of responsibility.
- Legal mandates, applicable sections of the Education Code, District policies and regulations, laws, practices and procedures, and financial and statistical record-keeping techniques.
- Effective personnel management principles.
- Modern data management, storage and retrieval systems.
- Effective communication and public and human relations strategies, methods and techniques.
- Effective classroom, behavioral and instructional practices.

**Ability to:**
- Plan, organize, direct, and manage a comprehensive student and educational services system.
- Assure compliance with applicable district policies, regulations, rules and procedures and State and Federal laws, codes, and regulations.
- Communicate effectively both orally and in writing including preparation and delivery of oral presentations.
- Maintain confidentiality of records and privileged communications.
- Accurately interpret and administer legal mandates, policies, and regulations.
Wheatland Union High School District
Job Description
Executive Director of Student Services / Special Education

- Read, interpret, apply, and explain rules, regulations, policies and procedures.
- Effectively serve as a resource to the Superintendent, administration and employees pertaining to Special Education and Student Services related issues.
- Ability to establish and maintain effective relationships with a wide variety of groups and individuals.
- Train, supervise and evaluate assigned staff.
- Prepare, administer, and monitor assigned budgets.
- Maintain current knowledge of program rules, regulations, requirements, and restrictions.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Meet schedules and timelines.
- Operate a computer terminal to enter data, maintain records and generate reports.
- Plan, coordinate and provide staff training.
- Provide leadership and stability for continuity of services.
- Coach, encourage and provide personal growth opportunities for assigned personnel.
- Drive a vehicle to carry out duties and responsibilities of the position.

Physical Demands
The physical requirements indicated below are examples of the physical aspects that this position must perform in carrying out essential job functions.

- Persons performing services in this position classification will frequently exert 25 – 50 pounds of force to lift, carry, push, pull or otherwise move objects.
- This type of work involves sitting, standing, walking, bending and stooping from brief periods of time to lengthy periods of time.
- Persons performing services in this position classification will incur frequent interruptions and work in a high-pressure environment.
- Essential job functions include: Perceiving the nature of sound; near and far visual acuity; depth perception; providing oral and written communication; ability to speak and project voice in either an enclosed or open area; manual dexterity to handle and work with various materials, objects and equipment; driving a motor vehicle; and the ability to perform a variety of physical activities.

Education and Experience
- No less than three years’ experience in a responsible administrative or supervisory position, including student and educational management or similar fields.
Wheatland Union High School District
Job Description
Executive Director of Student Services / Special Education

- Master of Arts Degree or higher from an accredited college or university in education administration, Special Education, Student Services, or other closely related area(s).

**Licenses and Other Requirements**

*Possession of:*
- Valid Driver License
- California Administrative Services Credential
- Pupil Personnel Services Credential (preferred)

*Board Approved: 6/28/2023 (pending)*
Wheatland Union High School District Job Description

Speech and Language Pathologist

**Position**

Under the direction of the Executive Director of Student Services Special Education, provides diagnostic, remedial, and consultative services for students with communicative disorders; performs as support staff member in school to determine specific needs of students who display speech, language, and hearing difficulties.

**Duties and Responsibilities:**

- Screen pupils for communicative disorders and select cases according to appropriate criteria as determined by speech-language pathologist and by state and federal guidelines.
- Employ assessment procedures, techniques, and standardized tests necessary for thorough and accurate diagnosis of communication disorders.
- Convey pertinent information to appropriate personnel, including referrals to community agencies.
- Conduct thorough and annual and triennial assessments of speech/language deficits.
- Determine if students are eligible for services in the areas of articulation/phonology, abnormal voice, fluency, and language.
- Provide written report for parents and applicable personnel after assessment is completed.
- Develop and implement an Individualized Education Plan (IEP).
- Review IEPs at least annually.
- Notify parent, administrator, and appropriate personnel of IEP meeting(s).
- Provide information and assistance to parents.
- Schedule and provide individual and/or group therapy as determined by the IEP team.
- Attempt to maintain a caseload which does not exceed the state recommended average of 55 persons per full-time-equivalent speech-language pathologist.
- Make appropriate referral if a student’s performance indicates the need for a more restrictive environment.
- Meet and confer with teachers about methods and techniques for dealing with special problems and modifying education programs for speech/language/hearing problems.
- Arrange for necessary materials and equipment for speech therapy activities.
- Assume responsibility for implementation of Standard School District policies, California State Department of Education regulations, and Federal regulations related to speech and language therapy services.
Speech and Language Pathologist

- Participate in the formation of district policies, standards, objectives, guides, forms, and procedures related to speech therapy/pathology.
- Acquaint members of the community, administrators, and other school personnel about speech, language, and hearing problems.
- Attend district meetings and required workshops.
- Perform any other duties assigned by the superintendent or superintendent’s designee.
- Pursue professional growth through conferences, workshops, and coursework.
- Actively participate in local, state, and national professional speech and hearing organizations.

Professional Qualifications:
Clear Clinical or Rehabilitative Services Credential, Authorized Field: Language, Speech and Hearing.

1. Baccalaureate degree or higher from an institution approved by the California Commission on Teacher Credentialing.
2. Master’s Degree or its equivalent
3. Specialized and professional preparation as the commission may require.

Desired Qualifications:

License: State License issued by State of California Board of Medical Quality Assurance Speech Pathology and Audiology Examining Committee.

Personal Qualities:
- Relate positively to students and instill in them a desire to improve.
- Relate positively to parents, school personnel, and other lay and professional people.
- Conduct oneself in a professional manner, present a favorable personal appearance, and demonstrate personality characteristics which enhance effectiveness in a school setting.
- Communicate effectively and use appropriate professional language skills in writing and speaking.
- Demonstrate a positive attitude and desire to improve professional knowledge and competence.
Speech and Language Pathologist

Physical Requirements:
- Sufficient vision to read fine print. Sufficient depth perception. Good color perception.
- Sufficient hearing to hear work area noise and normal conversation in person and on the telephone.
- Ability to speak in a normal voice to be able to be heard and understood on the telephone and at the work site.
- Ability to reach horizontally and vertically with arms. Sufficient dexterity to manipulate small objects and print or write legibly.
- Sufficient physical ability, strength, mobility, and stamina to drive a vehicle, bend, stretch, stand, kneel, walk, and extend legs.
- Ability to lift, push and/or pull up to 20 pounds.
- Physical ability to sit for extended periods of time.

Special Requirements / Certifications:
- Valid California Driver’s license
- Fingerprint Clearance
- Bilingual Spanish Desirable

Board Approval: June 28, 2023 (pending)
Wheatland Union High School District

CLASSIFIED CONFIDENTIAL

JOB DESCRIPTION

Student Administrative Manager (205 Days)

Position

Helps principal focus on instructional leadership rather than operational tasks. Develops systems within the school to limit principal time spent on operational tasks. Inducts and provides training for classified staff. Under the direction of the principal, facilitates and coordinates activities such as special events, transportation, and daily calendar events. Provide administrative coverage of student activities, athletics, and other events. Assists in maintaining a positive safe campus by enforcing school rules and policies, and may act as a liaison to parents, community, and staff.

Essential Duties and Responsibilities:

- Meets with principal daily to discuss instructional focus and management concerns.
- Supports the needs of all non-instructional classified staff at the site.
- Coordinates scheduling, substitutes, special events, field trips, cafeteria, transportation, maintenance, sports fields, technology maintenance, and cleaning.
- Plan, organize, coordinate, and participate in programs and activities related to the operation of a high school including student discipline, instruction, and other programs; enforce applicable State and District codes, policies and laws; administer District and school site discipline policies and safety programs.
- Coordinates community use of school site.
- Serves as the co-lead for Emergency Operations Plan (EOP) and processes with the Director of Health Services.
- Helps create and implement the Emergency Operations Plan (EOP) and processes.
- Serve as lead for School Violence Prevention Program grant.
- Maintains inventories as appropriate to guarantee efficient organization of the school.
- Monitors student attendance and assists with coordinating efforts to improve student attendance.
- Plans and coordinates to maintain a positive, safe learning environment for students by assisting with student behavior management.
- Promotes the school and District through positive relations with community, business, parents, and students.
- Lead or assist with recognition assemblies, parent workshops, family and community service events, and other school-wide culture – building activities to foster school connectedness.
- Create and present formal reports on school culture and safety as requested.
- Oversee athletics, student activities, and other programs as assigned.
• Work effectively with community organizations and booster clubs.
• Supervise and evaluate the performance of designated classified personnel when directed by the principal.
• Supervise students on campus before and after school; monitor students during lunch, passing periods, and other activities; discipline students according to established guidelines.
• Participate in student study teams, 504 planning, and IEP process.
• Progress monitor as scheduled by IEP/504 team.
• Assure the health, safety, and welfare of students.
• Perform related duties as assigned.

**Required Qualifications:**

**I. Education:**

Required: Bachelor's Degree in Education, Business, Human Resources, or a related field. Successful experience in and knowledge of schools and issues affecting the success of youth and adults is required.

Experience in a management position focusing on students with disabilities and transition services and advanced degrees are preferred.

**II. Knowledge and Abilities:**

**Knowledge of:**

• School plant operations and appropriate supportive services required to assure operational effectiveness
• Planning processes
• Meeting facilitation and conflict resolution skills
• Oral and written communication skills
• Principles and practices of management including supervision, training, and performance evaluation
• Applicable laws, codes, regulations, policies, and procedures
• Operation of a computer and related software

**Ability to:**

• Plan, organize, control, direct and administer the delivery of educational and athletic programs
•Modify management strategies based on evaluation data
• Exercise judgment and discretion in interpreting and applying policies and procedures
• Communicate effectively both orally and in writing to a variety of audiences
• Read, interpret, apply, and explain rules, regulations, policies, and procedures
• Analyze situations accurately, and adopt an effective course of action
• Work independently with little direction
• Plan and organize work to meet schedules and timelines
• Facilitate meetings and resolve conflict
• Supervise and evaluate the performance of assigned staff
• Work collaboratively with all stakeholders
• Meet state and district standards of professional conduct

III. Licenses and Other Requirements:

Valid California driver's license; provide personal automobile and proof of insurance.

Board Approval: May 24, 2023 (pending)
Wheatland Union High School District

Certificated Management

Salary Schedule

2023-2024

<table>
<thead>
<tr>
<th>Step</th>
<th>Hours/Day</th>
<th>Days/Year</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>215</td>
<td>$519.13</td>
<td>$111,613.00</td>
<td>$533.15</td>
<td>$107,151.45</td>
<td>$522.69</td>
<td>$101,497.14</td>
<td>$533.15</td>
<td>$107,151.45</td>
<td>$522.69</td>
<td>$101,497.14</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>215</td>
<td>$545.57</td>
<td>$117,298.00</td>
<td>$551.13</td>
<td>$104,911.74</td>
<td>$540.33</td>
<td>$110,767.65</td>
<td>$551.13</td>
<td>$104,911.74</td>
<td>$540.33</td>
<td>$110,767.65</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>205</td>
<td>$573.37</td>
<td>$123,275.00</td>
<td>$569.75</td>
<td>$116,799.56</td>
<td>$558.58</td>
<td>$114,508.90</td>
<td>$569.75</td>
<td>$116,799.56</td>
<td>$558.58</td>
<td>$114,508.90</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>205</td>
<td>$602.58</td>
<td>$129,554.00</td>
<td>$589.03</td>
<td>$120,750.14</td>
<td>$577.48</td>
<td>$118,383.40</td>
<td>$589.03</td>
<td>$120,750.14</td>
<td>$577.48</td>
<td>$118,383.40</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>205</td>
<td>$633.28</td>
<td>$136,155.00</td>
<td>$608.97</td>
<td>$124,838.36</td>
<td>$597.03</td>
<td>$122,391.15</td>
<td>$608.97</td>
<td>$124,838.36</td>
<td>$597.03</td>
<td>$122,391.15</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>205</td>
<td>$665.53</td>
<td>$143,089.00</td>
<td>$665.53</td>
<td>$129,070.74</td>
<td>$617.27</td>
<td>$126,540.35</td>
<td>$665.53</td>
<td>$129,070.74</td>
<td>$617.27</td>
<td>$126,540.35</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>205</td>
<td>$699.46</td>
<td>$150,384.00</td>
<td>$699.46</td>
<td>$133,450.58</td>
<td>$638.21</td>
<td>$130,833.05</td>
<td>$699.46</td>
<td>$133,450.58</td>
<td>$638.21</td>
<td>$130,833.05</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>210</td>
<td>$735.09</td>
<td>$158,045.00</td>
<td>$735.09</td>
<td>$137,983.32</td>
<td>$659.89</td>
<td>$135,277.45</td>
<td>$735.09</td>
<td>$137,983.32</td>
<td>$659.89</td>
<td>$135,277.45</td>
</tr>
</tbody>
</table>

Advanced Degree Stipends:
One advanced degree stipend is awarded for highest degree earned
Master's Degree $2,285.34
Doctorate $3,428.01

Annual District Health and Welfare Contribution:
Per Full Time Equivalent $13,588.56

Board Approved: Pending
Wheatland Union High School District

Classified Management
Salary Schedule
2023-2024

<table>
<thead>
<tr>
<th>Column</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Technology</td>
<td>260</td>
<td>235</td>
<td>260</td>
</tr>
<tr>
<td>Director of Food Services</td>
<td>260</td>
<td>220</td>
<td>260</td>
</tr>
<tr>
<td>Director of Capital Facilities Projects, MOT</td>
<td></td>
<td></td>
<td>260</td>
</tr>
<tr>
<td>Contract Days/Yr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Days/Yr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours/Day</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Steps</td>
<td>Annual</td>
<td>Hourly</td>
<td>Annual</td>
</tr>
<tr>
<td>1</td>
<td>$ 75,337.60</td>
<td>$ 36.22</td>
<td>$ 58,242.40</td>
</tr>
<tr>
<td>2</td>
<td>$ 79,310.40</td>
<td>$ 38.13</td>
<td>$ 61,137.60</td>
</tr>
<tr>
<td>3</td>
<td>$ 83,387.20</td>
<td>$ 40.09</td>
<td>$ 64,014.00</td>
</tr>
<tr>
<td>4</td>
<td>$ 86,070.40</td>
<td>$ 41.38</td>
<td>$ 66,909.20</td>
</tr>
<tr>
<td>5</td>
<td>$ 88,670.40</td>
<td>$ 42.63</td>
<td>$ 69,785.60</td>
</tr>
<tr>
<td>6</td>
<td>$ 91,332.80</td>
<td>$ 43.91</td>
<td>$ 72,699.60</td>
</tr>
<tr>
<td>7</td>
<td>$ 94,078.40</td>
<td>$ 45.23</td>
<td>$ 74,880.40</td>
</tr>
<tr>
<td>8-9</td>
<td>$ 96,886.40</td>
<td>$ 46.58</td>
<td>$ 77,117.60</td>
</tr>
<tr>
<td>10-14</td>
<td>$ 100,276.80</td>
<td>$ 48.21</td>
<td>$ 79,824.80</td>
</tr>
<tr>
<td>15-19</td>
<td>$ 102,689.60</td>
<td>$ 49.37</td>
<td>$ 81,742.40</td>
</tr>
<tr>
<td>20-24</td>
<td>$ 105,123.20</td>
<td>$ 50.54</td>
<td>$ 83,678.80</td>
</tr>
<tr>
<td>25-29</td>
<td>$ 109,491.20</td>
<td>$ 52.64</td>
<td>$ 87,138.00</td>
</tr>
<tr>
<td>30+</td>
<td>$ 112,382.40</td>
<td>$ 54.03</td>
<td>$ 89,450.40</td>
</tr>
</tbody>
</table>

Associate's Degree $658.57                                   Annual District Health and Welfare Contribution: $13,588.56
Bachelor's Degree $1,318.38                                   
Master's Degree $2,341.35                                    

Note: One advanced degree stipend is awarded for highest degree earned

Board Approved: PENDING
### Wheatland Union High School District

**Classified Confidential - Administrative**

**Salary Schedule**

2023-2024

<table>
<thead>
<tr>
<th>Days/Year</th>
<th>16</th>
<th>12</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Executive Assistant to the Superintendent</td>
<td>Maintenance &amp; Operations Supervisor</td>
<td>CalPADS/SIS Coordinator Payroll, Benefits and Accounting Specialist</td>
<td>Administrative Support</td>
</tr>
<tr>
<td></td>
<td>Annual</td>
<td>Hourly</td>
<td>Annual</td>
<td>Hourly</td>
</tr>
<tr>
<td>1</td>
<td>$66,227.20</td>
<td>$31.84</td>
<td>$60,382.40</td>
<td>$29.03</td>
</tr>
<tr>
<td>2</td>
<td>$69,492.80</td>
<td>$33.41</td>
<td>$62,192.00</td>
<td>$29.90</td>
</tr>
<tr>
<td>3</td>
<td>$72,737.60</td>
<td>$34.97</td>
<td>$64,064.00</td>
<td>$30.80</td>
</tr>
<tr>
<td>4</td>
<td>$76,044.80</td>
<td>$36.56</td>
<td>$65,998.40</td>
<td>$31.73</td>
</tr>
<tr>
<td>5</td>
<td>$79,372.80</td>
<td>$38.16</td>
<td>$67,974.40</td>
<td>$32.68</td>
</tr>
<tr>
<td>6</td>
<td>$82,617.60</td>
<td>$39.72</td>
<td>$70,012.80</td>
<td>$33.66</td>
</tr>
<tr>
<td>7</td>
<td>$85,092.80</td>
<td>$40.91</td>
<td>$72,092.80</td>
<td>$34.66</td>
</tr>
<tr>
<td>8-9</td>
<td>$87,651.20</td>
<td>$42.14</td>
<td>$74,276.80</td>
<td>$35.71</td>
</tr>
<tr>
<td>10-14</td>
<td>$90,708.80</td>
<td>$43.61</td>
<td>$76,876.80</td>
<td>$36.96</td>
</tr>
<tr>
<td>15-19</td>
<td>$92,913.60</td>
<td>$44.67</td>
<td>$78,728.00</td>
<td>$38.03</td>
</tr>
<tr>
<td>20-24</td>
<td>$95,097.60</td>
<td>$45.72</td>
<td>$80,600.00</td>
<td>$38.75</td>
</tr>
<tr>
<td>25-29</td>
<td>$99,049.60</td>
<td>$47.62</td>
<td>$83,928.00</td>
<td>$40.35</td>
</tr>
<tr>
<td>30+</td>
<td>$101,670.40</td>
<td>$48.88</td>
<td>$86,153.60</td>
<td>$41.42</td>
</tr>
</tbody>
</table>

**Associate’s Degree**: $658.57  
**Bachelor’s Degree**: $1,318.38  
**Master’s Degree**: $2,341.35  
**Annual District Health and Welfare Contribution**: $13,588.56

*Note: One advanced degree stipend is awarded for highest degree earned*

**Board Approved:**
### Wheatland Union High School District

#### Classified Confidential - Instructional Salary Schedule

2023-2024

<table>
<thead>
<tr>
<th>Column</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Admin. M.</td>
<td>Mental Health &amp;</td>
<td>Community M.</td>
<td>College &amp; C. R.</td>
<td>Transition &amp; I.</td>
<td>Family &amp; C. S.</td>
</tr>
<tr>
<td></td>
<td>219</td>
<td>206</td>
<td>260</td>
<td>260</td>
<td>214</td>
<td>260</td>
</tr>
<tr>
<td>Work Days/Yr</td>
<td>205</td>
<td>192</td>
<td>260</td>
<td>260</td>
<td>200</td>
<td>260</td>
</tr>
<tr>
<td>Hours/Day</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Steps</td>
<td>Annual</td>
<td>Hourly</td>
<td>Annual</td>
<td>Hourly</td>
<td>Annual</td>
<td>Hourly</td>
</tr>
<tr>
<td>1</td>
<td>$ 89,614.80</td>
<td>$ 51.15</td>
<td>$ 71,308.96</td>
<td>$ 43.27</td>
<td>$ 58,285.50</td>
<td>$ 29.89</td>
</tr>
<tr>
<td>2</td>
<td>$ 92,628.24</td>
<td>$ 52.87</td>
<td>$ 74,473.12</td>
<td>$ 45.19</td>
<td>$ 60,040.50</td>
<td>$ 30.79</td>
</tr>
<tr>
<td>3</td>
<td>$ 96,324.96</td>
<td>$ 54.98</td>
<td>$ 77,620.80</td>
<td>$ 47.10</td>
<td>$ 61,854.00</td>
<td>$ 31.72</td>
</tr>
<tr>
<td>4</td>
<td>$ 100,161.84</td>
<td>$ 57.17</td>
<td>$ 80,784.96</td>
<td>$ 49.02</td>
<td>$ 63,687.00</td>
<td>$ 32.66</td>
</tr>
<tr>
<td>5</td>
<td>$ 104,068.80</td>
<td>$ 59.40</td>
<td>$ 83,932.64</td>
<td>$ 52.85</td>
<td>$ 65,578.50</td>
<td>$ 33.63</td>
</tr>
<tr>
<td>6</td>
<td>$ 107,625.36</td>
<td>$ 61.43</td>
<td>$ 87,096.80</td>
<td>$ 54.98</td>
<td>$ 67,548.00</td>
<td>$ 34.64</td>
</tr>
<tr>
<td>7</td>
<td>$ 111,584.88</td>
<td>$ 63.69</td>
<td>$ 87,096.80</td>
<td>$ 57.17</td>
<td>$ 69,576.00</td>
<td>$ 35.68</td>
</tr>
<tr>
<td>8-9</td>
<td>$ 115,754.64</td>
<td>$ 66.07</td>
<td>$ 87,096.80</td>
<td>$ 59.40</td>
<td>$ 71,643.00</td>
<td>$ 36.74</td>
</tr>
<tr>
<td>10-14</td>
<td>$ 119,801.76</td>
<td>$ 68.38</td>
<td>$ 90,145.60</td>
<td>$ 61.43</td>
<td>$ 74,158.50</td>
<td>$ 38.03</td>
</tr>
<tr>
<td>15-19</td>
<td>$ 122,692.56</td>
<td>$ 70.03</td>
<td>$ 92,320.96</td>
<td>$ 63.69</td>
<td>$ 76,933.00</td>
<td>$ 39.34</td>
</tr>
<tr>
<td>20-24</td>
<td>$ 125,600.88</td>
<td>$ 71.69</td>
<td>$ 94,496.32</td>
<td>$ 65.99</td>
<td>$ 77,727.00</td>
<td>$ 40.65</td>
</tr>
<tr>
<td>25-29</td>
<td>$ 130,804.32</td>
<td>$ 74.66</td>
<td>$ 98,418.56</td>
<td>$ 68.38</td>
<td>$ 80,564.00</td>
<td>$ 42.07</td>
</tr>
<tr>
<td>30+</td>
<td>$ 134,273.28</td>
<td>$ 76.64</td>
<td>$ 101,038.88</td>
<td>$ 71.01</td>
<td>$ 83,109.00</td>
<td>$ 43.49</td>
</tr>
</tbody>
</table>

### Note:
One advanced degree stipend is awarded for highest degree earned.

### Annual District Health and Welfare Contribution:
- $658.57
- $1,318.38
- $2,341.35

### Board Approved:

$13,588.56

### Note:
One advanced degree stipend is awarded for highest degree earned.
## Wheatland Union High School District

### School Psychologist

#### Salary Schedule

8 Hours per Day, 193 Days

2023-2024

<table>
<thead>
<tr>
<th>Step</th>
<th>Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$92,145.61</td>
</tr>
<tr>
<td>2</td>
<td>$94,909.93</td>
</tr>
<tr>
<td>3</td>
<td>$97,758.26</td>
</tr>
<tr>
<td>4</td>
<td>$100,690.62</td>
</tr>
<tr>
<td>5</td>
<td>$103,710.48</td>
</tr>
<tr>
<td>6</td>
<td>$106,822.53</td>
</tr>
<tr>
<td>7</td>
<td>$109,611.43</td>
</tr>
<tr>
<td>8</td>
<td>$112,546.25</td>
</tr>
</tbody>
</table>

Master’s Degree  $2,285.34
Doctorate  $3,428.01

Annual District Health and Welfare Contribution:  $13,588.56

Advanced Degree Stipends:

Masters = Additional 4% annually calculated on Column III Step 1 on the Certificated Teachers Salary Schedule
Doctorate = Additional 6% annually calculated on Column III Step 1 on the Certificated Teachers Salary Schedule

Note: One advanced degree stipend is awarded for highest degree earned
EMPLOYMENT CONTRACT
between
ANDREW FATTEN
and the
WHEATLAND UNION HIGH SCHOOL DISTRICT
OF YUBA COUNTY, CALIFORNIA

This Employment Contract (“Contract”) is by and between the Wheatland Union High School District, hereafter referred to as “District,” and ANDREW FATTEN, hereinafter referred to as “Student Administrative Manager.”

NOW THEREFORE, District offers, and Andrew Fatten accepts, employment as Student Administrative Manager of the Wheatland Union High School District:

I. TERM
   A. Term
      The term of this Contract is July 1, 2023, through June 30, 2026.
   B. Extensions
      Term may be extended as set forth in Article X., below.

II. COMPENSATION
   A. District shall pay Student Administrative Manager an annual base salary as set forth in Exhibit A beginning July 1, 2023. Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.
   B. At the conclusion of each Fiscal Year (a “Fiscal Year” is defined as commencing on July 1 and concluding on June 30), beginning with Fiscal Year 2024-25, Student Administrative Manager’ salary shall increase by one (1) step on the same salary schedule set forth in Exhibit A. Student Administrative Manager.

III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF STUDENT ADMINISTRATIVE MANAGER
   A. General Duties

      Position
      Helps principal focus on instructional leadership rather than operational tasks. Develops systems within the school to limit principal time spent on operational tasks. Inducts and provides training for classified staff. Under the direction of the principal, facilitates and coordinates activities such as special events, transportation, and daily calendar events. Provide administrative coverage of student activities, athletics, and other events. Assists in maintaining a positive safe campus by enforcing school rules and policies, and may act as a liaison to parents, community, and staff.
**Essential Duties and Responsibilities:**

- Meets with principal daily to discuss instructional focus and management concerns.
- Supports the needs of all non-instructional classified staff at the site.
- Coordinates scheduling, substitutes, special events, field trips, cafeteria, transportation, maintenance, sports fields, technology maintenance, and cleaning.
- Plan, organize, coordinate, and participate in programs and activities related to the operation of a high school including student discipline, instruction, and other programs; enforce applicable State and District codes, policies and laws; administer District and school site discipline policies and safety programs.
- Coordinates community use of school site.
- Serves as the co-lead for Emergency Operations Plan (EOP) and processes with the Director of Health Services.
- Helps create and implement the Emergency Operations Plan (EOP) and processes.
- Serve as lead for School Violence Prevention Program grant.
- Maintains inventories as appropriate to guarantee efficient organization of the school.
- Monitors student attendance and assists with coordinating efforts to improve student attendance.
- Plans and coordinates to maintain a positive, safe learning environment for students by assisting with student behavior management.
- Promotes the school and District through positive relations with community, business, parents, and students.
- Lead or assist with recognition assemblies, parent workshops, family and community service events, and other school-wide culture – building activities to foster school connectedness.
- Create and present formal reports on school culture and safety as requested.
- Oversee athletics, student activities, and other programs as assigned.
- Work effectively with community organizations and booster clubs.
- Supervise and evaluate the performance of designated classified personnel when directed by the principal.
- Supervise students on campus before and after school; monitor students during lunch, passing periods, and other activities; discipline students according to established guidelines.
- Participate in student study teams, 504 planning, and IEP process.
- Progress monitor as scheduled by IEP/504 team.
- Assure the health, safety, and welfare of students.
- Perform related duties as assigned.

**Required Qualifications:**

I. **Education:**

Required: Bachelor's Degree in Education, Business, Human Resources, or a related field. Successful experience in and knowledge of schools and issues affecting the success of youth and adults is required.
Experience in a management position focusing on students with disabilities and transition services and advanced degrees are preferred.

II. Knowledge and Abilities:

Knowledge of:
- School plant operations and appropriate supportive services required to assure operational effectiveness
- Planning processes
- Meeting facilitation and conflict resolution skills
- Oral and written communication skills
- Principles and practices of management including supervision, training, and performance evaluation
- Applicable laws, codes, regulations, policies, and procedures
- Operation of a computer and related software

Ability to:
- Plan, organize, control, direct and administer the delivery of educational and athletic programs
- Modify management strategies based on evaluation data
- Exercise judgment and discretion in interpreting and applying policies and procedures
- Communicate effectively both orally and in writing to a variety of audiences
- Read, interpret, apply, and explain rules, regulations, policies, and procedures
- Analyze situations accurately, and adopt an effective course of action
- Work independently with little direction
- Plan and organize work to meet schedules and timelines
- Facilitate meetings and resolve conflict
- Supervise and evaluate the performance of assigned staff
- Work collaboratively with all stakeholders
- Meet state and district standards of professional conduct

III. Licenses and Other Requirements:

Valid California driver’s license; provide personal automobile and proof of insurance.

IV. DUTY, NON-DUTY DAYS, AND LEAVE BENEFITS

A. Work Year Calendar
Student Administrative Manager shall render twelve (12) months of full and regular service to District, with the exception of vacations, District-approved holidays, vacation, and approved leaves as set forth in the Contract, at two-hundred and five (205) workdays per year. It is understood that the demands of the position of Student Administrative Manager will require more than eight (8) hours a day and/or forty (40) hours per work week. Student Administrative Manager is not entitled to receive overtime compensation.
B. **Holidays**
Student Administrative Manager shall receive those holidays set forth in Section 37220 of the Education Code.

C. **Illness Leave**
Student Administrative Manager shall accrue illness leave at the rate of one (1) day per month per Contract year. This leave shall accumulate without limit.

V. **EXPENSES AND OTHER BENEFITS**

A. **General Expenses**

1. Except as otherwise provided in this Contract, District shall reimburse Student Administrative Manager for all actual and necessary expenses that have been incurred within the scope of employment. In accordance with prudent business practices, payment shall require counter-signature by the Chief Business Officer or Superintendent.

2. Reimbursement of all expenses shall be in accordance with Board policy.

B. **Fringe Benefits – Medical/Dental/Vision**
District shall provide Student Administrative Manager with medical, dental, and vision insurance on the same basis that such insurances are available to other full-time certificated employees. Student Administrative Manager has the option to decline medical, dental, and vision insurance and receive the district contribution towards insurance premiums in lieu of coverage.

C. **Mileage**
District shall reimburse Student Administrative Manager for use of Student Administrative Manager’ personal vehicle for purposes related to District business from Wheatland, California. Mileage shall be reimbursed at the applicable Standard Mileage Rate set by the Internal Revenue Service.

VI. **NON-RENEWAL OF EMPLOYMENT CONTRACT**

A. **Ninety Day Notice**
Should the Superintendent determine not to re-employ Student Administrative Manager under any successor contract, the Superintendent shall give written notice of this decision to the Student Administrative Manager pursuant to Education Code section 35031 at least ninety (90) days (rather than the statutory forty-five [45] days) prior to the end of this Contract, or any successor Contract.
VII. TERMINATION OF EMPLOYMENT CONTRACT

This employment Contract may be terminated prior to its normal expiration by:

A. Mutual agreement of the parties.
B. Retirement of Student Administrative Manager.
C. Physical or mental inability of the Student Administrative Manager to perform their duties.
D. Termination for Cause.

1. In the event of termination for cause, which shall be defined as conduct which is seriously prejudicial to District, this Contract may be terminated. This shall include, by way of illustration and not limitation, failure of good behavior either during or outside of duty hours which is of such a nature that it causes discredit to the District, unprofessional conduct, incompetency, neglect of duty, or a breach of this Contract. Determination of whether cause exists shall be in the sole discretion of the Superintendent.

2. Should the Superintendent elect to terminate this Contract prior to its expiration pursuant to this section, the Superintendent shall notify Student Administrative Manager in writing. Upon request, Superintendent shall serve upon Student Administrative Manager reasonably detailed statement of the facts upon which the Superintendent has determined that cause exists. Student Administrative Manager will be afforded an opportunity for a meeting.

VII. GENERAL PROVISIONS

A. Full and Complete Document

This Contract is the full and complete Contract between the parties. It can be changed or modified only in writing, which must be signed by the parties or their successors in interest to this Contract.

B. Applicable Laws

Except as modified by an express term of this Contract, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Superintendent of Education, and to the lawful rules and regulations of the Superintendent of Trustees of the Wheatland Union High School District. These laws, rules, regulations, and policies as referenced above, are a part of the terms and conditions of this Contract as though fully set forth herein.
IN WITNESS, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties.

SUPERINTENDENT of the WHEATLAND UNION HIGH SCHOOL DISTRICT

Date: ____________________________

By: _____________________________

I accept this offer of employment and agree to comply with all its terms and to fulfill all the duties of employment of Student Administrative Manager of the Wheatland Union High School District.

Date: ____________________________

By: _____________________________
### Wheatland Union High School District

#### Classified Confidential - Instructional

##### Salary Schedule

2023-2024

<table>
<thead>
<tr>
<th>Column</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Administrative Manager</td>
<td>Mental Health &amp; Wellness Clinician</td>
<td>Community Schools Coordinator</td>
<td>College &amp; Career Readiness Coordinator</td>
<td>Transition &amp; Intervention Lab Coordinator</td>
<td>Family &amp; Community School Partnership Coordinator</td>
</tr>
<tr>
<td><strong>Contract Days/Yr</strong></td>
<td>219</td>
<td>206</td>
<td>260</td>
<td>260</td>
<td>214</td>
<td>260</td>
</tr>
<tr>
<td><strong>Work Days/Yr</strong></td>
<td>205</td>
<td>192</td>
<td>260</td>
<td>260</td>
<td>200</td>
<td>260</td>
</tr>
<tr>
<td><strong>Hours/Day</strong></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7.5</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps</th>
<th>Annual</th>
<th>Hourly</th>
<th>Annual</th>
<th>Hourly</th>
<th>Annual</th>
<th>Hourly</th>
<th>Annual</th>
<th>Hourly</th>
<th>Annual</th>
<th>Hourly</th>
<th>Annual</th>
<th>Hourly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$89,614.80</td>
<td>$51.15</td>
<td>$71,308.96</td>
<td>$43.27</td>
<td>$65,478.40</td>
<td>$31.48</td>
<td>$58,285.50</td>
<td>$29.89</td>
<td>$51,171.68</td>
<td>$29.89</td>
<td>$60,944.00</td>
<td>$29.30</td>
</tr>
<tr>
<td>2</td>
<td>$92,628.24</td>
<td>$52.87</td>
<td>$74,473.12</td>
<td>$45.19</td>
<td>$68,744.00</td>
<td>$33.05</td>
<td>$60,040.50</td>
<td>$30.79</td>
<td>$52,712.48</td>
<td>$30.79</td>
<td>$62,774.40</td>
<td>$30.18</td>
</tr>
<tr>
<td>3</td>
<td>$96,324.96</td>
<td>$54.98</td>
<td>$77,620.80</td>
<td>$47.10</td>
<td>$72,176.00</td>
<td>$34.70</td>
<td>$61,854.00</td>
<td>$31.72</td>
<td>$54,304.64</td>
<td>$31.72</td>
<td>$64,667.20</td>
<td>$31.09</td>
</tr>
<tr>
<td>4</td>
<td>$100,161.84</td>
<td>$57.17</td>
<td>$80,784.96</td>
<td>$49.02</td>
<td>$75,795.20</td>
<td>$36.44</td>
<td>$63,687.00</td>
<td>$32.66</td>
<td>$57,574.56</td>
<td>$32.66</td>
<td>$66,601.60</td>
<td>$32.02</td>
</tr>
<tr>
<td>5</td>
<td>$104,068.80</td>
<td>$59.40</td>
<td>$83,932.64</td>
<td>$50.93</td>
<td>$79,601.60</td>
<td>$33.63</td>
<td>$65,578.50</td>
<td>$33.63</td>
<td>$61,084.16</td>
<td>$33.63</td>
<td>$68,577.60</td>
<td>$32.97</td>
</tr>
<tr>
<td>6</td>
<td>$107,625.36</td>
<td>$61.43</td>
<td>$87,096.80</td>
<td>$52.85</td>
<td>$83,574.40</td>
<td>$36.44</td>
<td>$67,548.00</td>
<td>$34.64</td>
<td>$62,898.88</td>
<td>$34.64</td>
<td>$70,636.80</td>
<td>$33.96</td>
</tr>
<tr>
<td>7</td>
<td>$111,584.88</td>
<td>$63.69</td>
<td>$87,096.80</td>
<td>$52.85</td>
<td>$87,755.20</td>
<td>$36.44</td>
<td>$71,643.00</td>
<td>$35.68</td>
<td>$65,107.36</td>
<td>$35.68</td>
<td>$72,758.40</td>
<td>$34.98</td>
</tr>
<tr>
<td>8-9</td>
<td>$115,754.64</td>
<td>$66.07</td>
<td>$87,096.80</td>
<td>$52.85</td>
<td>$87,755.20</td>
<td>$36.44</td>
<td>$74,158.50</td>
<td>$37.54</td>
<td>$68,240.32</td>
<td>$37.54</td>
<td>$74,921.60</td>
<td>$36.74</td>
</tr>
<tr>
<td>10-14</td>
<td>$119,801.76</td>
<td>$68.38</td>
<td>$90,145.60</td>
<td>$54.70</td>
<td>$90,833.60</td>
<td>$38.03</td>
<td>$71,082.24</td>
<td>$38.03</td>
<td>$72,898.88</td>
<td>$38.03</td>
<td>$80,126.40</td>
<td>$38.03</td>
</tr>
<tr>
<td>15-19</td>
<td>$122,692.56</td>
<td>$70.03</td>
<td>$92,320.96</td>
<td>$56.02</td>
<td>$93,707.60</td>
<td>$38.94</td>
<td>$75,933.00</td>
<td>$39.94</td>
<td>$79,414.40</td>
<td>$39.94</td>
<td>$81,286.40</td>
<td>$39.08</td>
</tr>
<tr>
<td>20-24</td>
<td>$125,600.88</td>
<td>$71.69</td>
<td>$94,496.32</td>
<td>$57.34</td>
<td>$95,222.40</td>
<td>$39.86</td>
<td>$77,727.00</td>
<td>$39.86</td>
<td>$81,240.32</td>
<td>$39.86</td>
<td>$85,666.00</td>
<td>$39.86</td>
</tr>
<tr>
<td>25-29</td>
<td>$130,804.32</td>
<td>$74.66</td>
<td>$98,418.56</td>
<td>$59.72</td>
<td>$99,153.60</td>
<td>$41.52</td>
<td>$80,964.00</td>
<td>$41.52</td>
<td>$81,082.24</td>
<td>$41.52</td>
<td>$84,656.00</td>
<td>$40.70</td>
</tr>
<tr>
<td>30+</td>
<td>$134,273.28</td>
<td>$76.64</td>
<td>$101,038.88</td>
<td>$61.31</td>
<td>$101,795.20</td>
<td>$42.62</td>
<td>$83,109.00</td>
<td>$42.62</td>
<td>$84,921.60</td>
<td>$42.62</td>
<td>$86,902.40</td>
<td>$41.78</td>
</tr>
</tbody>
</table>

| Associate's Degree  | $658.57  | Annual District Health and Welfare Contribution: $13,588.56 |
| Bachelor's Degree   | $1,318.38 |
| Master's Degree     | $2,341.35 |

Note: One advanced degree stipend is awarded for highest degree earned.
EMPLOYMENT CONTRACT
between
CHRISTOPHER JORRIN
and the
WHEATLAND UNION HIGH SCHOOL DISTRICT
OF YUBA COUNTY, CALIFORNIA

This Employment Contract (“Contract”) is by and between the Wheatland Union High School District, hereafter referred to as “District,” and Christopher Jorrin, hereinafter referred to as “Director of Student Services.”

NOW THEREFORE, District offers, and Director of Student Services accepts, employment as Director of Student Services of the Wheatland Union High School District:

I. TERM
   A. Term
      The term of this Contract is July 1, 2023 through June 30, 2024.
   B. Extensions
      Term may be extended as set forth in Article X., below.

II. COMPENSATION
   A. District shall pay Director of Student Services an annual base salary as set forth in Exhibit A beginning July 1, 2023. Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.
   B. At the conclusion of each Fiscal Year (a “Fiscal Year” is defined as commencing on July 1 and concluding on June 30), Director of Student Services’ salary shall increase by one (1) step on the same salary schedule set forth in Exhibit A. Director of Student Services is eligible for Advanced Degree compensation.

III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF DIRECTOR OF STUDENT SERVICES
   A. General Duties

   Director of Student Services

   The Director of Student services is a student guidance counselor who has been delegated by the Superintendent, and approved by the Board of Trustees, to perform supervisory duties essential to the efficient operation of the counseling department. The Director of Student Services will provide leadership and management in administering, monitoring, oversite, coordinating and evaluation guidance/discipline services, health services, child welfare, attendance services, and the Get Focused Stay Focused Initiative.
Oversee and provide guidance of students in the following areas:

1. Curriculum guidance for high school graduation and college admission
2. Personal counseling/ Social emotional counseling
3. Career counseling
4. Conflict mediation
5. Transcript evaluation
6. Student registration
7. Student college searches
8. Student college applications
9. Financial Aid (student presentations and parent presentations)
10. Student attendance review
11. Get Focused Stay Focused Initiative

Assists the Testing Coordinator, Administrators, and Directors, by way of illustration and not limitation, with the following school testing programs:

1. Advanced Placement
2. CAASPP
3. ELPAC
4. Dual Enrollment
5. Articulation

Oversee coordination of, by way of illustration and not limitation, the following organizations:

1. Curriculum Counsel
2. Beale Focus Group
3. Career and Technical Education Advisory
4. Agriculture Advisory

Supervise the Counseling Department, by way of illustration and not limitation, perform the following duties:

1. Participate in hiring process of all department employees, including: conducting interviews and making highly weighted recommendations to District administrators
2. Supervise all professional, technical, and clerical department employees.
3. Set quarterly meetings with counselors and establish individual development plans for areas of growth.
4. Establish standards, roles and responsibilities of all counselors.
5. Oversee the creation and implementation of the counseling calendar.
6. Coach counselors in SEL.
7. Coach counselors in academic counseling and effective reading of transcripts.
8. Oversee selection of Shady Creek counselors to grow youth leadership.
9. Serve as the liaison between the counseling department and the CTE department.
10. Distribute annual caseloads to counselors.
11. Supervisory responsibility for planning, assigning and reviewing the quantity work of all department employees, including: authorization and assignment of specific projects, determination of whether to use substitutes to cover absences, rescheduling of work hours, and recommendation and authorization of overtime.
12. Recommend personnel action to principal when appropriate of all department employees.
13. Plan, organize, and direct the preparation of a variety of pupil services reports.
14. Develop, implement, interpret, and administer department policies, rules and regulations.
15. Evaluate classified employees in the department.
16. Direct the development and management of court-ordered dropout prevention program and student discipline programs.
17. Keep informed of all legislative and State Department of Education requirements pertaining to Student Services.
18. Collaborate with other districts, county office and community agencies in providing for the needs of students.
19. Serve as the liaison between the counseling department and the Director of Community Schools, to provide support and coordination with community services, welfare and legal agencies.
20. Serve as the counseling lead for the Get Focused Stay Focused Initiative.
21. Collaborate with local community colleges for articulation and dual enrollment courses.

Additional miscellaneous duties:
  1. Assist with development of the Master Schedule.
  2. Assist with balancing class sizes.
  3. Oversee implementation of parent conferences.
  4. Attend IEP conferences as assigned.
  5. Oversee implementation of 504 conferences.
  6. Assist with updating A-G course list.
  7. Assist with updating NCAA course list.
  8. Support ELD services.
  9. Oversee the coordination of articulation with intermediate schools.
10. Coordinate SST/SSM.
11. Support the distribution of academic awards.
12. Support the coordination of Senior Awards Night.
15. Other duties as assigned by Superintendent.

IV. DUTY, NON-DUTY DAYS, AND LEAVE BENEFITS

A. Work Year Calendar
Director of Student Services shall render twelve (12) months of full and regular service to District, with the exception of vacations, District-approved holidays, vacation, and approved leaves as set forth in the Contract, at two-hundred and five (205) work days per year. It is understood that the demands of the position of Director of Student Services will require more than eight (8) hours a day and/or forty (40) hours per work week. Director of Student Services is not entitled to receive overtime compensation.

B. Holidays
Director of Student Services shall receive those holidays set forth in Section 37220 of the Education Code.
C. **Illness Leave**
Director of Student Services shall accrue illness leave at the rate of one (1) day per month per Contract year. This leave shall accumulate without limit.

V. **EXPENSES AND OTHER BENEFITS**

A. **General Expenses**

1. Except as otherwise provided in this Contract, District shall reimburse Director of Student Services for all actual and necessary expenses that have been incurred within the scope of employment. In accordance with prudent business practices, payment shall require counter-signature by the Chief Business Officer.

2. Reimbursement of all expenses shall be in accordance with Board policy.

B. **Fringe Benefits – Medical/Dental/Vision**
District shall provide Director of Student Services with medical, dental, and vision insurance on the same basis that such insurances are available to other full-time certificated employees. Director of Student Services has the option to decline medical, dental, and vision insurance and receive the district contribution towards insurance premiums in lieu of coverage.

C. **Mileage**
District shall reimburse Director of Student Services for use of Director of Student Services’ personal vehicle for purposes related to District business from Wheatland, California. Mileage shall be reimbursed at the applicable Standard Mileage Rate set by the Internal Revenue Service.

VI. **NON-RENEWAL OF EMPLOYMENT CONTRACT**

A. **Ninety Day Notice**
Should the Superintendent determine not to re-employ Director of Student Services under any successor contract, the Superintendent shall give written notice of this decision to the Director of Student Services pursuant to Education Code section 35031 at least ninety (90) days (rather than the statutory forty-five [45] days) prior to the end of this Contract, or any successor Contract.

VII. **TERMINATION OF EMPLOYMENT CONTRACT**

This employment Contract may be terminated prior to its normal expiration by:

A. Mutual agreement of the parties.
B. Retirement of Director of Student Services.

D. Physical or mental inability of the Director of Student Services to perform their duties.

E. Termination for Cause.

1. In the event of termination for cause, which shall be defined as conduct which is seriously prejudicial to District, this Contract may be terminated. This shall include, by way of illustration and not limitation, failure of good behavior either during or outside of duty hours which is of such a nature that it causes discredit to the District, unprofessional conduct, incompetency, neglect of duty, or a breach of this Contract. Determination of whether cause exists shall be in the sole discretion of the Superintendent.

2. Should the Superintendent elect to terminate this Contract prior to its expiration pursuant to this section, the Superintendent shall notify Director of Student Services in writing. Upon request, Superintendent shall serve upon Director of Student Services reasonably detailed statement of the facts upon which the Superintendent has determined that cause exists. Director of Student Services will be afforded an opportunity for a meeting.

VII. GENERAL PROVISIONS

A. Full and Complete Document

This Contract is the full and complete Contract between the parties. It can be changed or modified only in writing, which must be signed by the parties or their successors in interest to this Contract.

B. Applicable Laws

Except as modified by an express term of this Contract, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Superintendent of Education, and to the lawful rules and regulations of the Superintendent of Trustees of the Wheatland Union High School District. These laws, rules, regulations, and policies as referenced above, are a part of the terms and conditions of this Contract as though fully set forth herein.
IN WITNESS, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties.

SUPERINTENDENT of the WHEATLAND UNION HIGH SCHOOL DISTRICT

Date: ____________________________

By: _____________________________

I accept this offer of employment and agree to comply with all of its terms and to fulfill all of the duties of employment of Director of Student Services of the Wheatland Union High School District.

Date: ____________________________

By: _____________________________
## Wheatland Union High School District

### Certificated Management

#### Salary Schedule

**2023-2024**

<table>
<thead>
<tr>
<th>Step</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$539.13</td>
<td>$111,613.00</td>
<td>$519.13</td>
<td>$111,613.00</td>
<td>$533.15</td>
<td>$111,613.00</td>
<td>$495.11</td>
<td>$101,497.14</td>
<td>$426.35</td>
<td>$89,533.46</td>
</tr>
<tr>
<td>2</td>
<td>$545.57</td>
<td>$117,298.00</td>
<td>$545.57</td>
<td>$117,298.00</td>
<td>$540.33</td>
<td>$112,767.65</td>
<td>$511.76</td>
<td>$104,911.74</td>
<td>$441.49</td>
<td>$92,712.19</td>
</tr>
<tr>
<td>3</td>
<td>$573.37</td>
<td>$123,275.00</td>
<td>$573.37</td>
<td>$123,275.00</td>
<td>$569.75</td>
<td>$116,799.56</td>
<td>$558.58</td>
<td>$114,508.00</td>
<td>$530.52</td>
<td>$108,757.09</td>
</tr>
<tr>
<td>4</td>
<td>$602.58</td>
<td>$129,554.00</td>
<td>$602.58</td>
<td>$129,554.00</td>
<td>$589.03</td>
<td>$120,750.14</td>
<td>$577.48</td>
<td>$118,383.40</td>
<td>$549.02</td>
<td>$112,734.17</td>
</tr>
<tr>
<td>5</td>
<td>$633.28</td>
<td>$136,155.00</td>
<td>$633.28</td>
<td>$136,155.00</td>
<td>$608.97</td>
<td>$124,888.36</td>
<td>$597.03</td>
<td>$122,391.15</td>
<td>$569.86</td>
<td>$116,822.08</td>
</tr>
<tr>
<td>6</td>
<td>$665.53</td>
<td>$143,089.00</td>
<td>$665.53</td>
<td>$143,089.00</td>
<td>$629.61</td>
<td>$129,070.74</td>
<td>$617.27</td>
<td>$126,540.35</td>
<td>$589.25</td>
<td>$120,797.07</td>
</tr>
<tr>
<td>7</td>
<td>$699.46</td>
<td>$150,384.00</td>
<td>$699.46</td>
<td>$150,384.00</td>
<td>$650.98</td>
<td>$133,450.58</td>
<td>$638.21</td>
<td>$130,833.06</td>
<td>$613.02</td>
<td>$125,669.10</td>
</tr>
<tr>
<td>8</td>
<td>$735.09</td>
<td>$158,045.00</td>
<td>$735.09</td>
<td>$158,045.00</td>
<td>$673.09</td>
<td>$137,983.32</td>
<td>$669.89</td>
<td>$135,277.46</td>
<td>$635.09</td>
<td>$130,194.02</td>
</tr>
</tbody>
</table>

### Advanced Degree Stipends:

- **One advanced degree stipend is awarded for highest degree earned**
  - Master's Degree: $2,285.34
  - Doctorate: $3,428.01

### Annual District Health and Welfare Contribution:

- Per Full Time Equivalent: $13,588.56
EMPLOYMENT CONTRACT
between
LAUREN LINK
and the
WHEATLAND UNION HIGH SCHOOL DISTRICT
OF YUBA COUNTY, CALIFORNIA

This Employment Contract (“Contract”) is by and between the Wheatland Union High School District, hereafter referred to as “District,” and Lauren Link, hereinafter referred to as “Executive Director of Student Services.”

NOW THEREFORE, District offers, and Executive Director of Student Services accepts, employment as Director of Student Services of the Wheatland Union High School District:

I. TERM
   A. Term
      The term of this Contract is July 1, 2022 through June 30, 2025.

II. COMPENSATION
   A. District shall pay Executive Director of Student Services an annual base salary as set forth in Exhibit A beginning July 1, 2022. Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

   B. At the conclusion of each Fiscal Year (a “Fiscal Year” is defined as commencing on July 1 and concluding on June 30), Executive Director of Student Services’ salary shall increase by one (1) step on the same salary schedule set forth in Exhibit A. Executive Director of Student Services is eligible for Advanced Degree compensation.

III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF EXECUTIVE DIRECTOR OF STUDENT SERVICES
   A. General Duties

      Executive Director of Student Services

      Under the direction of the Superintendent, plans, organizes and directs Special Education programs and Student Services programs; assists in the planning, development, implementation and maintenance of special education and Student Services related operational policies and regulations; maintains student files and records; assures compliance with applicable district rules and policies, and State and Federal laws, IDEA, codes and regulations; supervises and evaluates the performance of assigned personnel; and conducts other related duties as directed.
Representative Duties and Responsibilities

- Identifies, plans, and establishes goals and objectives related to the Special Education and Student Services programs district wide.
- Assists in identifying instructional priorities for development/improvement of special programs.
- Provides leadership and guidance to promote high expectations and standards for quality teaching and learning of students with special needs.
- Provides departmental leadership that promotes collaborative planning, innovative thinking and exemplary programs and services.
- Coordinates and directs professional development activities related to Special Education and Student Services.
- Makes recommendations related to Board policies in the area of Special Education and Student Services to assure compliance with the law.
- Works with the principals to facilitate the design, coordination, development, establishment, and implementation of assessment procedures that produce accountability for achievement of students with special needs.
- Supervises, directs, and evaluates the performance of assigned personnel, including Director of Student Services.
- Evaluates and improves continuum of services for students with special needs, evaluation processes and IEP procedures.
- Represents the District and serves as liaison between the district and educational partners as directed.
- Attends Board meetings and prepares Board agenda items; presents reports and provides technical counsel to the Board as requested by the Superintendent; reviews and presents Board items affecting Special Education and Student Services; updates the Board in Closed Sessions regarding confidential student issues as needed.
- Develops and monitors department budgets, and other budgets as may be assigned.
- Responds to and resolves parent complaints related to students/uniform complaint procedures.
- Prepares reports and makes recommendations related to personnel needs and projections; and completes questionnaires and surveys related to Special Education and Student Services.
- Coordinates District SARB and truancy prevention program.
- Coordinates and monitors District efforts in the area of anti-bias and equitable practices affecting students, families, and staff.
- Attends and conducts meetings, state and regional conferences and workshops to remain current in all issues relating to student services.
- Prepares documentation related to Special Education program monitoring.
• Serves as member of Superintendent's Cabinet and Management Team.
• Performs other duties as assigned.

**Knowledge, Skills and Abilities**

*Working Knowledge of:*
• Principles, trends, methods, strategies, practices, and procedures pertaining to Special Education and Student Services, including instruction, assessment, and resource allocations.
• State and Federal educational program requirements.
• Special Education, Student Services programs and laws, codes, rules, and regulations related to areas of responsibility.
• Legal mandates, applicable sections of the Education Code, District policies and regulations, laws, practices and procedures, and financial and statistical record-keeping techniques.
• Effective personnel management principles.
• Modern data management, storage and retrieval systems.
• Effective communication and public and human relations strategies, methods and techniques.
• Effective classroom, behavioral and instructional practices.

*Ability to:*
• Plan, organize, direct, and manage a comprehensive student and educational services system.
• Assure compliance with applicable district policies, regulations, rules and procedures and State and Federal laws, codes, and regulations.
• Communicate effectively both orally and in writing including preparation and delivery of oral presentations.
• Maintain confidentiality of records and privileged communications.
• Accurately interpret and administer legal mandates, policies, and regulations.
• Read, interpret, apply, and explain rules, regulations, policies and procedures.
• Effectively serve as a resource to the Superintendent, administration and employees pertaining to Special Education and Student Services related issues.
• Ability to establish and maintain effective relationships with a wide variety of groups and individuals.
• Train, supervise and evaluate assigned staff.
• Prepare, administer, and monitor assigned budgets.
• Maintain current knowledge of program rules, regulations, requirements, and restrictions.
• Analyze situations accurately and adopt an effective course of action.
• Work independently with little direction.
• Meet schedules and timelines.
• Operate a computer terminal to enter data, maintain records and generate reports.
• Plan, coordinate and provide staff training.
• Provide leadership and stability for continuity of services.
• Coach, encourage and provide personal growth opportunities for assigned personnel.
• Drive a vehicle to carry out duties and responsibilities of the position.

**Physical Demands**
The physical requirements indicated below are examples of the physical aspects that this position must perform in carrying out essential job functions.

• Persons performing services in this position classification will frequently exert 25 – 50 pounds of force to lift, carry, push, pull or otherwise move objects.
• This type of work involves sitting, standing, walking, bending and stooping from brief periods of time to lengthy periods of time.
• Persons performing services in this position classification will incur frequent interruptions and work in a high-pressure environment.
• Essential job functions include: Perceiving the nature of sound; near and far visual acuity; depth perception; providing oral and written communication; ability to speak and project voice in either an enclosed or open area; manual dexterity to handle and work with various materials, objects and equipment; driving a motor vehicle; and the ability to perform a variety of physical activities.

**Education and Experience**
• No less than three years’ experience in a responsible administrative or supervisory position, including student and educational management or similar fields.

• Master of Arts Degree or higher from an accredited college or university in education administration, Special Education, Student Services, or other closely related area(s).

**Licenses and Other Requirements**

*Possession of:*
• Valid Driver License
• California Administrative Services Credential
• Pupil Personnel Services Credential (preferred)
IV. DUTY, NON-DUTY DAYS, AND LEAVE BENEFITS

A. Work Year Calendar
Director of Student Services shall render two-hundred and fifteen (215) workdays per year. It is understood that the demands of the position of Executive Director of Student Services will require more than eight (8) hours a day and/or forty (40) hours per work week. Executive Director of Student Services is not entitled to receive overtime compensation.

B. Illness Leave
Director of Student Services shall accrue illness leave at the rate of one (1) day per month per Contract year. This leave shall accumulate without limit.

V. EXPENSES AND OTHER BENEFITS

A. General Expenses
1. Except as otherwise provided in this Contract, District shall reimburse Executive Director of Student Services for all actual and necessary expenses that have been incurred within the scope of employment. In accordance with prudent business practices, payment shall require countersignature by the Chief Business Officer.

2. Reimbursement of all expenses shall be in accordance with Board policy.

B. Fringe Benefits – Medical/Dental/Vision
District shall provide Executive Director of Student Services with medical, dental, and vision insurance on the same basis that such insurances are available to other full-time certificated employees. Executive Director of Student Services has the option to decline medical, dental, and vision insurance and receive the district contribution towards insurance premiums in lieu of coverage.

C. Mileage
District shall reimburse Executive Director of Student Services for use of Executive Director of Student Services’ personal vehicle for purposes related to District business from Wheatland, California. Mileage shall be reimbursed at the applicable Standard Mileage Rate set by the Internal Revenue Service.

D. Cell Phone
The Executive Director of Student Services shall receive an annual stipend of $1,000 payable in twelve (12) monthly payments of $83.33 for a cell phone.

VI. NON-RENEWAL OF EMPLOYMENT CONTRACT

A. Ninety Day Notice
Should the Superintendent determine not to re-employ Executive Director of Student Services under any successor contract, the Superintendent shall give written notice of this decision to the Executive Director of Student Services
pursuant to Education Code section 35031 at least ninety (90) days (rather than the statutory forty-five [45] days) prior to the end of this Contract, or any successor Contract.

VII. TERMINATION OF EMPLOYMENT CONTRACT

This employment Contract may be terminated prior to its normal expiration by:

A. Mutual agreement of the parties.

B. Retirement of Executive Director of Student Services.

C. Physical or mental inability of the Executive Director of Student Services to perform their duties.

D. Termination for Cause.

1. In the event of termination for cause, which shall be defined as conduct, which is seriously prejudicial to District, this Contract may be terminated. This shall include, by way of illustration and not limitation, failure of good behavior either during or outside of duty hours which is of such a nature that it causes discredit to the District, unprofessional conduct, incompetency, neglect of duty, or a breach of this Contract. Determination of whether cause exists shall be in the sole discretion of the Superintendent.

2. Should the Superintendent elect to terminate this Contract prior to its expiration pursuant to this section, the Superintendent shall notify Director of Student Services in writing. Upon request, Superintendent shall serve upon Executive Director of Student Services reasonably detailed statement of the facts upon which the Superintendent has determined that cause exists. Executive Director of Student Services will be afforded an opportunity for a meeting.

VII. GENERAL PROVISIONS

A. Full and Complete Document

This Contract is the full and complete Contract between the parties. It can be changed or modified only in writing, which must be signed by the parties or their successors in interest to this Contract.

B. Applicable Laws

Except as modified by an express term of this Contract, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Superintendent of Education, and to the lawful rules and regulations of the Superintendent of Trustees of the Wheatland Union High School District. These
laws, rules, regulations, and policies as referenced above, are a part of the terms and conditions of this Contract as though fully set forth herein.

IN WITNESS, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties.

SUPERINTENDENT of the WHEATLAND UNION HIGH SCHOOL DISTRICT

Date: ____________________________

By: _____________________________

I accept this offer of employment and agree to comply with all of its terms and to fulfill all of the duties of employment of Executive Director of Student Services of the Wheatland Union High School District.

Date: ____________________________

By: _____________________________
### Wheatland Union High School District

#### Certificated Management

**Salary Schedule**

**2023-2024**

<table>
<thead>
<tr>
<th>Step</th>
<th>Hours/Day</th>
<th>Days/Year</th>
<th>Daily Rate</th>
<th>Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>215</td>
<td>$529.13</td>
<td>$111,613.00</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>215</td>
<td>$545.57</td>
<td>$117,298.00</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>215</td>
<td>$573.37</td>
<td>$123,275.00</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>215</td>
<td>$602.58</td>
<td>$129,554.00</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>205</td>
<td>$633.28</td>
<td>$136,155.00</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>205</td>
<td>$665.53</td>
<td>$143,089.00</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>210</td>
<td>$699.46</td>
<td>$150,384.00</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>205</td>
<td>$735.09</td>
<td>$158,045.00</td>
</tr>
</tbody>
</table>

#### Advanced Degree Stipends:
- One advanced degree stipend is awarded for highest degree earned

- **Master's Degree**: $2,285.34
- **Doctorate**: $3,428.01

#### Annual District Health and Welfare Contribution:
- **Per Full Time Equivalent**: $13,588.96
EMPLOYMENT CONTRACT
between
CORY O’NEAL
and the
WHEATLAND UNION HIGH SCHOOL DISTRICT
OF YUBA COUNTY, CALIFORNIA

This Employment Contract (“Contract”) is by and between the Wheatland Union High School District, hereafter referred to as “District,” and Cory O’Neal, hereinafter referred to as “Prevention and Intervention Specialist.”

NOW THEREFORE, District offers, and Prevention and Intervention Specialist accepts, employment as Prevention and Intervention Specialist of the Wheatland Union High School District:

I. TERM

A. Term

The term of this Contract is July 1, 2023 through June 30, 2025.

II. COMPENSATION

A. District shall pay Prevention and Intervention Specialist an annual base salary as set forth in Exhibit A beginning July 1, 2023. Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

B. At the conclusion of each Fiscal Year (a “Fiscal Year” is defined as commencing on July 1 and concluding on June 30), Prevention and Intervention Specialist’ salary shall increase by one (1) step on the same salary schedule set forth in Exhibit A. Prevention and Intervention Specialist is eligible for Advanced Degree compensation.

III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF PREVENTION AND INTERVENTION SPECIALIST

A. General Duties

Prevention and Intervention Specialist

Provides therapy services to students and families as part of an Individual Education Plan (IEP) service or other program defined by the Office; provides consultation and in-service to families and staff in the area of mental health for
all students in the Wheatland Union High School District. The Specialist is primarily responsible for helping students succeed academically, socially, and emotionally, through individual and group counseling and by collaborating with educators, parents, and other professionals to create a safe, healthy, and supportive learning environment that strengthens connections between home and school.

**Distinguishing Characteristics:**

Maintains strict confidentiality while providing direct therapy services to students and families to support students' mental health needs; maintains regular contact with supervisors per licensing requirements; in-services and consults with staff about optimizing and supporting students' mental health.

**Supervision Exercised and Received:**

Works under the administrative and evaluative supervision of Superintendent.

**Examples of Duties and Responsibilities:**

Duties and responsibilities may include, but are not limited to, the following:

- Conducts pre and post assessment related to emotional health needs;
- Meets with parents to explain services and obtain consent;
- Provides direct therapy services to students and parents;
- Consults with teachers, school psychologists, administrators and other school staff regarding students' social-emotional needs related to education;
- Coordinate with academic counselors, county office, and other agencies to provide training to staff;
- Supports "wrap around" services (family and community-based support services) for identified students and families with a variety of community agencies;
- Provides written reports of services within bounds of confidentiality regulations;
- Provide training for staff and/or parents in the area of mental health;
- Provides specific training and consultation to individual classroom teachers to support students;
- Expends Office funds to make purchases of assessment and therapeutic equipment required to perform duties;
- Acts as part of an IEP team including providing information about a student's current levels of performance and making suggestions for appropriate goals and objectives within the area of expertise;
- Communicates with other agencies including: Mental Health, Public Health, Regional Center and Social Services to help coordinate services;
- Completes required documentation and reports for Medi-Cal billing; and,
- Performs related duties as assigned.
IV. DUTY, NON-DUTY DAYS, AND LEAVE BENEFITS

A. Work Year Calendar

Prevention and Intervention Specialist shall render one-hundred and ninety-two (192) work days per year. It is understood that the demands of the position of Prevention and Intervention Specialist will require more than eight (8) hours a day and/or forty (40) hours per work week. Prevention and Intervention Specialist is not entitled to receive overtime compensation.

B. Illness Leave

Prevention and Intervention Specialist shall accrue illness leave at the rate of one (1) day per month per Contract year. This leave shall accumulate without limit.

V. EXPENSES AND OTHER BENEFITS

A. General Expenses

1. Except as otherwise provided in this Contract, District shall reimburse Prevention and Intervention Specialist for all actual and necessary expenses that have been incurred within the scope of employment. In accordance with prudent business practices, payment shall require counter-signature by the Chief Business Officer.

2. Reimbursement of all expenses shall be in accordance with Board policy.

B. Fringe Benefits – Medical/Dental/Vision

District shall provide Prevention and Intervention Specialist with medical, dental, and vision insurance on the same basis that such insurances as are available to other full-time certificated employees. Prevention and Intervention Specialist has the option to decline medical, dental, and vision insurance and receive the district contribution towards insurance premiums in lieu of coverage.

C. Mileage

District shall reimburse Prevention and Intervention Specialist for use of Prevention and Intervention Specialist’ personal vehicle for purposes related to District business from Wheatland, California. Mileage shall be reimbursed at the applicable Standard Mileage Rate set by the Internal Revenue Service.
VI. NON-RENEWAL OF EMPLOYMENT CONTRACT

A. Ninety Day Notice

Should the Superintendent determine not to re-employ Prevention and Intervention Specialist under any successor contract, the Superintendent shall give written notice of this decision to the Prevention and Intervention Specialist pursuant to Education Code section 35031 at least ninety (90) days (rather than the statutory forty-five [45] days) prior to the end of this Contract, or any successor Contract.

VII. TERMINATION OF EMPLOYMENT CONTRACT

This employment Contract may be terminated prior to its normal expiration by:

A. Mutual agreement of the parties.
B. Retirement of Prevention and Intervention Specialist.
D. Physical or mental inability of the Prevention and Intervention Specialist to perform her duties.
E. Termination for Cause.

1. In the event of termination for cause, which shall be defined as conduct which is seriously prejudicial to District, this Contract may be terminated. This shall include, by way of illustration and not limitation, failure of good behavior either during or outside of duty hours which is of such a nature that it causes discredit to the District, unprofessional conduct, incompetency, neglect of duty, or a breach of this Contract. Determination of whether cause exists shall be in the sole discretion of the Superintendent.

2. Should the Superintendent elect to terminate this Contract prior to its expiration pursuant to this section, the Superintendent shall notify Prevention and Intervention Specialist in writing. Upon request, Superintendent shall serve upon Prevention and Intervention Specialist reasonably detailed statement of the facts upon which the Superintendent has determined that cause exists. Prevention and Intervention Specialist will be afforded an opportunity for a meeting.
VIII. GENERAL PROVISIONS

A. Full and Complete Document
This Contract is the full and complete Contract between the parties. It can be changed or modified only in writing, which must be signed by the parties or their successors in interest to this Contract.

B. Applicable Laws
Except as modified by an express term of this Contract, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Superintendent of Education, and to the lawful rules and regulations of the Superintendent of Trustees of the Wheatland Union High School District. These laws, rules, regulations, and policies as referenced above, are a part of the terms and conditions of this Contract as though fully set forth herein.

IN WITNESS, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties.

SUPERINTENDENT of the WHEATLAND UNION HIGH SCHOOL DISTRICT

Date: ______________________________

By: ________________________________

I accept this offer of employment and agree to comply with all of its terms and to fulfill all of the duties of employment of Prevention and Intervention Specialist of the Wheatland Union High School District.

Date: ______________________________

By: ________________________________
### Exhibit A

**Salary Schedule**

### Wheatland Union High School District

#### Prevention/Intervention Specialist

#### Salary Schedule

**2023-2024**

<table>
<thead>
<tr>
<th>Step</th>
<th>Annual Salary</th>
<th>Daily Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$92,145.61</td>
<td>$479.93</td>
</tr>
<tr>
<td>2</td>
<td>$94,909.93</td>
<td>$494.32</td>
</tr>
<tr>
<td>3</td>
<td>$97,758.26</td>
<td>$509.16</td>
</tr>
<tr>
<td>4</td>
<td>$100,690.62</td>
<td>$524.43</td>
</tr>
<tr>
<td>5</td>
<td>$103,710.48</td>
<td>$540.16</td>
</tr>
<tr>
<td>6</td>
<td>$106,822.53</td>
<td>$556.37</td>
</tr>
<tr>
<td>7</td>
<td>$109,611.43</td>
<td>$570.89</td>
</tr>
<tr>
<td>8</td>
<td>$112,546.25</td>
<td>$586.18</td>
</tr>
</tbody>
</table>

Master's Degree $2,285.34  
Doctorate $3,428.01

**Annual District Health and Welfare Contribution:** $13,588.56

**Advanced Degree Stipends:**

- **Masters:** Additional 4% annually calculated on Column III Step 1 on the Certificated Teachers Salary Schedule
- **Doctorate:** Additional 6% annually calculated on Column III Step 1 on the Certificated Teachers Salary Schedule

*Note: One advanced degree stipend is awarded for highest degree earned*
EMPLOYMENT CONTRACT
between
LISA PHILLIPS
and the
WHEATLAND UNION HIGH SCHOOL DISTRICT
OF YUBA COUNTY, CALIFORNIA

This Employment Contract (“Contract”) is by and between the Wheatland Union High School District, hereafter referred to as “District,” and Lisa Phillips, hereinafter referred to as “Director of Health Services.”

NOW THEREFORE, District offers, and Director of Health Services accepts, employment as Director of Health Services of the Wheatland Union High School District:

I. TERM

Term
The term of this Contract is July 1, 2023 through June 30, 2025.

II. COMPENSATION

A. District shall pay Director of Health Services an annual base salary as set forth in Exhibit A beginning July 1, 2023. Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

B. At the conclusion of each Fiscal Year (a “Fiscal Year” is defined as commencing on July 1 and concluding on June 30), Director of Health Services’ salary shall increase by one (1) step on the same salary schedule set forth in Exhibit A. Director of Health Services is eligible for Advanced Degree compensation.

III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF DIRECTOR OF HEALTH SERVICES

Accountable for improving student achievement through the effective management of assigned functions and activities; plan, organize, control and direct the Health Services of the District to provide timely delivery of high quality services to staff, sites and departments and ensure effectiveness of a comprehensive school health program; review, develop and communicate health policies to others to ensure comprehension of services and programs; supervise, provide clear work direction and evaluate the performance of assigned personnel.

Duties (include but not limited to)
1. Provides leadership and guidance on the interpretation of policy and procedures in the area of health and safety to administrative staff, school personnel, and community members.

2. Plan, organize, control and direct a variety of programs, services and activities related to the Health Services of the District to meet the needs of students, staff, sites and departments; visit sites and monitor or participate in health-related activities to ensure compliance and appropriate allocation of health services in support of assisting students to stay in school and on target to graduate.

3. Serves as chairperson on District Safety Committee; district contact person for coordination of activities and programs related to Disaster/Emergency Preparedness and School Safety.

4. Promotes and provides programs for professional growth, training, and staff development in the areas of school health, safety, CPR, First Aid, Specialized Physical Healthcare Procedures, and child abuse prevention.

5. Monitors and maintains a program for updating and maintaining student health records in accordance with state regulations.

6. Collaborates with Educational Services to develop, implement, update, and modify health education curriculum and programs, including hygiene, nutrition, family life, AIDS/HIV, and drug/tobacco prevention and awareness education.

7. Coordinates health and/or safety-related grant programs, including Healthy Start, TUPE, and Title IV for implementation, accountability reporting, budget monitoring and accounting, and evaluation procedures.

8. Establishes and maintains programs for compliance with State immunization requirements, communicable disease identification/control, Special Education Health Assessment, and mandated screening for Vision, Hearing, and Scoliosis.

9. Advises staff and community on matters relating to student health, welfare, and safety hazard.

10. Serves as the District liaison/representative for health education and safety related matters to state, county, and community agencies/organizations.

11. Implements and monitors the Bloodborne Pathogen Training Program and Exposure Control Plan, including Hepatitis B vaccination of employees.

12. Collaborates with Human Resources department to provide the Tuberculosis Mantoux Skin-Testing Program for employees and volunteers.

13. Assists in the development/planning, monitoring, and implementation of departmental budgets.
14. Serves as Program Manager for health-related reimbursement programs, such as the LEA Medi-Cal Billing Option, including facilitation of required collaborative and advisory groups.

15. Participates as health liaison for Special Education Programs.

16. Attends IEP meetings for students with exceptional needs of an intensive nature, as needed, and upon the request of nurses or other staff members.

17. Attends professional meetings as representative of Special Education /Student Services department, as assigned.

18. Responsible for training and supervising activities of health and paraprofessional related Designated Instruction/Service personnel.

19. Coordinate, plan, implement, and evaluate the District school nursing programs and provide recommendation for improvement to provide high quality services to students; provide services and training to nurses, aides and other employee groups to assist students to achieve their personal best; arrange for substitutes as needed.

20. Collaborate with public and private agencies in providing health services to students; oversee and supervise the District Child Health and Disability Prevention (CHDP) program and the billing of outside agencies for services provided to students in accordance to established guidelines.

21. Order and maintain inventory to ensure proper allocation of resources; assign equipment and supplies.

22. Provide technical expertise regarding assigned functions; formulate and develop effective policies and procedures to accomplished stated goals.

23. Develop, plan, and implement strategic long and short-term plans and activities; perform program analysis, compile information and make decisions regarding the needs, objectives and programs of assigned area(s).

24. Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files; compile and submit reports to State agencies and the Board as appropriate.

25. Communicate and collaborate with other administrators, District personnel and private or public contractors to coordinate health activities and programs to assist students with physical health, mental health and social service needs; resolve issues and conflicts and exchange information.

26. Supervise, provide clear work direction and evaluate the performance of assigned staff; provide clear, constructive feedback to improve staff effectiveness; interview
and select highly qualified employees; recommend performance improvement plan, transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of staff.

27. Develop and prepare the annual budget for the health department; analyze and review budgetary and financial data to ensure data accuracy; monitor and authorize expenditures in accordance with established guidelines to ensure the financial stability of the District.

28. Perform related duties as assigned.

**Education, Licenses and Other Requirements**

- Valid California driver’s license
- Valid California Registered Nurse License and eligible for designated Services Credential with specialization in Health and Administrative Services Credential
- Current CPR/First Aid/AED (Automated External Defibrillator) certification issued by an approved program.

**KNOWLEDGE OF:**

- Planning, organization, and direction of the Health Services of the District.
- Fundamental principles and best practices of Health Services for effective operation of programs.
- Applicable laws, codes, regulations, policies, and procedures including Health and Safety, and Education codes
- Understanding and use of standard school nurse equipment
- Budget preparation and control
- Emergency / disaster practices
- Interpersonal skills using tact, patience, and courtesy
- Oral and written communication skills
- Principles and practices of management
- Operation of a computer to enter data, maintain records, and generate reports
- Labor Relations law and employee contracts
- Accurate recordkeeping techniques
- District organization, operations, policies, objectives and goals.

**ABILITY TO:**

- Plan, organize and administer the health services of the District.
- Communicate health issues effectively both orally and in writing
- Work collaboratively and build positive relationships with a diverse group of stakeholders.
- Demonstrate leadership to all stakeholders by inspiring and motivating others to reach a common goal.
• Communicate, understand both oral and written directions
• Interpret, comprehend, apply and explain rules, regulations, policies and procedures related to assigned areas
• Analyze situations accurately and adopt an effective course of action
• Plan, prioritize and organize work to meet schedules and timelines.
• Work independently with little direction
• Prepare comprehensive narrative and statistical reports
• Supervise and evaluate the performance of assigned staff.
• Dispense corrective feedback in a manner that inspires accountability among colleagues and direct reports.
• Demonstrate loyalty and high ethical standards.
• Focus and appropriately allocate resources toward identified goals.
• Manage change and design an effective system of reporting progress and monitoring results.
• Negotiate skillfully in difficult situations and create solutions to promote compromise.
• Think outside the box and develop new methods or solutions inspiring others to reach a common goal.
• Communicate using patience and courtesy in a manner that reflects positively on the organization.
• Actively participate in meeting District goals and outcomes.
• Apply integrity and trust in all

Working Conditions

ENVIRONMENT:
Office equipment, driving a vehicle to conduct work, contact with dissatisfied individuals, fast-paced work, constant interruptions.

PHYSICAL ABILITIES:
With reasonable accommodations, if necessary, hearing and speaking to exchange information and make presentations; seeing to monitor health services and assure compliance; dexterity to operate a computer and other office equipment; reaching overhead, above the shoulders and horizontally, kneeling, crouching or bending at the waist to retrieve or store files; sitting or standing for extended periods; lifting light objects.

IV. DUTY, NON-DUTY DAYS, AND LEAVE BENEFITS

A. Work Year Calendar
Director of Health Services shall render two-hundred and ten (210) work days per year. It is understood that the demands of the position of Director of Health Services will require more than eight (8) hours a day and/or forty (40) hours per work week. Director of Health Services is not entitled to receive overtime compensation.
B. **Illness Leave**
   Director of Health Services shall accrue illness leave at the rate of one (1) day per month per Contract year. This leave shall accumulate without limit.

V. **EXPENSES AND OTHER BENEFITS**

A. **General Expenses**
   1. Except as otherwise provided in this Contract, District shall reimburse Director of Health Services for all actual and necessary expenses that have been incurred within the scope of employment. In accordance with prudent business practices, payment shall require counter-signature by the Director of Fiscal Services.
   2. Reimbursement of all expenses shall be in accordance with Board policy.

B. **Fringe Benefits – Medical/Dental/Vision**
   District shall provide Director of Health Services with medical, dental, and vision insurance on the same basis that such insurances are available to other full-time certificated employees. Director of Health Services has the option to decline medical, dental, and vision insurance and receive the district contribution towards insurance premiums in lieu of coverage.

C. **Mileage**
   District shall reimburse Director of Health Services for use of Director of Health Services’ personal vehicle for purposes related to District business from Wheatland, California. Mileage shall be reimbursed at the applicable Standard Mileage Rate set by the Internal Revenue Service.

VI. **NON-RENEWAL OF EMPLOYMENT CONTRACT**

A. **Ninety Day Notice**
   Should the Superintendent determine not to re-employ Director of Health Services under any successor contract, the Superintendent shall give written notice of this decision to the Director of Health Services pursuant to Education Code section 35031 at least ninety (90) days (rather than the statutory forty-five [45] days) prior to the end of this Contract, or any successor Contract.
VII. TERMINATION OF EMPLOYMENT CONTRACT

This employment Contract may be terminated prior to its normal expiration by:

A. Mutual agreement of the parties.

B. Retirement of Director of Health Services.

D. Physical or mental inability of the Director of Health Services to perform their duties.

E. Termination for Cause.

1. In the event of termination for cause, which shall be defined as conduct which is seriously prejudicial to District, this Contract may be terminated. This shall include, by way of illustration and not limitation, failure of good behavior either during or outside of duty hours which is of such a nature that it causes discredit to the District, unprofessional conduct, incompetency, neglect of duty, or a breach of this Contract. Determination of whether cause exists shall be in the sole discretion of the Superintendent.

2. Should the Superintendent elect to terminate this Contract prior to its expiration pursuant to this section, the Superintendent shall notify Director of Health Services in writing. Upon request, Superintendent shall serve upon Director of Health Services reasonably detailed statement of the facts upon which the Superintendent has determined that cause exists. Director of Health Services will be afforded an opportunity for a meeting.

VIII. GENERAL PROVISIONS

A. Full and Complete Document

This Contract is the full and complete Contract between the parties. It can be changed or modified only in writing, which must be signed by the parties or their successors in interest to this Contract.

B. Applicable Laws
Except as modified by an express term of this Contract, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Superintendent of Education, and to the lawful rules and regulations of the Superintendent of Trustees of the Wheatland Union High School District. These laws, rules, regulations, and policies as referenced above, are a part of the terms and conditions of this Contract as though fully set forth herein.

IN WITNESS, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties.

SUPERINTENDENT of the WHEATLAND UNION HIGH SCHOOL DISTRICT

Date: ______________________________

By: ______________________________

I accept this offer of employment and agree to comply with all of its terms and to fulfill all of the duties of employment of Director of Health Services of the Wheatland Union High School District.

Date: ______________________________

By: ______________________________
### Exhibit A

#### Salary Schedule

<table>
<thead>
<tr>
<th>Principal</th>
<th>Director of Educational Services</th>
<th>Director of Special Programs</th>
<th>Director of Student Services</th>
<th>Director of Health Services</th>
<th>Director of CTE and College Readiness</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours/Day</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Days/Year</td>
<td>215</td>
<td>215</td>
<td>205</td>
<td>205</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>Daily Rate</td>
<td>$519.13</td>
<td>$545.57</td>
<td>$573.37</td>
<td>$602.58</td>
<td>$633.28</td>
<td>$665.53</td>
</tr>
<tr>
<td>Annual Salary</td>
<td>$111,613.00</td>
<td>$117,298.00</td>
<td>$123,275.00</td>
<td>$129,554.00</td>
<td>$136,155.00</td>
<td>$143,089.00</td>
</tr>
</tbody>
</table>

**Advanced Degree Stipends:**
- One advanced degree stipend is awarded for highest degree earned.
  - Master's Degree: $2,285.34
  - Doctorate: $3,428.01

**Annual District Health and Welfare Contribution:**
- Per Full Time Equivalent: $13,588.56
- Annual: $18,079.78

---

**Wheatland Union High School District**

**Certificated Management**

**Salary Schedule 2023-2024**

**Step 1**
- Principal: $595.23
- Director of Educational Services: $565.57
- Director of Special Programs: $597.17
- Director of Student Services: $602.28
- Director of Health Services: $633.13
- Director of CTE and College Readiness: $665.53
- Assistant Principal: $699.46

**Step 2**
- Principal: $625.15
- Director of Educational Services: $633.28
- Director of Special Programs: $665.53
- Director of Student Services: $689.46
- Director of Health Services: $705.09
- Director of CTE and College Readiness: $750.00
- Assistant Principal: $795.09

**Step 3**
- Principal: $655.71
- Director of Educational Services: $673.17
- Director of Special Programs: $705.09
- Director of Student Services: $730.25
- Director of Health Services: $759.89
- Director of CTE and College Readiness: $807.77
- Assistant Principal: $860.00

---

**Per Full Time Equivalent:**
- Annual: $13,588.56
- Per Full Time Equivalent: $18,079.78

---

*Page 9 of 9*
EMPLOYMENT CONTRACT
between
CLINT TARRANT
and the
WHEATLAND UNION HIGH SCHOOL DISTRICT
OF YUBA COUNTY, CALIFORNIA

This Employment Contract (“Contract”) is by and between the Wheatland Union High School District, hereafter referred to as “District,” and Clint Tarrant, hereinafter referred to as “Bridge Program Coordinator.”

NOW THEREFORE, District offers, and Bridge Program Coordinator accepts, employment as Bridge Program Coordinator of the Wheatland Union High School District:

I. TERM
   A. Term
      The term of this Contract is July 1, 2023 through June 30, 2025.

II. COMPENSATION
   A. District shall pay Bridge Program Coordinator an annual base salary as set forth in Exhibit A beginning July 1, 2023. Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

   B. At the conclusion of each Fiscal Year (a “Fiscal Year” is defined as commencing on July 1 and concluding on June 30), Bridge Program Coordinator’s salary shall increase by one (1) step on the same salary schedule set forth in Exhibit A. Bridge Program Coordinator is eligible for Advanced Degree compensation.

III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF BRIDGE PROGRAM COORDINATOR
   A. General Duties

      Bridge Program Coordinator

The Bridge Program Coordinator is an administrator assigned to work the under the direction of the Principal. They will assist, organize, coordinate, and oversee special programs around counseling as well as activities related to school discipline, attendance, instruction (WASC), school operations as assigned, and serve in the role Bridge Program Coordinator. Additionally, this individual will supervise and evaluate the performance of assigned personnel.
**ESSENTIAL DUTIES**

1. Plan, organize, coordinate, and participate in programs and activities related to the operation of a high school including student discipline, instruction, oversee all WASC reviews, and other programs; enforce applicable State and District codes, policies and laws; administer District and school site discipline policies and safety programs.

2. Perform a variety of administrative duties to assist the Principal in managing the school; assume the duties of the Principal as assigned.

3. Supervise and evaluate the performance of designated certificated and classified personnel; assign duties to faculty and staff as appropriate to meet school objectives; assist with recruiting, interviewing, and selecting new faculty and staff.

4. Develop and administer disciplinary procedures in accordance with District policies and State laws; receive referrals and confer with students, parents, teachers, and community agencies; respond to and resolve parent, student, and staff complaints; serve on discipline or expulsion panels as assigned.

5. Supervise students on campus before and after school; monitor students during lunch, passing periods, and other activities; discipline students according to established guidelines.

6. Establish, coordinate, and maintain communication with community and parent groups; attend and conduct a variety of meetings and events; develop correspondence to promote school activities and achievements.

7. Participate in the preparation of the master calendar for the school; assure schedules meet State requirements; distribute to staff, students, and parents.

8. Provide direction to a variety of faculty, staff, and student programs and services; participate in informal and formal classroom visitations and observations; provide recommendations and suggestions as appropriate.

9. Supervise and organize a wide variety of student activities, extra-curricular activities, and athletic events; schedule extra-curricular programs; attend a variety of school events including athletic events, dances, meetings, and others.

10. Assure the health, safety and welfare of students.

11. Assist with monitoring the school budget; order supplies as needed.

12. Prepare and maintain a variety of District, County, State, and federally mandated records and reports regarding student attendance, discipline, cumulative records, and academic achievement.

13. Participate in graduation-related activities including photos, set-up of equipment, and planning of various graduation-related events as assigned.

14. Supervise, organize, and schedule 504’s, ELD Services, and SST’s. Attend IEP meetings and parent-teacher conferences as assigned.
15. Coordinate Senior Awards Night, ELPAC, AP, CAASPP, Dual Enrollment & Articulation.

Supervise the Counseling Department, by way of illustration and not limitation, perform the following duties:

1. Participate in hiring process of all department employees, including conducting interviews and making highly weighted recommendations to District administrators.
2. Supervise all professional, technical, and clerical department employees.
3. Supervisory responsibility for planning, assigning, and reviewing the quantity work of all department employees, including authorization and assignment of specific projects, determination of whether to use substitutes to cover absences, rescheduling of work hours, and recommendation and authorization of overtime.
4. Recommend personnel action to principal when appropriate of all department employees.
5. Plan, organize, and direct the preparation of a variety of pupil services reports.
6. Develop, implement, interpret, and administer department policies, rules, and regulations.
7. Evaluate classified employees in department.
8. Direct the development and management of court-ordered dropout prevention program and student discipline programs.
9. Keep informed of all legislative and State Department of Education requirements pertaining to Student Services.
10. Work cooperatively with other districts, county office and community agencies in providing for the needs of students. Provide liaison with community services, welfare and legal agencies.
11. Work with local community colleges for articulation and dual enrollment courses

QUALIFICATIONS

Knowledge of, by way of illustration and not limitation, the following:

2. Philosophical, educational, fiscal, and legal aspects affecting a pupil services operation.
3. Organization, management, planning and evaluation strategies, techniques, and procedures.
4. Human relationships, conflict resolution strategies and procedures, and team management building methods and techniques.

Ability to, by way of illustration and not limitation, perform the following:
1. Coordinate, and direct the District pupil guidance counseling program.

2. Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective and timely decisions.

3. Evaluate and analyze complex problems, issues, and concerns, recommend appropriate alternative solutions, and make effective and timely decisions.

4. Communicate effectively in oral and written English.

5. Establish and maintain cooperative organizational, public, and educational community relationships.

6. Modify management strategies based on evaluation data.

7. Assess school effectiveness.

8. Coordinate the assessment of the instructional needs of district students.

9. Exercise judgment and discretion in interpreting and applying policies and procedures.

10. Communicate effectively both orally and in writing to a variety of audience.

11. Read, interpret, apply, and explain rules, regulations, policies, and procedures.

12. Analyze situations accurately and adopt an effective course of action.

13. Work independently with little direction.

14. Plan and organize work to meet schedules and timelines.

15. Prepare narrative and statistical reports.

16. Facilitate meetings and resolve conflict.

17. Supervise and evaluate the performance of assigned staff.

18. Work collaboratively with all stakeholders.

19. Meet state and district standards of professional conduct.

IV. DUTY, NON-DUTY DAYS, AND LEAVE BENEFITS

A. Work Year Calendar
Bridge Program Coordinator shall one-hundred and ninety two (192) work days per year. It is understood that the demands of the position of Bridge Program Coordinator will require more than eight (8) hours a day and/or forty (40) hours per work week. Bridge Program Coordinator is not entitled to receive overtime compensation.

B. Illness Leave
Bridge Program Coordinator shall accrue illness leave at the rate of one (1) day per month per Contract year. This leave shall accumulate without limit.
V. EXPENSES AND OTHER BENEFITS

A. General Expenses
   1. Except as otherwise provided in this Contract, District shall reimburse Bridge Program Coordinator for all actual and necessary expenses that have been incurred within the scope of employment. In accordance with prudent business practices, payment shall require counter-signature by the Director of Fiscal Services.

   2. Reimbursement of all expenses shall be in accordance with Board policy.

B. Fringe Benefits – Medical/Dental/Vision
   District shall provide Bridge Program Coordinator with medical, dental, and vision insurance on the same basis that such insurances are available to other full-time certificated employees. Bridge Program Coordinator has the option to decline medical, dental, and vision insurance and receive the district contribution towards insurance premiums in lieu of coverage.

C. Mileage
   District shall reimburse Bridge Program Coordinator for use of Bridge Program Coordinator’s personal vehicle for purposes related to District business from Wheatland, California. Mileage shall be reimbursed at the applicable Standard Mileage Rate set by the Internal Revenue Service.

VI. NON-RENEWAL OF EMPLOYMENT CONTRACT

A. Ninety Day Notice
   Should the Superintendent determine not to re-employ Bridge Program Coordinator under any successor contract, the Superintendent shall give written notice of this decision to the Bridge Program Coordinator pursuant to Education Code section 35031 at least ninety (90) days (rather than the statutory forty-five [45] days) prior to the end of this Contract, or any successor Contract.

VII. TERMINATION OF EMPLOYMENT CONTRACT

This employment Contract may be terminated prior to its normal expiration by:

A. Mutual agreement of the parties.

B. Retirement of Bridge Program Coordinator.

C. Physical or mental inability of the Bridge Program Coordinator to perform their duties.
D. Termination for Cause.

1. In the event of termination for cause, which shall be defined as conduct which is seriously prejudicial to District, this Contract may be terminated. This shall include, by way of illustration and not limitation, failure of good behavior either during or outside of duty hours which is of such a nature that it causes discredit to the District, unprofessional conduct, incompetency, neglect of duty, or a breach of this Contract. Determination of whether cause exists shall be in the sole discretion of the Superintendent.

2. Should the Superintendent elect to terminate this Contract prior to its expiration pursuant to this section, the Superintendent shall notify Bridge Program Coordinator in writing. Upon request, Superintendent shall serve upon Bridge Program Coordinator reasonably detailed statement of the facts upon which the Superintendent has determined that cause exists. Bridge Program Coordinator will be afforded an opportunity for a meeting.

VIII. GENERAL PROVISIONS

A. Full and Complete Document

This Contract is the full and complete Contract between the parties. It can be changed or modified only in writing, which must be signed by the parties or their successors in interest to this Contract.

B. Applicable Laws

Except as modified by an express term of this Contract, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Superintendent of Education, and to the lawful rules and regulations of the Superintendent of Trustees of the Wheatland Union High School District. These laws, rules, regulations, and policies as referenced above, are a part of the terms and conditions of this Contract as though fully set forth herein.

IN WITNESS, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties.

SUPERINTENDENT of the WHEATLAND UNION HIGH SCHOOL DISTRICT

Date: ________________________________

By: ________________________________

Page 6 of 7
I accept this offer of employment and agree to comply with all of its terms and to fulfill all of the duties of employment of Bridge Program Coordinator of the Wheatland Union High School District.

Date: ______________________________

By: ______________________________
## Exhibit A

### Salary Schedule

**Wheatland Union High School District**

**Bridge Program Coordinator**

**Salary Schedule**

2023-2024

<table>
<thead>
<tr>
<th>Days/Year:</th>
<th>192</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours/Day:</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Daily Rate</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$378.52</td>
<td>$72,675.84</td>
</tr>
<tr>
<td>2</td>
<td>$394.55</td>
<td>$75,753.60</td>
</tr>
<tr>
<td>3</td>
<td>$410.56</td>
<td>$78,827.52</td>
</tr>
<tr>
<td>4</td>
<td>$426.59</td>
<td>$81,905.28</td>
</tr>
<tr>
<td>5</td>
<td>$442.63</td>
<td>$84,984.96</td>
</tr>
<tr>
<td>6</td>
<td>$458.65</td>
<td>$88,060.80</td>
</tr>
</tbody>
</table>

**Advanced Degree Stipends:**

- Master's Degree $2,285.34
- Doctorate $3,428.01

Masters = Additional 4% annually calculated on Column III Step 1 on the Certificated Teachers Salary Schedule

Doctorate = Additional 6% annually calculated on Column III Step 1 on the Certificated Teachers Salary Schedule

Note: One advanced degree stipend is awarded for highest degree earned

**Annual District Health and Welfare Contribution:** $13,588.56
This Employment Contract (“Contract”) is by and between the Wheatland Union High School District, hereafter referred to as “District,” and Joyce Willey, hereinafter referred to as “Community School Coordinator.”

NOW THEREFORE, District offers, and Community School Coordinator accepts, employment as Community School Coordinator of the Wheatland Union High School District:

I. TERM

A. Term

The term of this Contract is July 1, 2023 through June 30, 2025.

II. COMPENSATION

A. District shall pay Community School Coordinator an annual base salary as set forth in Exhibit A beginning July 1, 2023. Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

B. At the conclusion of each Fiscal Year (a “Fiscal Year” is defined as commencing on July 1 and concluding on June 30), Community School Coordinator’ salary shall increase by one (1) step on the same salary schedule set forth in Exhibit A. Community School Coordinator is eligible for Advanced Degree compensation.

III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF COMMUNITY SCHOOL COORDINATOR

This position is responsible for facilitating the process of transforming a school into a full-service community school. The Community School Coordinator (CSC) works in partnership with the leadership team and governance, the community, families, and agencies to assess the school community’s needs and assets, ensure efficient coordination of student and family support services, and support the creation of a learning environment that focuses on student achievement and wellness. The four pillars of community schools include: integrated support services, family and community engagement, collaborative leadership and practices, and expanded learning time and opportunities. Using the four pillars of the community school framework, the CSC works to create a high-performing community school wherein students and families are supported, community members are connected, and successful outcomes emerge.

Duties: (include but not limited to)
1. Provide leadership for school reform through coordinating the elements of a community school model including integration, deep and focused partnerships, access, and equity.

2. Work with the district leadership team, school administrators, teachers, social workers, therapists, counselors, community-based organizations, parents/guardians, and students to identify barriers to learning and attendance, available resources and gaps, and high-quality community-responsive programming.

3. Initiates, facilitates, coordinates programs and strategies that support the community school initiative.

4. Oversee and support integration of non-academic services and school priorities through participation in the school site council, school leadership team, coordination of services team, and student success team.

5. Evaluate and revise student support systems and build capacity of staff to follow systems that benefit students and families.

6. Assist with program evaluation (data collection, analysis, and reporting).

7. Maintain documentation to provide evidence of parental engagement activities.

8. Design, develop, and coordinate community school projects as identified by the leadership team.

9. Develop and manage a calendar of activities that contribute to a positive and safe school culture including integrating expanded learning and enrichment opportunities, health and mental health services, parent/family engagement, adult education, direct material assistance, and interventions and targets to chronically absent students.

10. Ensure timely and consistent communication of information to all stakeholders through small and large presentations to groups within the school’s community.

11. Act as the point-of-contact for agencies and programs interested in partnering with the school/district and help broker new partnerships that are aligned with school goals and needs.

12. Establishes, maintains, and updates agreements and MOUs with partners and programs.

13. Work with leadership to develop and finalize Board Resolutions for approval of services and finalization of contracts for services, as appropriate.

14. Effectively and professionally answer routine questions and correspondence from parents, staff, students, and community not requiring the principal or supervisor’s attention.

15. Organize and oversee a community resource and needs assessment process.
16. Establish and maintain a family resource center on campus for families that provides information about county, city, school, and community based organization resources and services, and assists with direct provision of goods and services.

17. Plan, schedule, and coordinate monthly family nights involving multiple organizations such as food banks, parent education, educational activities, child care, student volunteers, school support personnel, and community partners.

18. Seek input from teachers, school staff, parents/guardians, and students on a regular basis to determine ongoing needs of students and families.

19. Facilitate the engagement of all stakeholders (certificated and classified staff, parents/guardians, and community) in the development of expertise in community school strategies.

20. Communicate regularly with students, staff, families, and community members regarding resources, events, and services available.

21. Act as a resource and monitor the alignment to school vision and priorities and work with staff to realize:
   ○ An effective referral process: facilitate/co-facilitate the coordination of services team, where members review, assign, and follow up on referrals, and troubleshoot student and systems issues.
   ○ Regular providers meetings (at least bi-monthly) as a forum to build strong relationships and communication and align services with school priorities and student learning goals.
   ○ Knowledge and communication around the curriculum and academic goals to share with partners and families.
   ○ Protocols to manage and maintain quality partnerships, including but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans, and conflict resolution processes.

**Minimum Qualifications:**

- Bachelor's degree in education, social work, public administration, mental health, or related field.

- Two years of experience in one or more major student/family support areas, e.g. academic support, mental health, afterschool, youth development, family support, community organizing, or leadership development.

**Desired Qualifications**
● Experience in coordination and/or management/administration in an educational, non-profit, and/or human services setting.

● Strong interpersonal and supervisory skills.

● A high degree of cultural awareness and competency in cross-cultural practice with children and families.

● Experience in collaboration, meeting facilitation, problem-solving, and team-building.

● Experience with school-based service delivery.

● Ability to multitask, interpersonal skills to be a team player and independent self-starter.

● Strong written and oral communication skills.

● Organizational, time, and project management skills.

● Solid knowledge of Microsoft and Google applications.

● Ability to work flexible hours (evenings and weekends).

● Master’s degree in Education, Public Administration, Social Work, or related field.

● Bilingual (English/Spanish).

IV. DUTY, NON-DUTY DAYS, AND LEAVE BENEFITS

A. Work Year Calendar
Community School Coordinator shall render twelve (12) months of full and regular service to District, with the exception of vacations, District-approved holidays, vacation, and approved leaves as set forth in the Contract, at two-hundred and ten (260) work days per year. It is understood that the demands of the position of Community School Coordinator will require more than eight (8) hours a day and/or forty (40) hours per work week. Community School Coordinator is not entitled to receive overtime compensation.

B. Holidays
Community School Coordinator shall receive those holidays set forth in Section 37220 of the Education Code.

C. Illness Leave
Community School Coordinator shall accrue illness leave at the rate of one (1) day per month per Contract year. This leave shall accumulate without limit.

V. EXPENSES AND OTHER BENEFITS
A. General Expenses

1. Except as otherwise provided in this Contract, District shall reimburse Community School Coordinator for all actual and necessary expenses that have been incurred within the scope of employment. In accordance with prudent business practices, payment shall require counter-signature by the Director of Fiscal Services.

2. Reimbursement of all expenses shall be in accordance with Board policy.

B. Fringe Benefits – Medical/Dental/Vision

District shall provide Community School Coordinator with medical, dental, and vision insurance on the same basis that such insurances are available to other full-time certificated employees. Community School Coordinator has the option to decline medical, dental, and vision insurance and receive the district contribution towards insurance premiums in lieu of coverage.

C. Mileage

District shall reimburse Community School Coordinator for use of Community School Coordinator’ personal vehicle for purposes related to District business from Wheatland, California. Mileage shall be reimbursed at the applicable Standard Mileage Rate set by the Internal Revenue Service.

VI. NON-RENEWAL OF EMPLOYMENT CONTRACT

A. Ninety Day Notice

Should the Superintendent determine not to re-employ Community School Coordinator under any successor contract, the Superintendent shall give written notice of this decision to the Community School Coordinator pursuant to Education Code section 35031 at least ninety (90) days (rather than the statutory forty-five [45] days) prior to the end of this Contract, or any successor Contract.

VII. TERMINATION OF EMPLOYMENT CONTRACT

This employment Contract may be terminated prior to its normal expiration by:

A. Mutual agreement of the parties.

B. Retirement of Community School Coordinator.

D. Physical or mental inability of the Community School Coordinator to perform their duties.
E. Termination for Cause.

1. In the event of termination for cause, which shall be defined as conduct which is seriously prejudicial to District, this Contract may be terminated. This shall include, by way of illustration and not limitation, failure of good behavior either during or outside of duty hours which is of such a nature that it causes discredit to the District, unprofessional conduct, incompetency, neglect of duty, or a breach of this Contract. Determination of whether cause exists shall be in the sole discretion of the Superintendent.

2. Should the Superintendent elect to terminate this Contract prior to its expiration pursuant to this section, the Superintendent shall notify Community School Coordinator in writing. Upon request, Superintendent shall serve upon Community School Coordinator reasonably detailed statement of the facts upon which the Superintendent has determined that cause exists. Community School Coordinator will be afforded an opportunity for a meeting.

VIII. GENERAL PROVISIONS

A. Full and Complete Document

This Contract is the full and complete Contract between the parties. It can be changed or modified only in writing, which must be signed by the parties or their successors in interest to this Contract.

B. Applicable Laws

Except as modified by an express term of this Contract, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Superintendent of Education, and to the lawful rules and regulations of the Superintendent of Trustees of the Wheatland Union High School District. These laws, rules, regulations, and policies as referenced above, are a part of the terms and conditions of this Contract as though fully set forth herein.
IN WITNESS, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties.

SUPERINTENDENT of the WHEATLAND UNION HIGH SCHOOL DISTRICT

Date: ____________________________

By: _____________________________

I accept this offer of employment and agree to comply with all of its terms and to fulfill all of the duties of employment of Community School Coordinator of the Wheatland Union High School District.

Date: ____________________________

By: _____________________________
### Wheatland Union High School District

**Classified Confidential - Instructional Salary Schedule**

**2023-2024**

<table>
<thead>
<tr>
<th>Column</th>
<th>School Administrative Manager</th>
<th>Mental Health &amp; Wellness Clinician</th>
<th>Community Schools Coordinator</th>
<th>College &amp; Career Readiness Coordinator</th>
<th>Transition &amp; Intervention Lab Coordinator</th>
<th>Family &amp; Community School Partnership Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Days/Yr</td>
<td>219</td>
<td>206</td>
<td>260</td>
<td>260</td>
<td>214</td>
<td>260</td>
</tr>
<tr>
<td>Work Days/Yr</td>
<td>205</td>
<td>192</td>
<td>260</td>
<td>260</td>
<td>200</td>
<td>260</td>
</tr>
<tr>
<td>Hours/Day</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7.5</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Step</td>
<td>Annual</td>
<td>Hourly</td>
<td>Annual</td>
<td>Hourly</td>
<td>Annual</td>
<td>Hourly</td>
</tr>
<tr>
<td>1</td>
<td>$89,614.80</td>
<td>$51.15</td>
<td>$71,308.96</td>
<td>$43.27</td>
<td>$58,285.50</td>
<td>$31.48</td>
</tr>
<tr>
<td>2</td>
<td>$92,628.24</td>
<td>$52.87</td>
<td>$74,473.12</td>
<td>$45.19</td>
<td>$60,040.50</td>
<td>$33.05</td>
</tr>
<tr>
<td>3</td>
<td>$96,324.96</td>
<td>$54.98</td>
<td>$77,620.80</td>
<td>$47.10</td>
<td>$61,854.00</td>
<td>$34.70</td>
</tr>
<tr>
<td>4</td>
<td>$100,161.84</td>
<td>$57.17</td>
<td>$80,784.96</td>
<td>$49.02</td>
<td>$63,687.00</td>
<td>$36.44</td>
</tr>
<tr>
<td>5</td>
<td>$104,068.80</td>
<td>$59.40</td>
<td>$83,932.64</td>
<td>$50.93</td>
<td>$65,578.50</td>
<td>$38.27</td>
</tr>
<tr>
<td>6</td>
<td>$107,625.36</td>
<td>$61.43</td>
<td>$87,096.80</td>
<td>$52.85</td>
<td>$67,548.00</td>
<td>$40.18</td>
</tr>
<tr>
<td>7</td>
<td>$111,584.88</td>
<td>$63.69</td>
<td>$87,096.80</td>
<td>$52.85</td>
<td>$69,576.00</td>
<td>$42.19</td>
</tr>
<tr>
<td>8-9</td>
<td>$115,754.64</td>
<td>$66.07</td>
<td>$87,096.80</td>
<td>$52.85</td>
<td>$71,643.00</td>
<td>$42.19</td>
</tr>
<tr>
<td>10-14</td>
<td>$119,801.76</td>
<td>$68.38</td>
<td>$90,415.60</td>
<td>$54.70</td>
<td>$74,518.50</td>
<td>$43.67</td>
</tr>
<tr>
<td>15-19</td>
<td>$122,692.56</td>
<td>$70.03</td>
<td>$93,210.96</td>
<td>$56.02</td>
<td>$76,933.60</td>
<td>$44.72</td>
</tr>
<tr>
<td>20-24</td>
<td>$125,600.88</td>
<td>$71.69</td>
<td>$94,496.32</td>
<td>$57.34</td>
<td>$77,727.00</td>
<td>$45.78</td>
</tr>
<tr>
<td>25-29</td>
<td>$130,804.32</td>
<td>$74.66</td>
<td>$98,418.56</td>
<td>$59.72</td>
<td>$80,640.00</td>
<td>$47.67</td>
</tr>
<tr>
<td>30+</td>
<td>$134,273.28</td>
<td>$76.64</td>
<td>$101,038.88</td>
<td>$61.31</td>
<td>$83,109.00</td>
<td>$49.84</td>
</tr>
</tbody>
</table>

**Associate's Degree** $658.57

**Bachelor's Degree** $1,318.38

**Master's Degree** $2,341.35

**Note:** One advanced degree stipend is awarded for highest degree earned.

**Annual District Health and Welfare Contribution:** $13,588.56
AGREEMENT

SCHOOL RESOURCE OFFICER PROGRAM
CITY OF WHEATLAND
AND
WHEATLAND UNION HIGH SCHOOL DISTRICT

Agreement is made by and between the City of Wheatland, hereinafter called "City," and Wheatland Union High School District, hereinafter called "District";

WHEREAS, a School Resource Officer (SRO) program has merit in terms of student education, community relations, and school security; and

WHEREAS The SRO program enhances the safe and positive learning environment within the District, promotes a positive working relationship with school staff members to prevent juvenile delinquency, and promotes positive attitudes regarding the police role and informs students of their rights and responsibilities as lawful members of the community, and

WHEREAS both City and District created an SRO program in 2021 and see it in the best interests of the Wheatland community to continue the program.

NOW, THEREFORE, IT IS HEREBY AGREED THAT:

1. The Wheatland Police Department (Police Department) will assign an officer to serve as a SRO to the Wheatland Union High School District for a target of 5 days a week (40 hours per week) during the 2023-2024 and 2024-2025 school years.

2. Police Department will provide all necessary equipment required by the SRO to perform the duties required.

3. The SRO, under the supervision of the Police Department, will perform law enforcement duties on the campus during the school year. Pending any unavoidable conflicts, the intent of the Police Department is to have the SRO on campus 5 days a week when school is in session. The SRO will comply with and adhere to the SRO Job Description attached hereto. The SRO shall:
   a. Present a positive image of the law enforcement profession.
   b. Provide students a better understanding of the nature and function of law enforcement, making classroom presentations, as requested.
   c. Participate in student counseling sessions and parent conferences, when appropriate.
   d. Provide technical assistance to school administrators.
   e. Serve as a liaison between the Police Department and the School District.
f. Investigate most crimes that occur on school campuses.
g. Deter criminal activities and disruptive behavior during school hours, including during school sponsored activities.

4. Police Department shall select the SRO and assign them to the schools. In the event the principal of the school to which the SRO is assigned feels that the particular SRO is not performing his or her duties and responsibilities effectively, the principal shall contact the SRO supervisor. Within a reasonable amount of time after receiving the information from the principal, the SRO supervisor shall advise the Chief of Police of the principal’s concern. If the Chief of Police desires, the principal and the Chief of Police or their designees, shall meet with the SRO to mediate or resolve any problems or concerns. The Chief of Police, in his sole discretion, may reassign a SRO in accordance with the policies of the Wheatland Police Department.

5. Within 30 (30) days following receipt of invoice from City, District agrees to reimburse City annually for the actual cost of services plus ten percent (10%) for associated overhead expenses, rendered during the school year in an amount not-to-exceed:

$81,000 for the 2023-2024 school year.

$83,500 for the 2024-2025 school year.

6. District will assign one school administrator at the high school to coordinate the activities of the SRO at each campus. This administrator will provide input to the Police Department supervisor responsible for evaluating the performance of the SRO.

7. The term of this Agreement shall be for two years, beginning July 1, 2023 through and including June 30, 2025. However, either the District or City may terminate this Agreement upon giving thirty (30) days written notice to the other party.

8. Should this agreement be terminated, District will reimburse City for any unreimbursed services provided.

CITY OF WHEATLAND

Mayor

Date

WHEATLAND UNION HIGH SCHOOL DISTRICT

Superintendent

Date

6/7/2023
Proposal:

Developer Fee Justification Study

Prepared for:
Wheatland Union High School District

Attention:
Nicole Newman
Superintendent
nnewman@wheatlandhigh.org
530-633-3100 ext. 101

Primary Contact:
Jamie King-Iseman
President
jamie@kinginc.com
916-706-3538
Experience and Qualifications

King Consulting is an established and recognized school facility planning firm. We offer a wide array of services to assist school districts of all sites across California and the nation with their school planning needs and funding opportunities.

Our work includes the completion of long-range master plans, boundary studies, demographic studies, enrollment projection studies, developer fee justification studies (both Level I and Level II), developer mitigation, and State/Local/Federal eligibility and funding applications. For the past 25 years, King Consulting has worked with clients throughout California and the nation.

Our professional, enthusiastic staff has over 80 years of combined experience. We are a small firm, with only highly experienced staff who excel in their specific areas of expertise. Our combined experience has resulted in our firm’s ability to adhere to timelines and organize projects so that the client’s needs are exceedingly met. While we specialize in managing and summarizing complex data analyses, we pride ourselves on our unique ability to disseminate the information to our clients and their stakeholders. We are always excited for the opportunity to meet in person or over the phone to clearly explain anything needed to our clients’ staff, school board, and community. Our clients receive information within a broader context that includes full narrative explanations that school district staff and school board members repeatedly reference throughout the year.

While we excel in all areas of school facility planning, we are most proud of the lasting relationships we form with our clients. We care about our school districts, and we get to know them intimately through the course of our work. For this reason, so many of our clients work with us year after year. King Consulting digs deeper and tries harder in every aspect of our work because we become personally invested in the districts with whom we work.

Thank you for the opportunity to submit this proposal.
Purpose and Scope of Services

The District should prepare a Developer Fee Justification Study to demonstrate they meet pertinent requirements of State law regarding the collection of developer fees for both residential and commercial construction.

State law gives school districts the authority to charge fees on new residential and commercial/industrial developments if those developments generate additional students and cause a need for additional school facilities. Government Code Section 65995 authorizes school districts to collect fees on future development, currently $4.79 per square foot of residential construction and $0.78 for commercial/industrial construction (Level I Fees). Government Code 66001 requires that a reasonable relationship exist between the amount and use of the fees and the development on which the fees are to be charged.

King Consulting will prepare a Developer Fee Justification Study in order to justify the collection of the 2022 statutory developer fees for both the residential and commercial/industrial developments within the District. These fees are authorized by Education Code 17620.

The following components outline King Consulting’s work for the preparation of the Developer Fee Justification Study.

- Identify the cost of providing school facilities for students generated by future residential and commercial/industrial development in order to justify the collection of fees, and
- Explain the relationship between the fees and the developments on which those fees are to be charged.
Developer Fee Justification
Scope of Services

BACKGROUND RESEARCH

RESIDENTIAL AND COMMERCIAL DEVELOPMENT
A key component of the Developer Fee Justification Study is assessing the impact of both residential and commercial development. King Consulting will research residential and commercial development projected to occur with District boundaries by:

- Reviewing general plans and specific plans for jurisdictions served by the District;
- Contacting all appropriate city planning departments and county agencies to review all proposed, tentative, and final tract maps;
- Researching other data which may impact the District by generating new students.

This task allows King Consulting to estimate future residential units by housing category (multi-family, single-family detached, single-family attached, and commercial development) that can be constructed within the District.

STUDENT GENERATION RATES
King Consulting will prepare District-specific Student Generation Rates (SGR’s) by housing category (i.e. single-family detached, single-family attached, multi-family, or affordable). SGR’s will be calculated by cross-referencing current student enrollment for the District to residential data provided by the District and the County Assessor. Utilizing the information gathered regarding anticipated Residential and Commercial development, King Consulting will project future students from new residential development to assist in calculating the impact to District facilities.

FACILITY CAPACITY ASSESSMENT
King Consulting will review the District’s School Facility Capacity as reported on the State Allocation Board Form 50-02 to determine the District’s ability to house current and future students at each school level. The SAB 50-02 will be updated with facilities that have been added to the District since establishing School Facility Program eligibility.

If the SAB 50-02 is unavailable, King Consulting will prepare a School Facility Inventory based on Current classrooms and District loading standards.
DETERMINATION OF SCHOOL FACILITY NEEDS AND METHODOLOGY

ENROLLMENT PROJECTIONS
To develop the nexus between the current capacity of the District and the future need to house students, King Consulting will prepare an enrollment projection using historical enrollments, student generation rates prepared as part of this analysis, current and planned residential and commercial development, birth trends, and student migration.

FACILITY CAPACITY COMPARED TO ENROLLMENT PROJECTIONS
King Consulting will compare the District’s facility capacity to current enrollments to calculate the number of seats available to house students generated from future residential units. This comparison will be provided by school level.

FUTURE FACILITY NEEDS AND SCHOOL FACILITIES IMPACT
King Consulting will calculate the number and type of school facilities that will need to be expanded and/or modernized by the District to effectively house all students at build-out. In addition, King Consulting will review and analyze District-specific construction costs to estimate the full school facilities impact per square foot of residential and commercial construction.

STUDY PREPARATION AND ASSISTANCE WITH ADOPTION OF THE STUDY AND IMPLEMENTATION FEE
King Consulting will prepare on study draft and will provide additional drafts as needed. King Consulting will provide a final study in PDF format. Bound copies can be provided upon request. King Consulting will provide sample Board resolutions and public notices and will review adoption documents and critical timelines with District staff.

King Consulting will provide ongoing services through fee implementation as needed while the fee is in place. These services include:

- Responding to public comments;
- Ongoing services related to the fee collection (i.e., questions that arise from the community and developers as fees are paid throughout the year).

REQUIRED DATA
In order to complete the analysis, we need the District to provide the following items:

- Current year student database, with selected fields;
- Mitigated residential units;
- Most recent SAB eligibility forms (SAB 50-01-02-03);
- School facility construction costs based on recent projects.

If data availability is limited, we may also require:

- Site maps with room uses to prepare facility capacity;
- Developer Fee records, with address, square footage, and type of housing unit.
Consulting Fees

For the services outlined, the Client shall pay King Consulting a total fee of $4,100 upon the completion of the final document.

The fees shall cover all normal business expenses incurred on behalf of the District. Necessary visitations to the District by King Consulting will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval by the District.

The District shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by King Consulting on behalf of the District. The District shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports.

The terms of this agreement shall remain in force unless mutually amended.

ADDITIONAL CONSIDERATIONS

King Consulting shall be reimbursed as follows:

• Work Completed above and beyond the hours specified in this contract shall be billed at $205.00 per hour;
• Mileage for all meetings shall be reimbursed to King Consulting at the IRS standard mileage rate;
• Application filing fees and other State-required fees are the responsibility of the District;
• Express Mail expenses will be documented and reimbursed to King Consulting;
• Reproduction of documents shall be the responsibility of the District. King Consulting will provide duplicating costs at an actual cost basis.
Signatures

This Agreement is between the Wheatland Union High School District and King Consulting.

Nicole Newman
Superintendent
Wheatland Union High School District

6/20/23
Date

Jamie King-Iseman
President
King Consulting

05/31/2023
Date
Proposal:

Professional Services

Prepared for:
Wheatland Union High School District

Attention:
Nicole Newman
Superintendent
nnewman@wheatlandhigh.org
530-633-3100 ext. 101

Primary Contact:
Jamie King-Iseman
President
jamie@kinginc.com
916-706-3538
Experience and Qualifications

King Consulting is an established and recognized school facility planning firm. We offer a wide array of services to assist school districts of all sites across California and the nation with their school planning needs and funding opportunities.

Our work includes the completion of long-range master plans, boundary studies, demographic studies, enrollment projection studies, developer fee justification studies (both Level I and Level II), developer mitigation, and State/Local/Federal eligibility and funding applications. For the past 25 years, King Consulting has worked with clients throughout California and the nation.

Our professional, enthusiastic staff has over 80 years of combined experience. We are a small firm, with only highly experienced staff who excel in their specific areas of expertise. Our combined experience has resulted in our firm's ability to adhere to timelines and organize projects so that the client’s needs are exceedingly met. While we specialize in managing and summarizing complex data analyses, we pride ourselves on our unique ability to disseminate the information to our clients and their stakeholders. We are always excited for the opportunity to meet in person or over the phone to clearly explain anything needed to our clients’ staff, school board, and community. Our clients receive information within a broader context that includes full narrative explanations that school district staff and school board members repeatedly reference throughout the year.

While we excel in all areas of school facility planning, we are most proud of the lasting relationships we form with our clients. We care about our school districts, and we get to know them intimately through the course of our work. For this reason, so many of our clients work with us year after year. King Consulting digs deeper and tries harder in every aspect of our work because we become personally invested in the districts with whom we work.

Thank you for the opportunity to submit this proposal.
Scope of Services

This document represents an agreement between the District and King Consulting. For the compensation stipulated, King Consulting shall provide the following services:

STATE SCHOOL FACILITY PROGRAM FUNDING ELIGIBILITY

Review, prepare, and submit documentation required to maximize the District’s New Construction and Modernization eligibility under the State School Facility Program.

- Obtain from the District and State facilities enrollment information required to determine the amount of State Modernization and New Construction grant funding eligibility under the State School Facility Program:
  - Review and compile current CalPADS enrollment data;
  - Review and compile facility database for each District site, including square footage by building, original date of construction, or State Phase C date of construction for facilities modernized under the former Lease Purchase Program;
  - Prepare State Enrollment projections using all available methodologies to ensure maximum eligibility is captured:
    - 5-Year Projection;
    - 10-Year Projection;
    - Modified and Alternative Weighting Mechanisms;
    - Birth Rate Adjustment (by County and Zip Code);
    - Dwelling Unit Research and Augmentation;
    - Student Yield Factor Review;
- Review site diagrams for square footage, classroom counts, and age of facilities. Prepare and update facility capacity database annually to include any new additional facilities;
- Prepare required enrollment and facilities reports for District review and approval to file with the Office of Public School Construction to seek approval of Modernization and New Construction eligibility. Prepare annual updated enrollment and facilities reports as needed or required;
- Secure State Allocation Board approval of District’s eligibility.

Continued on next page
STATE SCHOOL FACILITY PROGRAM FUNDING APPLICATION SERVICES

Strategic Funding Plan
Review historical, current, and future District capital facility projects to identify State funding opportunities and develop a Strategic Funding Plan to maximize the District’s local funding. Programs include, but are not limited to:
- Modernization
- New Construction
- Career Technical Education Facilities Program
- Facility Hardship
- Financial Hardship
- Seismic Mitigation
- Charter Schools
- Full Day Kindergarten
- Health and Safety Projects
- Preschools, Kitchens, and Health Facilities
- Lead in Water Remediation

Assist with Preparation of State Funding Applications
Assist the District with all applications for State approval and funding. These services may include, but are not limited to:
- California Department of Education (CDE) plan approval requests;
- Division of State Architect (DS) plan approval requests;
- DSA exemption verification;
- Office of Public School Construction (OPSC) Funding Applications (Form 50-04);
- OPSC Fund Releases (Form 50-05);
- OPSC Expenditure Reports (Form 50-06);
- Assistance with potential appeals to the State Allocation Board;
- Preparation of narrative grant applications for CTEFP projects.

Assist with Audit and Expenditure Reporting
Assist the district with the audit process and all expenditure for State funding received under the SFP. These services may include, but are not limited to:
- Provide grant certification requirements checklist to ensure the District is adhering to SFP regulations for all State-funded projects;
- Collect and maintain all documentation that will be required at audit;
- Following approval and funding of project, prepare Detailed List of Project Expenditures, Annual Expenditure Reports, Substantial Progress Reports, etc.;
- Continue to provide support until such time the local auditor and State Controller’s Office has certified and closed the project.
Consulting Fees

For the services outlined, the District shall pay King Consulting on a time and material basis at the hourly rate of $205, not to exceed $30,750 (150 hours). King Consulting will bill the District in increments of 15 minutes, and invoice on a monthly basis. The scope of work necessary to complete the services listed in this Agreement is dependent upon the availability and quality of the District’s enrollment and facilities information.

The fees shall cover all normal business expenses incurred on behalf of the District. Necessary visitations to the District by King Consulting will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval by the District.

The District shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by King Consulting on behalf of the District. The District shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports.

The terms of this agreement shall remain in force unless mutually amended.

ADDITIONAL CONSIDERATIONS

King Consulting shall be reimbursed as follows:

- Work Completed above and beyond the hours specified in this contract shall be billed at $205.00 per hour;
- Mileage for all meetings shall be reimbursed to King Consulting at the IRS standard mileage rate;
- Application filing fees and other State-required fees are the responsibility of the District;
- Express Mail expenses will be documented and reimbursed to King Consulting;
- Reproduction of documents shall be the responsibility of the District. King Consulting will provide duplicating costs at an actual cost basis.
Signatures

This Agreement is between the Wheatland Union High School District and King Consulting.

Nicole Newman
Superintendent
Wheatland Union High School District

Jamie King-Iseman
President
King Consulting

6/20/23
Date

05/31/2023
Date
WHEREAS, on July 27, 2022, the Board of Trustees (the “Board”) of the Wheatland Union High School District (the “District”) of Yuba County (the “County”) adopted its Resolution No. 22.002 (the “Formation Resolution”) pursuant to the provisions of Section 15300 and following of the California Education Code (the “Improvement District Law”), ordering formation of a school facilities improvement district designated “School Facilities Improvement District No. 1 (Plumas Lake) of the Wheatland Union High School District” (the “Improvement District”); and

WHEREAS, the Improvement District was formed for the purpose of financing improvements to facilities as described in the Formation Resolution, within the Improvement District, including the construction of a new high school, with the proceeds of voter-approved general obligation bonds; and

WHEREAS, on November 8, 2022, an election was duly and regularly held in the Improvement District under the procedures specified in Proposition 39 (Article XIII A, Section 1 paragraph (b) of the California Constitution) for the purpose of submitting a bond measure (“Measure P”) to the qualified electors of the Improvement District authorizing the issuance of general obligation bonds on behalf of the Improvement District in the aggregate principal amount of $16,000,000 (the “Bonds”) for the purpose of financing specified educational facilities of the District; and

WHEREAS, Measure P was approved by more than the requisite 55% of the voters voting on the issuance of the Bonds; and

WHEREAS, the Board is authorized to provide for the issuance and sale of any series of Bonds on behalf of the Improvement District under the provisions of the Improvement District Law and the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code, commencing with Section 53506 of such Code (the “Bond Law”); and

WHEREAS, the Board wishes at this time to initiate proceedings for the issuance and sale of an initial series of Bonds under the Bond Law in the aggregate principal amount of not to exceed $5,000,000 (the “Series A Bonds”); and

WHEREAS, the adoption of this Resolution will cause the Series A Bonds to come into existence under and within the meaning of Chapter 9 (commencing with Section 860) of Title 10 of Part 2 of the Code of Civil Procedure (the “Validation Statutes”). As provided in Section 53511 of the Government Code of the State of California, the validity of the
Series A Bonds is authorized to be determined pursuant to the Validation Statutes, and any action in respect of the validity of the Series A Bonds must be commenced within 60 days following the adoption of this Resolution; and

**WHEREAS**, the projects authorized in Measure P include the prepayment of lease payments to acquire title to facilities previously financed for the types of projects included on the Measure P project list; and

**WHEREAS**, on August 1, 2012, the District entered into a Site Lease and a Lease/Purchase Agreement (together, the “2012 Lease) for the purpose of financing the acquisition of certain real property upon which the District plans to build a new high school within the Improvement District; and

**WHEREAS**, the 2012 Lease matures on August 1, 2027; and

**WHEREAS**, the District intends to use proceeds of the Series A Bonds to prepay the outstanding 2012 Lease payments; and

**WHEREAS**, as required by Government Code Section 5852.1, attached hereto as Appendix B is the information relating to the Series A Bonds that has been obtained by the Board and is hereby disclosed and made public; and

**NOW, THEREFORE, IT IS RESOLVED** by the Board of Trustees of the Wheatland Union High School District, as follows:

**ARTICLE I**

**DEFINITIONS; AUTHORITY**

**Section 1.01. Definitions.** The terms defined in this Section, as used and capitalized herein, shall, for all purposes of this Resolution, have the meanings given to them below, unless the context clearly requires some other meaning. Any capitalized terms defined in the recitals of this Resolution and not otherwise defined in this Section shall have the meaning given to such terms in the recitals.

“**Authorized Investments**” means any investment permitted by law, without regard to maximum percentage limitations in asset classes for investments $500,000 or less, to be made with moneys belonging to the District or in the custody of the County Treasurer. Without limiting the generality of the foregoing sentence, the term “Authorized Investments” shall include the Local Agency Investment Fund of the State of California, created under Section 16429.1 of the California Government Code.

“**Board**” means the Board of Trustees of the District.

“**Bond Counsel**” means (a) the firm of Jones Hall, A Professional Law Corporation, or (b) any other attorney or firm of attorneys nationally recognized for expertise in rendering opinions as to the legality and tax status of securities issued by public entities.

“**Bond Law**” means Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code of the State of California, commencing with Section 53506 of such Code, as in effect on the date of adoption hereof and as amended hereafter.
“Bond Measure” means Measure P which was approved by more than 55% of the voters in the Improvement District at an election held on November 8, 2022, authorizing the issuance of the Bonds.

“Bond Purchase Agreement” means the agreement between the District and the Underwriter under which the Underwriter agrees to purchase the Series A Bonds and pay the purchase price therefor.

“Building Fund” means the fund established and held by the County under Section 3.03.

“Closing Date” means the date upon which there is a physical delivery of the Series A Bonds in exchange for the amount representing the purchase price of the Series A Bonds by the Underwriter.

“Continuing Disclosure Certificate” means the Continuing Disclosure Certificate which is executed and delivered by a District Representative on the Closing Date.

“Costs of Issuance” means all items of expense directly or indirectly payable by or reimbursable to the District and related to the authorization, issuance, sale and delivery of the Series A Bonds, including the costs of preparation and reproduction of documents, printing expenses, filing and recording fees, initial fees and charges of the Paying Agent and its counsel, legal fees and charges, fees and disbursements of the Municipal Advisor, Bond Counsel, consultants and other professional firms, rating agency fees and any other cost, charge or fee in connection with the original issuance and sale of the Series A Bonds.

“County” means the County of Yuba, a political subdivision of the State of California, duly organized and existing under the Constitution and laws of the State of California.

“County Treasurer” means the Yuba County Treasurer, or any authorized deputy thereof.

“Debt Service Fund” means the fund established and held by the County under Section 4.02.

“Depository” means (a) initially, DTC, and (b) any other Securities Depository acting as Depository under Section 2.09.

“Depository System Participant” means any participant in the Depository’s book-entry system.

“District” means the Wheatland Union High School District, a school district organized under the Constitution and laws of the State of California, and any successor thereto.

“District Representative” means the President of the Board, the Clerk of the Board, the Secretary to the Board, Superintendent of the District, the chief business official of the District, or any other person authorized by resolution of the Board to act on behalf of the District with respect to this Resolution and the Series A Bonds.
“DTC” means The Depository Trust Company, New York, New York, and its successors and assigns.

“Education Code” means the Education Code of the State of California, as in effect on the date of adoption of this Resolution or as amended thereafter.

“Federal Securities” means: (a) any direct general non-callable obligations of the United States of America, including obligations issued or held in book entry form on the books of the Department of the Treasury of the United States of America; (b) any obligations the timely payment of principal of and interest on which are directly or indirectly guaranteed by the United States of America or which are secured by obligations described in the preceding clause (a); (c) the interest component of Resolution Funding Corporation strips which have been stripped by request to the Federal Reserve Bank of New York in book-entry form; (d) pre-refunded municipal bonds rated in the highest rating category by any Rating Agency; and (e) bonds, debentures, notes or other evidence of indebtedness issued or guaranteed by any of the following federal agencies: (i) direct obligations or fully guaranteed certificates of beneficial ownership of the U.S. Export-Import Bank; (ii) certificates of beneficial ownership of the Farmers Home Administration; (iii) participation certificates of the General Services Administration; (iv) Federal Financing Bank bonds and debentures; (v) guaranteed Title XI financings of the U.S. Maritime Administration; (vi) project notes, local authority bonds, new communities debentures and U.S. public housing notes and bonds of the U.S. Department of Housing and Urban Development; and (vi) obligations of the Federal Home Loan Bank (FHLB).

“Improvement District” means the School Facilities Improvement District No. 1 of the Wheatland Union High School District.

“Improvement District Law” means Section 15300 and following of the California Education Code.

“Interest Payment Date” means each date during the term of the Series A Bonds on which interest is payable thereon, as set forth in the Bond Purchase Agreement.

“Municipal Advisor” means Isom Advisors, a Division of Urban Futures, Inc., as municipal advisor to the District in connection with the issuance and sale of the Series A Bonds.

“Office” means the office or offices of the Paying Agent for the payment of the Series A Bonds and the administration of its duties hereunder.

“Outstanding,” when used as of any particular time with reference to Series A Bonds, means all Series A Bonds except (a) Series A Bonds theretofore canceled by the Paying Agent or surrendered to the Paying Agent for cancellation, (b) Series A Bonds paid or deemed to have been paid within the meaning of Section 9.02 and (c) Series A Bonds in lieu of or in substitution for which other Series A Bonds have been authorized, executed, issued and delivered by the District under this Resolution.

“Owner”, whenever used herein with respect to a Series A Bond, means the person in whose name the ownership of such Series A Bond is registered on the Registration Books.
“Paying Agent” means the paying agent appointed by the District and acting as paying agent, registrar and authenticating agent for the Series A Bonds, its successors and assigns, and any other corporation or association which may at any time be substituted in its place, as provided in Section 6.01.

“Record Date” means the 15th calendar day of the month preceding an Interest Payment Date, whether or not such day is a business day.

“Registration Books” means the records maintained by the Paying Agent for the registration of ownership and registration of transfer of the Series A Bonds under Section 2.08.

“Resolution” means this resolution, authorizing the issuance of the Series A Bonds, as originally adopted by the Board and including all amendments hereto and supplements hereof which are duly adopted by the Board from time to time in accordance herewith.

“Securities Depositories” means DTC; and, in accordance with then current guidelines of the Securities and Exchange Commission, such other addresses and/or such other securities depositories as the District may designate in a Written Request of the District delivered to the Paying Agent.

“Series A Bonds” means the not to exceed $5,000,000 aggregate principal amount of General Obligation Bonds of School Facilities Improvement District No. 1 (Plumas Lake) of the Wheatland Union High School District, Election of 2022, Series A, at any time Outstanding under this Resolution.

“Tax Code” means the Internal Revenue Code of 1986 as in effect on the Closing Date or (except as otherwise referenced herein) as it may be amended to apply to obligations issued on the Closing Date, together with applicable proposed, temporary and final regulations promulgated, and applicable official public guidance published, under such Code.

“Term Bonds” means any one or more maturities of the Series A Bonds which are subject to mandatory sinking fund redemption under Section 2.03(b).

“Underwriter” means D.A. Davidson & Co., as the original purchaser of the Series A Bonds upon the negotiated sale thereof.

“Written Request of the District” means an instrument in writing signed by a District Representative or by any other officer of the District duly authorized to act on behalf of the District pursuant to a written certificate of a District Representative.

Section 1.02. Interpretation.

(a) Unless the context otherwise indicates, words expressed in the singular include the plural and vice versa and the use of the neuter, masculine, or feminine gender is for convenience only and include the neuter, masculine or feminine gender, as appropriate.
Section 1.03. Authority for this Resolution. This Resolution is entered into under the provisions of the Bond Law. The Board hereby certifies that all of the things, conditions and acts required to exist, to have happened or to have been performed precedent to and in the issuance of the Series A Bonds do exist, have happened or have been performed in due and regular time and manner as required by the laws of the State of California, and that the amount of the Series A Bonds, together with all other indebtedness of the District, does not exceed any limit prescribed by any laws of the State of California.

ARTICLE II

THE SERIES A BONDS

Section 2.01. Authorization. The Board hereby authorizes the issuance of the Series A Bonds in the aggregate principal amount of not to exceed $5,000,000 under and subject to the terms of the Bond Law, the Improvement District Law and this Resolution, for the purpose of raising money to finance educational facilities of the Improvement District in accordance with the Bond Measure and to pay Costs of Issuance to the extent not paid by the Underwriter. This Resolution constitutes a continuing agreement between the District and the Owners of all of the Series A Bonds issued or to be issued hereunder and not Outstanding hereunder and then Outstanding to secure the full and final payment of principal of and interest on all Series A Bonds which may be Outstanding hereunder, subject to the covenants, agreements, provisions and conditions herein contained. The Series A Bonds shall be designated the “General Obligation Bonds of School Facilities Improvement District No. 1 (Plumas Lake) of Wheatland Union High School District, Election of 2022, Series A,” with such additional designations given in the Purchase Agreement.

Section 2.02. Terms of Series A Bonds.

(a) Terms of Series A Bonds. The Series A Bonds will be issued as fully registered bonds, without coupons, in the form of current interest bonds in the denomination of $5,000 each or any integral multiple thereof, but in an amount not to exceed the aggregate principal amount of Series A Bonds maturing in the year of maturity of the Series A Bond for which the denomination is specified. The Series A Bonds will be
Interest on the Series A Bonds is payable semiannually on each Interest Payment Date. Each Bond will bear interest from the Interest Payment Date next preceding the date of registration and authentication thereof unless (i) it is authenticated as of an Interest Payment Date, in which event it will bear interest from such date, or (ii) it is authenticated prior to an Interest Payment Date and after the close of business on the Record Date preceding such Interest Payment Date, in which event it will bear interest from such Interest Payment Date, or (iii) it is authenticated prior to the first Record Date, in which event it will bear interest from the Closing Date. Notwithstanding the foregoing, if interest on any Series A Bond is in default at the time of authentication thereof, such Series A Bond will bear interest from the Interest Payment Date to which interest has previously been paid or made available for payment thereon.

(b) Maturities; Basis of Interest Calculation. The Series A Bonds will mature on the dates, in the years and in the amounts, and will bear interest at the rates, as determined upon the sale thereof and as set forth in the Bond Purchase Agreement. Interest on the Series A Bonds will be calculated on the basis of a 360-day year comprised of twelve 30-day months. The final maturity of the Series A Bonds shall not exceed the legal limit identified in the Bond Law, and if the final maturity is more than thirty years after the Closing Date, a District Representative or other official familiar with the projects to be financed with proceeds of the Series A Bonds is authorized and directed to execute a certification confirming that the useful life of the facilities to be financed with the proceeds of the Series A Bonds which mature more than thirty years after the Closing Date exceeds the final maturity date of such Series A Bonds.

(c) CUSIP Identification Numbers. CUSIP identification numbers will be imprinted on the Series A Bonds, but such numbers do not constitute a part of the contract evidenced by the Series A Bonds and any error or omission with respect thereto will not constitute cause for refusal of any purchaser to accept delivery of and pay for the Series A Bonds. Any failure by the District to use CUSIP numbers in any notice to Owners of the Series A Bonds will not constitute an event of default or any violation of the District’s contract with the Owners and will not impair the effectiveness of any such notice.

(d) Payment. Interest on the Series A Bonds (including the final interest payment upon maturity or redemption) is payable by check, draft or wire of the Paying Agent given to the Owner thereof (which will be DTC so long as the Series A Bonds are held in the book-entry system of DTC) at such Owner's address as it appears on the Registration Books at the close of business on the preceding Record Date; except that at the written request of the Owner of at least $1,000,000 aggregate principal amount of the Series A Bonds, which written request is on file with the Paying Agent as of any Record Date, interest on any Series A Bonds will be paid on the succeeding Interest Payment Date to such account as will be specified in such written request. Principal of the Series A Bonds is payable in lawful money of the United States of America upon presentation and surrender at the Office of the Paying Agent. The provisions of this Section relating to the payment of the Series A Bonds shall be subject in all respects to the provisions of Section 2.09 so long as the Series A Bonds are held in the book-entry system of DTC.
Section 2.03. Redemption.

(a) Optional Redemption Dates and Prices. The Series A Bonds may (but are not required to be) subject to optional redemption prior to their respective stated maturity dates. In the event the Series A Bonds are subject to optional redemption prior to their respective stated maturity dates, the schedule of redemption dates and redemption prices shall be set forth in the Bond Purchase Agreement.

(b) Mandatory Sinking Fund Redemption. If and as determined upon the sale of the Series A Bonds, any maturity of Series A Bonds shall be designated as Term Bonds which are subject to mandatory sinking fund redemption on the dates in each of the years as determined upon the sale of the Series A Bonds, at a redemption price equal to 100% of the principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption. If some but not all of the Term Bonds have been redeemed under the preceding subsection (a) of this Section, the aggregate principal amount of such Term Bonds to be redeemed in each year under this subsection (b) will be reduced in integral multiples of $5,000, as designated in written a Written Request of the District filed with the Paying Agent.

(c) Selection of Series A Bonds for Redemption. Whenever less than all of the Outstanding Series A Bonds of any one maturity are designated for redemption, the Paying Agent shall select the Outstanding Series A Bonds of such maturity to be redeemed by lot in any manner deemed fair by the Paying Agent. For purposes of such selection, each Series A Bond will be deemed to consist of individual bonds of $5,000 denominations each which may be separately redeemed.

(d) Redemption Procedure. The Paying Agent will cause notice of any redemption to be mailed, first class mail, postage prepaid, at least 20 days but not more than 60 days prior to the date fixed for redemption, to the respective Owners of any Series A Bonds designated for redemption, at their addresses appearing on the Registration Books. Such notice shall not be a condition precedent to such redemption and failure to give or to receive any such notice shall not affect the validity of the proceedings for the redemption of such Series A Bonds. In addition, the Paying Agent shall give notice of redemption to each of the Securities Depositories.

Such notice shall (i) state the redemption date and the redemption price, (ii) if less than all of the then Outstanding Series A Bonds are to be called for redemption, designate the serial numbers of the Series A Bonds to be redeemed by giving the individual number of each Series A Bond or by stating that all Series A Bonds between two stated numbers, both inclusive, or by stating that all of the Series A Bonds of one or more maturities have been called for redemption, (iii) require that such Series A Bonds be then surrendered at the Office of the Paying Agent for redemption at the applicable redemption price, and (iv) state that further interest on such Series A Bonds will not accrue from and after the redemption date. Any notice of the optional redemption of any Series A Bonds may further state that it is a conditional notice of redemption which is subject to rescission as set forth in clause (e) below.

Upon surrender of Series A Bonds redeemed in part only, the District shall execute and the Paying Agent shall authenticate and deliver to the Owner, at the expense of the District, a new Series A Bond or Bonds, of the same maturity, of authorized denominations
in aggregate principal amount equal to the unredeemed portion of the Series A Bond or Bonds.

From and after the date fixed for redemption, if notice of such redemption has been duly given and funds available for the payment of the principal of and interest on the Series A Bonds so called for redemption have been duly provided, such Series A Bonds so called will cease to be entitled to any benefit under this Resolution other than the right to receive payment of the redemption price, and no interest will accrue thereon on or after the redemption date specified in such notice. The Paying Agent shall cancel all of the Series A Bonds, and submit a certificate of cancellation to the District.

(e) Right to Rescind Notice of Redemption. The District has the right to rescind any notice of the optional redemption of Series A Bonds under subsection (a) of this Section by written notice to the Paying Agent on or prior to the date fixed for redemption. Any notice of redemption shall be cancelled and annulled if for any reason funds will not be or are not available on the date fixed for redemption for the payment in full of the Series A Bonds then called for redemption. The District and the Paying Agent shall have no liability to the Series A Bond Owners or any other party related to or arising from such rescission of redemption. The Paying Agent shall give notice of such rescission of redemption to the respective Owners of the Series A Bonds designated for redemption, at their addresses appearing on the Registration Books, and also to the Securities Depositories and the Municipal Securities Rulemaking Board. The District shall have the right to give a conditional notice of the redemption of any Series A Bonds under subsection (a) of this Section.

Section 2.04. Form of Series A Bonds. The Series A Bonds, the form of the Paying Agent’s certificate of authentication and registration and the form of assignment to appear thereon shall be substantially in the forms, respectively, with necessary or appropriate variations, omissions and insertions, as permitted or required by this Resolution, as set forth in Appendix A hereto.

Section 2.05. Execution of Series A Bonds. The Series A Bonds shall be signed by the manual or facsimile signature of a District Representative and shall be attested by the manual or facsimile signature of a District Representative. No Series A Bond is valid or obligatory for any purpose or entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Series A Bond is signed by the Paying Agent as authenticating agent.

The Series A Bonds shall be in substantially the form attached hereto as Appendix A and incorporated herein by this reference, allowing those officials executing the Series A Bonds to make the insertions and deletions necessary to conform the Series A Bonds to this Resolution and the Bond Purchase Agreement.

Only those Series A Bonds bearing a certificate of authentication and registration in the form set forth in Appendix A, executed and dated by the Paying Agent, shall be valid or obligatory for any purpose or entitled to the benefits of this Resolution, and such certificate of the Paying Agent shall be conclusive evidence that the Series A Bonds so registered have been duly authenticated, registered and delivered hereunder and are entitled to the benefits of this Resolution.
Section 2.06. Transfer of Series A Bonds. Any Series A Bond may, in accordance with its terms, be transferred, upon the Registration Books, by the person in whose name it is registered, in person or by his duly authorized attorney, upon surrender of such Series A Bond for cancellation at the Office at the Paying Agent, accompanied by delivery of a written instrument of transfer in a form approved by the Paying Agent, duly executed. The District may charge a reasonable sum for each new Series A Bond issued upon any transfer.

Whenever any Series A Bond is surrendered for transfer, the District shall execute and the Paying Agent shall authenticate and deliver a new Series A Bond or Bonds, for like aggregate principal amount. No transfers of Series A Bonds may be made (a) 15 days before the date established by the Paying Agent for selection of Series A Bonds for redemption or (b) with respect to a Series A Bond which has been selected for redemption.

Section 2.07. Exchange of Series A Bonds. Series A Bonds may be exchanged at the Office of the Paying Agent for a like aggregate principal amount of Series A Bonds of authorized denominations and of the same maturity. The District may charge a reasonable sum for each new Series A Bond issued upon any exchange (except in the case of any exchange of temporary Series A Bonds for definitive Series A Bonds). No exchanges of Series A Bonds shall be required to be made (a) during the 15 days before the date established by the Paying Agent for selection of Series A Bonds for redemption, or (b) with respect to a Series A Bond which has been selected for redemption.

Section 2.08. Registration Books. The Paying Agent shall keep or cause to be kept sufficient books for the registration and transfer of the Series A Bonds, which shall at all times be open to inspection by the District upon reasonable notice; and, upon presentation for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, register or transfer or cause to be registered or transferred, on such books, Series A Bonds as herein before provided.

Section 2.09. Book-Entry System. Except as provided below, DTC shall be the Owner of all of the Series A Bonds, and the Series A Bonds shall be registered in the name of Cede & Co. as nominee for DTC. The Series A Bonds shall be initially executed and delivered in the form of a single fully registered Series A Bond for each maturity date of the Series A Bonds in the full aggregate principal amount of the Series A Bonds maturing on such date. The Paying Agent and the District may treat DTC (or its nominee) as the sole and exclusive owner of the Series A Bonds registered in its name for all purposes of this Resolution, and neither the Paying Agent nor the District shall be affected by any notice to the contrary. The Paying Agent and the District have no responsibility or obligation to any Depository System Participant, any person claiming a beneficial ownership interest in the Series A Bonds under or through DTC or a Depository System Participant, or any other person which is not shown on the register of the District as being an owner, with respect to the accuracy of any records maintained by DTC or any Depository System Participant or the payment by DTC or any Depository System Participant by DTC or any Depository System Participant of any amount in respect of the principal or interest with respect to the Series A Bonds. The District shall cause to be paid all principal and interest with respect to the Series A Bonds only to DTC, and all such payments shall be valid and effective to fully satisfy and discharge the District’s obligations with respect to the principal and interest with respect to the Series A Bonds to the extent of the sum or sums so paid. Except under the conditions noted below, no person other than DTC shall receive a Series A Bond. Upon delivery by DTC to the District of written
notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the term “Cede & Co.” in this Resolution shall refer to such new nominee of DTC.

If the District determines that it is in the best interest of the beneficial owners that they be able to obtain Series A Bonds and delivers a written certificate to DTC and the District to that effect, DTC shall notify the Depository System Participants of the availability through DTC of Series A Bonds. In such event, the District shall issue, transfer and exchange Series A Bonds as requested by DTC and any other owners in appropriate amounts. DTC may determine to discontinue providing its services with respect to the Series A Bonds at any time by giving notice to the District and discharging its responsibilities with respect thereto under applicable law. Under such circumstances (if there is no successor securities depository), the District shall be obligated to deliver Series A Bonds as described in this Resolution. Whenever DTC requests the District to do so, the District will cooperate with DTC in taking appropriate action after reasonable notice to (a) make available one or more separate Series A Bonds evidencing the Series A Bonds to any Depository System Participant having Series A Bonds credited to its DTC account or (b) arrange for another securities depository to maintain custody of certificates evidencing the Series A Bonds.

Notwithstanding any other provision of this Resolution to the contrary, so long as any Series A Bond is registered in the name of Cede & Co., as nominee of DTC, all payments with respect to the principal and interest with respect to such Series A Bond and all notices with respect to such Series A Bond shall be made and given, respectively, to DTC.

ARTICLE III

SALE OF SERIES A BONDS; APPLICATION OF PROCEEDS

Section 3.01. Sale of Series A Bonds; Approval of Sale Documents.

(a) Negotiated Sale of Series A Bonds. Pursuant to Section 53508.9 of the Bond Law, the Board hereby authorizes the negotiated sale of the Series A Bonds to the Underwriter. The Series A Bonds shall be sold pursuant to the Bond Purchase Agreement in substantially the form on file with the Secretary of the Board with such changes therein, deletions therefrom and modifications thereto as a District Representative may approve, such approval to be conclusively evidenced by the execution and delivery of the Bond Purchase Agreement. The Bond Purchase Agreement shall contain the following terms:

(i) the Series A Bonds shall bear a rate of interest not exceeding the legal limit;

(ii) the Series A Bonds shall have a ratio of total debt service to principal of not to exceed four to one; and

(iii) the Underwriter’s discount shall not exceed 1.0% of the principal amount of the Series A Bonds, and shall be paid from the amount of original issue premium received by the Underwriter upon the sale of the Series A Bonds.
The Board hereby authorizes a District Representative to execute and deliver the final form of the Bond Purchase Agreement in the name and on behalf of the District.

In accordance with Section 53508.7 of the Bond Law and Section 15146 of the Education Code, the Board has determined to authorize the sale of the Series A Bonds at a negotiated sale for the following reasons: (i) a negotiated sale provides more flexibility to choose the time and date of the sale which is often advantageous in the municipal bond market; (ii) the involvement of the Underwriter in preparing documents, rating agency presentations and structuring bonds generally enhances the quality and results of the bond offering; (iii) a negotiated sale will permit the time schedule for the issuance and sale of the Series A Bonds to be expedited, if necessary; (iv) a negotiated sale provides the District access to the Underwriter's trading desk for providing estimates of the cost of various bond structures (yields, discounts, premiums and maturities) for the purpose of evaluating alternative potential bond structures with the goal of producing the best match between the District’s objectives and investor acceptance and demand; and (v) a negotiated sale provides time for the Underwriter to educate potential investors about the Improvement District and the Series A Bonds with the goal of maximizing investor orders and reducing the interest cost on the day of pricing.

(b) Official Statement. The Board hereby approves and deems final within the meaning of Rule 15c2-12 of the Securities Exchange Act of 1934, the Preliminary Official Statement describing the Series A Bonds in the form on file with the Secretary of the Board. A District Representative is hereby individually authorized, at the request of the Underwriter, to execute an appropriate certificate affirming the Board’s determination that the Preliminary Official Statement has been deemed final within the meaning of such Rule. A District Representative is hereby individually authorized and directed to approve any changes in or additions to a final form of the Official Statement, and the execution thereof by such District Representative shall be conclusive evidence of approval of any such changes and additions. The Board hereby authorizes the distribution of the Preliminary Official Statement and the Final Official Statement by the Underwriter. A District Representative shall execute the Final Official Statement in the name and on behalf of the District.

(c) Provisions of Bond Purchase Agreement to Control. The terms and conditions of the Series A Bonds shall be as specified in the Bond Purchase Agreement. In the event of any inconsistency or conflict between the provisions of this Resolution and the Bond Purchase Agreement, the provisions of the Bond Purchase Agreement shall be controlling.

(d) Bond Insurance. If the District is advised by the Municipal Advisor that it is in the best financial interests of the District to obtain a municipal bond insurance policy to insure the payment of debt service on the Series A Bonds, each District Representative is authorized to apply for said insurance and to take all actions and execute all documents and certifications relating thereto.

(e) Presentation of Actual Cost Information at Board Meeting. As required pursuant to Government Code Section 53509.5, after the sale of the Series A Bonds, the Board shall present actual cost information for the sale at its next scheduled public meeting, and an itemized summary of the costs of the Series A Bond shall be submitted to the California Debt and Investment Advisory Commission.
Section 3.02. Application of Proceeds of Sale of Series A Bonds. The proceeds of the Series A Bonds shall be applied on the Closing Date as follows:

(a) The Underwriter shall transfer an amount equal to the net premium (if any) received by the District on the sale of the Series A Bonds to the County Treasurer for deposit in the Debt Service Fund.

(b) The Underwriter shall transfer to The Bank of New York Mellon Trust Company, N.A., as custodian under the agreement referenced in Section 3.05, an amount set forth in a Written Request of the District to be applied to the payment of the Costs of Issuance.

(c) The Underwriter shall transfer the remainder of such proceeds to the County Treasurer for deposit in the Building Fund.

Section 3.03. Building Fund. The District hereby requests that the County Treasurer establish, hold and maintain a fund to be known as the “Wheatland Union High School District School Facilities Improvement District Election of 2022, Series A Building Fund”, which the County shall maintain as a separate account, distinct from all other funds of the County and the District. The proceeds received by the County from the sale of the Series A Bonds shall be deposited in the Building Fund to the extent required by Section 3.02(b), to be expended by the District in accordance with the Bond Measure. All interest and other gain arising from the investment of amounts deposited to the Building Fund shall be retained in the Building Fund and used for the purposes thereof. At the written request of the District filed with the County Treasurer, any amounts remaining on deposit in the Building Fund and not needed for the purposes thereof shall be withdrawn from the Building Fund by the County Treasurer and transferred to the Debt Service Fund to be applied to pay the principal of and interest on the Series A Bonds.

The Board hereby finds and determines that the prepayment of the 2012 Lease has been authorized by voters in the Improvement District, pursuant to Measure P.

Any amounts remaining on deposit in the Building Fund after payment in full of the Series A Bonds shall be transferred to the general fund of the District, to be applied for the purposes for which the Series A Bonds have been authorized or otherwise in accordance with the Bond Law.

Section 3.04. Estimated Financing Costs. The firm of Jones Hall, A Professional Law Corporation, has previously been engaged to act as Bond Counsel and Disclosure Counsel to the District, and the firm of Isom Advisors, a Division of Urban Futures, Inc., has previously been engaged to act as Municipal Advisor to the District. The estimated costs of issuance associated with the bond sale are set forth in Appendix B hereto.

Section 3.05. Costs of Issuance Custodian Agreement. The Board hereby authorizes a District Representative to enter into a Costs of Issuance Custodian Agreement with a costs of issuance custodian, and the execution thereof by a District Representative shall be conclusive evidence of the approval of any such changes. As provided in such agreement, the payment of Costs of Issuance shall be requisitioned by a District Representative in accordance with such agreement.
Section 3.06. Actions to Close Bond Issuance. Each District Representative and any and all other officers of the District are each authorized and directed in the name and on behalf of the District to execute and deliver any and all certificates, requisitions, agreements, notices, consents and other documents, which they or any of them might deem necessary or appropriate in order to consummate the lawful issuance, sale and delivery of the Series A Bonds. Whenever in this Resolution any officer of the District is authorized to execute or countersign any document or take any action, such execution, countersigning or action may be taken on behalf of such officer by any person designated by such officer to act on his or her behalf if such officer is absent or unavailable.

ARTICLE IV

SECURITY FOR THE SERIES A BONDS;
PAYMENT OF DEBT SERVICE

Section 4.01. Security for the Series A Bonds. The Series A Bonds are general obligations of the District with respect to the Improvement District, payable from the levy of ad valorem taxes upon all property within the Improvement District which is subject to taxation by the District, without limitation as to rate or amount. The District hereby directs the County to levy, on all the taxable property in the Improvement District, in addition to all other taxes, a continuing direct and ad valorem tax annually during the period the Series A Bonds are Outstanding in an amount sufficient to pay the principal of and interest on the Series A Bonds when due, including the principal of any Series A Bonds upon the mandatory sinking fund redemption thereof under Section 2.03(b), which moneys when collected will be paid to the County Treasurer and placed in the Debt Service Fund.

The District acknowledges that pursuant to Government Code Section 53515 and Section 15251 of the Education Code, the Series A Bonds are secured by a statutory lien on all revenues received pursuant to the levy and collection of the ad valorem tax on property within the Improvement District. Such lien shall attach automatically without further action or authorization by the District and shall be valid and binding from and after the time the Series A Bonds are issued.

The principal of and interest on Series A Bonds do not constitute a debt of the County, the State of California, or any of its political subdivisions other than the District, or any of the officers, agents or employees thereof, and neither the County, the State of California, any of its political subdivisions nor any of the officers, agents or employees thereof are liable thereon.

As required by Education Code Section 15140(c), the District shall transmit a copy of this resolution, together with the debt service schedule for the Series A Bonds, to the office of the County Auditor-Controller and County Treasurer in sufficient time to permit the County to establish tax rates for the Series A Bonds.

Section 4.02. Establishment of Debt Service Fund. The District hereby requests that the County establish, hold and maintain while the Series A Bonds are outstanding an interest and sinking fund for the Series A Bonds (the “Debt Service Fund”), which shall be maintained by the County as a separate account, distinct from all other funds of the District, into which shall be paid on receipt thereof, (a) any premium received
by the County on the sale of the Series A Bonds, and (b) the proceeds of any taxes levied under Section 4.01.

The Debt Service Fund is pledged for the payment of the principal of and interest on the Series A Bonds when and as the same become due, including the principal of any term Series A Bonds required to be paid upon the mandatory sinking fund redemption thereof. Upon the written request of the District filed with the County, amounts in the Debt Service Fund shall be transferred by the County to the Paying Agent to the extent required to pay the principal of and interest on the Series A Bonds when due.

If, after payment in full of the Series A Bonds, any amounts remain on deposit in the Debt Service Fund, the County shall transfer such amounts to the General Fund of the District as provided in Section 15234 of the Education Code.

Section 4.03. Disbursements From Debt Service Fund. The County shall administer the Debt Service Fund and make the requested disbursements therefrom on deposit in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the Series A Bonds when due and payable, to the Paying Agent which, in turn, shall pay such moneys to DTC to pay the principal of and interest on the Series A Bonds. DTC will thereupon make payments of debt service on the Series A Bonds to the DTC Participants who will thereupon make payments of debt service to the beneficial owners of the Series A Bonds. Any moneys remaining in the Debt Service Fund after the Series A Bonds and the interest thereon have been paid, or provision for such payment has been made, shall be transferred to the General Fund of the District, as provided in Section 15234 of the Education Code. As provided in Section 15232 of the Education Code, amounts in the Debt Service Fund shall also be applied to pay the expense of paying the Series A Bonds elsewhere than at the office of the County Treasurer.

Section 4.04. Pledge of Taxes. The District hereby pledges all revenues from the property taxes collected from the levy by the Board of Supervisors of the County for the payment of the Series A Bonds and amounts on deposit in the Debt Service Fund to the payment of the principal of and interest on the Series A Bonds. Such pledge shall be valid and binding from and after the Closing Date and shall be for the benefit of the Series A Bonds Owners and successors thereto. All amounts in the Debt Service Fund shall be immediately subject to such pledge, which shall constitute a lien and security interest to secure the payment of the Series A Bonds and shall be effective, binding, and enforceable against the District, its successors, creditors and all others irrespective of whether those parties have notice of the pledge and without the need of any physical delivery, recording, filing, or further act. This pledge constitutes an agreement between the District and Series A Bond Owners to provide security for the Series A Bonds in addition to any statutory lien that may exist, and such pledge is hereby extended to secure the payment of all other outstanding general obligation bonds of the District which are payable from amounts on deposit in the interest and sinking fund of the District.

Section 4.05. Investments. All moneys held in any of the funds or accounts established with the County Treasurer hereunder shall be invested in Authorized Investments in compliance with Education Code Section 15146(g) and in accordance with the investment policies of the County, as such policies exist at the time of investment without regard to the maximum percentage limitations per asset class for investments $500,000 or less. Authorized Investments purchased as an investment of moneys in any fund or account shall be deemed to be part of such fund or account.

-15-
All interest or gain derived from the investment of amounts in any of the funds or accounts established hereunder shall be deposited in the fund or account from which such investment was made, and shall be expended for the purposes thereof. The District covenants that all investments of amounts deposited in any fund or account created by or under this Resolution, or otherwise containing proceeds of the Series A Bonds, shall be acquired and disposed of at the Fair Market Value thereof. For purposes of this Section, the term “Fair Market Value” shall mean, with respect to any investment, the price at which a willing buyer would purchase such investment from a willing seller in a bona fide, arm’s length transaction (determined as of the date the contract to purchase or sell the investment becomes binding) if the investment is traded on an established securities market (within the meaning of Section 1273 of the Tax Code) and, otherwise, the term “Fair Market Value” means the acquisition price in a bona fide arm’s length transaction (as described above) if (i) the investment is a certificate of deposit that is acquired in accordance with applicable regulations under the Tax Code, (ii) the investment is an agreement with specifically negotiated withdrawal or reinvestment provisions and a specifically negotiated interest rate (for example, a guaranteed investment contract, a forward supply contract or other investment agreement) that is acquired in accordance with applicable regulations under the Tax Code, or (iii) the investment is a United States Treasury Security - State and Local Government Series that is acquired in accordance with applicable regulations of the United States Bureau of Public Debt.

ARTICLE V

OTHER COVENANTS OF THE DISTRICT

Section 5.01. Punctual Payment. The District will punctually pay, or cause to be paid, the principal of and interest on the Series A Bonds, in strict conformity with the terms of the Series A Bonds and of this Resolution, and it will faithfully observe and perform all of the conditions, covenants and requirements of this Resolution and of the Series A Bonds. Nothing herein contained prevents the District from making advances of its own moneys howsoever derived to any of the uses or purposes permitted by law.

Section 5.02. Books and Accounts. The District will keep, or cause to be kept, proper books of record and accounts, separate from all other records and accounts of the District in which complete and correct entries are made of all transactions relating to the expenditure of the proceeds of the Series A Bonds. Such books of record and accounts shall at all times during business hours be subject to the inspection of the Paying Agent and the Owners of not less than 10% in aggregate principal amount of the Series A Bonds then Outstanding, or their representatives authorized in writing.

Section 5.03. Protection of Security and Rights of Series A Bond Owners. The District will preserve and protect the security of the Series A Bonds and the rights of the Series A Bond Owners, and will warrant and defend their rights against all claims and demands of all persons. Following the issuance of the Series A Bonds by the District, the Series A Bonds shall be incontestable by the District.

Section 5.04. Tax Covenants. It is intended that the Series A Bonds will be issued as federally tax-exempt obligations under the Tax Code. However, a portion of the Series A Bonds may be issued on a federally taxable basis in the event and to the extent
required under the Tax Code in the opinion of Bond Counsel. The following provisions of this Section shall apply to those Series A Bonds which are issued on a federally tax-exempt basis.

(a) **Private Activity Bond Limitation.** The District shall assure that the proceeds of the Series A Bonds are not so used as to cause the Series A Bonds to satisfy the private business tests of Section 141(b) of the Tax Code or the private loan financing test of Section 141(c) of the Tax Code.

(b) **Federal Guarantee Prohibition.** The District shall not take any action or permit or suffer any action to be taken if the result of the same would be to cause any of the Series A Bonds to be “federally guaranteed” within the meaning of Section 149(b) of the Tax Code.

(c) **No Arbitrage.** The District shall not take, or permit or suffer to be taken by the Paying Agent or the County or otherwise, any action with respect to the proceeds of the Series A Bonds which, if such action had been reasonably expected to have been taken, or had been deliberately and intentionally taken, on the Closing Date would have caused the Series A Bonds to be “arbitrage bonds” within the meaning of Section 148 of the Tax Code.

(d) **Maintenance of Tax-Exemption.** The District shall take all actions necessary to assure the exclusion of interest on the Series A Bonds from the gross income of the Owners of the Series A Bonds to the same extent as such interest is permitted to be excluded from gross income under the Tax Code as in effect on the Closing Date.

(e) **Exemption from Rebate Requirement.** The District is a governmental unit with the power to impose taxes of general applicability which, when collected, may be used for general purposes of the District; the Series A Bonds are not private activity bonds within the meaning of section 141 of the Tax Code; and ninety-five percent (95%) of the Net Sale Proceeds of the Series A Bonds are to be used for local governmental activities of the District. The aggregate face amount (or, issue prices, in the case of issues with a net original issue discount or net original issue premium in excess of two percent (2%) of the principal amount of the issue, excluding original issue premium used for reasonable underwriter’s compensation) of all tax-exempt obligations (other than private activity bonds as defined in section 141 of the Tax Code) issued by the District, including all subordinate entities of the District and all entities which may issue obligations on behalf of the District, during the calendar year during which the Series A Bonds are being issued, is not reasonably expected to exceed $15,000,000, of which no more than $5,000,000 is for other than the construction of public school facilities, excluding, however, that portion of current refunding obligations having a principal amount not in excess of the principal amount of the refunded obligation. By reason of the statements set forth in this subparagraph, the District will not rebate excess investment earnings, if any, to the federal government.

(f) **Small Issuer Exemption from Bank Nondeductibility Restriction.** The District hereby designates the Series A Bonds for purposes of paragraph (3) of section 265(b) of the Tax Code and represents that not more than $10,000,000 aggregate principal amount of obligations the interest on which is excludable (under section 103(a) of the Tax Code) from gross income for federal income tax purposes (excluding (i) private activity bonds, as defined in section 141 of the Tax Code, except certain qualified 501(c)(3) bonds as defined
in section 145 of the Tax Code and (ii) current refunding obligations to the extent the amount of the refunding obligation does not exceed the outstanding amount of the refunded obligation), including the Series A Bonds, has been or will be issued by the District, including all subordinate entities of the District, during the calendar year the Series A Bonds are issued. If the District determines prior to the sale of the Series A Bonds that obligations which exceed $10,000,000 aggregate principal amount will be issued in the same calendar year as the Series A Bonds, the District Representative shall provide in the Bond Purchase Agreement that the Series A Bonds are not bank qualified.

Section 5.05. Continuing Disclosure. The District hereby approves the Continuing Disclosure Certificate in substantially the form attached as an appendix to the Preliminary Official Statement for the Refunding Bonds, together with any changes therein or modifications thereof which are approved by a District Representative, and the execution thereof by a District Representative shall be conclusive evidence of the approval of any such changes or modifications. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Certificate, which shall be executed by a District Representative and delivered on the Closing Date. Notwithstanding any other provision of this Resolution, failure of the District to comply with the Continuing Disclosure Certificate does not constitute a default by the District hereunder or under the Series A Bonds; however, any Participating Purchaser (as that term is defined in the Continuing Disclosure Certificate) or any holder or beneficial owner of the Series A Bonds may, take such actions as may be necessary and appropriate to compel performance, including seeking mandate or specific performance by court order.

Section 5.06. CDIAC Annual Reporting. The District hereby covenants and agrees that it will comply with the provisions of Section 8855(k) of the California Government Code with respect to annual reporting to the California Debt and Investment Advisory Commission. Such reporting will occur at the times and include the types of information as set forth therein. Notwithstanding any other provision of this Resolution, failure of the District to comply with such reporting shall not constitute a default by the District hereunder or under the Series A Bonds.

Section 5.07. Further Assurances. The District will adopt, make, execute and deliver any and all such further resolutions, instruments and assurances as may be reasonably necessary or proper to carry out the intention or to facilitate the performance of this Resolution, and for the better assuring and confirming unto the Owners of the Series A Bonds of the rights and benefits provided in this Resolution.
ARTICLE VI

THE PAYING AGENT

Section 6.01. Appointment of Paying Agent; Approval of Paying Agent Agreement. The Bank of New York Mellon Trust Company, N.A. is hereby appointed to act as Paying Agent for the Series A Bonds and, in such capacity, shall also act as registration agent and authentication agent for the Series A Bonds. The Paying Agent undertakes to perform such duties, and only such duties, as are specifically set forth in this Resolution, and even during the continuance of an event of default with respect to the Series A Bonds, no implied covenants or obligations shall be read into this Resolution against the Paying Agent. The Board hereby approves the form of a Paying Agent Agreement between the District and the County in substantially the form on file with the Secretary of the Board with such changes therein, deletions therefrom and modifications thereto as a District Representative may approve, such approval to be conclusively evidenced by the execution and delivery of the Paying Agent Agreement. In the event of any inconsistency or conflict between the provisions of this Resolution and the Paying Agent Agreement, the provisions of the Paying Agent Agreement shall be controlling.

The District may remove the Paying Agent initially appointed, and any successor thereto, and may appoint a successor or successors thereto, but any such successor shall be a bank or trust company doing business and having an office in the State of California, having a combined capital (exclusive of borrowed capital) and surplus of at least $50,000,000, and subject to supervision or examination by federal or state authority. If such bank or trust company publishes a report of condition at least annually, under law or to the requirements of any supervising or examining authority above referred to, then for the purposes of this Section the combined capital and surplus of such bank or trust company shall be deemed to be its combined capital and surplus as set forth in its most recent report of condition so published.

The Paying Agent may at any time resign by giving written notice to the District and the Series A Bond Owners of such resignation. Upon receiving notice of such resignation, the District shall promptly appoint a successor Paying Agent by an instrument in writing. Any resignation or removal of the Paying Agent and appointment of a successor Paying Agent will become effective upon acceptance of appointment by the successor Paying Agent.

Section 6.02. Paying Agent May Hold Series A Bonds. The Paying Agent may become the owner of any of the Series A Bonds in its own or any other capacity with the same rights it would have if it were not Paying Agent.

Section 6.03. Liability of Paying Agent. The recitals of facts, covenants and agreements in this Resolution and in the Series A Bonds constitute statements, covenants and agreements of the District, and the Paying Agent assumes no responsibility for the correctness of the same, nor makes any representations as to the validity or sufficiency of this Resolution or of the Series A Bonds, nor shall incur any responsibility in respect thereof, other than as set forth in this Resolution. The Paying Agent is not liable in connection with the performance of its duties hereunder, except for its own negligence or willful default.
In the absence of bad faith, the Paying Agent may conclusively rely, as to the truth of the statements and the correctness of the opinions expressed therein, upon certificates or opinions furnished to the Paying Agent and conforming to the requirements of this Resolution.

The Paying Agent is not liable for any error of judgment made in good faith by a responsible officer in the absence of the negligence of the Paying Agent.

No provision of this Resolution requires the Paying Agent to expend or risk its own funds or otherwise incur any financial liability in the performance of any of its duties hereunder, or in the exercise of any of its rights or powers, if it has reasonable grounds for believing that repayment of such funds or adequate indemnity against such risk or liability is not reasonably assured to it.

The Paying Agent may execute any of the powers hereunder or perform any duties hereunder either directly or by or through agents or attorneys and the Paying Agent is not responsible for any misconduct or negligence on the part of any agent or attorney appointed with due care by it hereunder.

Section 6.04. Notice to Paying Agent. The Paying Agent may rely and is protected in acting or refraining from acting upon any notice, resolution, request, consent, order, certificate, report, warrant, bond or other paper or document believed by it to be genuine and to have been signed or presented by the proper party or proper parties. The Paying Agent may consult with counsel, who may be counsel to the District, with regard to legal questions, and the opinion of such counsel shall be full and complete authorization and protection in respect of any action taken or suffered by it hereunder in good faith and in accordance therewith.

Whenever in the administration of its duties under this Resolution the Paying Agent deems it necessary or desirable that a matter be proved or established prior to taking or suffering any action hereunder, such matter (unless other evidence in respect thereof is specifically prescribed in this Resolution) may, in the absence of bad faith on the part of the Paying Agent, be deemed to be conclusively proved and established by a certificate of the District, and such certificate shall be full warrant to the Paying Agent for any action taken or suffered under the provisions of this Resolution upon the faith thereof, but in its discretion the Paying Agent may, in lieu thereof, accept other evidence of such matter or may require such additional evidence as to it may seem reasonable.

Section 6.05. Compensation; Indemnification. The District shall pay to the Paying Agent from time to time reasonable compensation for all services rendered under this Resolution, and also all reasonable expenses, charges, counsel fees and other disbursements, including those of their attorneys, agents and employees, incurred in and about the performance of their powers and duties under Resolution. The District further agrees to indemnify the Paying Agent against any liabilities which it may incur in the exercise and performance of its powers and duties hereunder which are not due to its negligence or bad faith.
ARTICLE VII

REMEDIES OF SERIES A BOND OWNERS

Section 7.01. Remedies of Series A Bond Owners. Any Series A Bond Owner has the right, for the equal benefit and protection of all Series A Bond Owners similarly situated:

(a) by mandamus, suit, action or proceeding, to compel the District and its members, officers, agents or employees to perform each and every term, provision and covenant contained in this Resolution and in the Series A Bonds, and to require the carrying out of any or all such covenants and agreements of the District and the fulfillment of all duties imposed upon it;

(b) by suit, action or proceeding in equity, to enjoin any acts or things which are unlawful, or the violation of any of the Series A Bond Owners’ rights; or

(c) upon the happening and continuation of any default by the District hereunder or under the Series A Bonds, by suit, action or proceeding in any court of competent jurisdiction, to require the District and its members and employees to account as if it and they were the trustees of an express trust.

Section 7.02. Remedies Not Exclusive. No remedy herein conferred upon the Owners of Series A Bonds is exclusive of any other remedy. Each and every remedy is cumulative and may be exercised in addition to every other remedy given hereunder or thereafter conferred on the Series A Bond Owners.

Section 7.03. Non-Waiver. Nothing in this Article or in any other provision of this Resolution or in the Series A Bonds, affects or impairs the obligation of the District, which is absolute and unconditional, to pay the principal of and interest on the Series A Bonds to the respective Series A Bond Owners at the respective dates of maturity, as herein provided, or affects or impairs the right of action against the District, which is also absolute and unconditional, of such Owners to institute suit against the District to enforce such payment by virtue of the contract embodied in the Series A Bonds.

A waiver of any default by any Series A Bond Owner shall not affect any subsequent default or impair any rights or remedies on the subsequent default. No delay or omission of any Owner of any of the Series A Bonds to exercise any right or power accruing upon any default shall impair any such right or power or shall be construed to be a waiver of any such default or an acquiescence therein, and every power and remedy conferred upon the Series A Bond Owners by this Article may be enforced and exercised from time to time and as often as shall be deemed expedient by the Series A Bond Owners.

If a suit, action or proceeding to enforce any right or exercise any remedy be abandoned or determined adversely to the Series A Bond Owners, the District and the Series A Bond Owners shall be restored to their former positions, rights and remedies as if such suit, action or proceeding had not been brought or taken.
ARTICLE VIII

AMENDMENT OF THIS RESOLUTION

Section 8.01. Amendments Effective Without Consent of the Owners. The Board may amend this Resolution from time to time, without the consent of the Owners of the Series A Bonds, for any one or more of the following purposes:

(a) to add to the covenants and agreements of the District in this Resolution, other covenants and agreements to be observed by the District which are not contrary to or inconsistent with this Resolution as theretofore in effect;

(b) to confirm, as further assurance, any pledge under, and to subject to any lien or pledge created or to be created by, this Resolution, of any moneys, securities or funds, or to establish any additional funds or accounts to be held under this Resolution;

(c) to cure any ambiguity, supply any omission, or cure or correct any defect or inconsistent provision in this Resolution, in a manner which does not materially adversely affect the interests of the Series A Bond Owners in the opinion of Bond Counsel filed with the District; or

(d) to make such additions, deletions or modifications as may be necessary or desirable to assure exemption from federal income taxation of interest on the Series A Bonds.

Section 8.02. Amendments Effective With Consent of the Owners. The Board may amend this Resolution from time to time for any purpose not set forth in Section 8.01, with the written consent of the Owners of a majority in aggregate principal amount of the Series A Bonds Outstanding at the time such consent is given.

Any of the following amendments of this Resolution may be made only with the prior written consent of the Owners or all Outstanding Bonds: (a) a change in the terms of maturity of the principal of any Outstanding Series A Bonds or of any interest payable thereon or a reduction in the principal amount thereof or in the rate of interest thereon, (b) a reduction of the percentage of Series A Bonds the consent of the Owners of which is required to effect any such modification or amendment, (c) a change in the provisions of Section 7.01 relating to events of default, or (d) a reduction in the amount of moneys pledged for the repayment of the Series A Bonds. No amendment may be made to the rights or obligations of any Paying Agent without its written consent.
ARTICLE IX

MISCELLANEOUS

Section 9.01. Benefits of Resolution Limited to Parties. Nothing in this Resolution, expressed or implied, gives any person other than the District, the County, the Paying Agent and the Owners of the Series A Bonds, any right, remedy, claim under or by reason of this Resolution. The covenants, stipulations, promises or agreements in this Resolution are for the sole and exclusive benefit of the County, the Paying Agent and the Owners of the Series A Bonds.

Section 9.02. Defeasance of Series A Bonds.

(a) Discharge of Resolution. Series A Bonds may be paid by the District in any of the following ways, provided that the District also pays or causes to be paid any other sums payable hereunder by the District:

(i) by paying or causing to be paid the principal or redemption price of and interest on such Series A Bonds, as and when the same become due and payable;

(ii) by irrevocably depositing, in trust, at or before maturity, money or securities in the necessary amount (as provided in Section 9.02(c) hereof) to pay or redeem such Series A Bonds; or

(iii) by delivering such Series A Bonds to the Paying Agent for cancellation by it.

If the District pays all Outstanding Series A Bonds and also pays or causes to be paid all other sums payable hereunder by the District, then and in that case, at the election of the District (evidenced by a certificate of a District Representative filed with the Paying Agent, signifying the intention of the District to discharge all such indebtedness and this Resolution), and notwithstanding that any Series A Bonds have not been surrendered for payment, this Resolution and other assets made under this Resolution and all covenants, agreements and other obligations of the District under this Resolution shall cease, terminate, become void and be completely discharged and satisfied, except only as provided in Section 9.02(b). In that event, upon request of the District, the Paying Agent shall cause an accounting for such period or periods as may be requested by the District to be prepared and filed with the District and shall execute and deliver to the District all such instruments as may be necessary to evidence such discharge and satisfaction, and the Paying Agent shall pay over, transfer, assign or deliver to the District all moneys or securities or other property held by it under this Resolution which are not required for the payment or redemption of Series A Bonds not theretofore surrendered for such payment or redemption.

(b) Discharge of Liability on Series A Bonds. Upon the deposit, in trust, at or before maturity, of money or securities in the necessary amount (as provided in Section 9.02(c) hereof) to pay or redeem any Outstanding Series A Bond (whether upon or prior to its maturity or the redemption date of such Series A Bond), provided that, if such Series A Bond is to be redeemed prior to maturity, notice of such redemption has been given as provided in Section 2.03 or provision satisfactory to the Paying Agent has been made for
the giving of such notice, then all liability of the District in respect of such Series A Bond shall cease and be completely discharged, except only that thereafter the Owner thereof shall be entitled only to payment of the principal of and interest on such Series A Bond by the District, and the District shall remain liable for such payment, but only out of such money or securities deposited with the Paying Agent as aforesaid for such payment, provided further, however, that the provisions of Section 9.02(d) shall apply in all events.

The District may at any time surrender to the Paying Agent for cancellation by it any Series A Bonds previously issued and delivered, which the District may have acquired in any manner whatsoever, and such Series A Bonds, upon such surrender and cancellation, shall be deemed to be paid and retired.

(c) **Deposit of Money or Securities with Paying Agent.** Whenever in this Resolution it is provided or permitted that there be deposited with or held in trust by the Paying Agent money or securities in the necessary amount to pay or redeem any Series A Bonds, the money or securities so to be deposited or held may include money or securities held by the Paying Agent in the funds and accounts established under this Resolution and shall be:

(i) lawful money of the United States of America in an amount equal to the principal amount of such Series A Bonds and all unpaid interest thereon to maturity, except that, in the case of Series A Bonds which are to be redeemed prior to maturity and in respect of which notice of such redemption has been given as provided in Section 2.03 or provision satisfactory to the Paying Agent has been made for the giving of such notice, the amount to be deposited or held shall be the principal amount or redemption price of such Series A Bonds and all unpaid interest thereon to the redemption date; or

(ii) Federal Securities (not callable by the issuer thereof prior to maturity) the principal of and interest on which when due, in the opinion of a certified public accountant delivered to the District, will provide money sufficient to pay the principal or redemption price of and all unpaid interest to maturity, or to the redemption date, as the case may be, on the Series A Bonds to be paid or redeemed, as such principal or redemption price and interest become due, provided that, in the case of Series A Bonds which are to be redeemed prior to the maturity thereof, notice of such redemption has been given as provided in Section 2.03 or provision satisfactory to the Paying Agent has been made for the giving of such notice.

(d) **Payment of Series A Bonds After Discharge of Resolution.** Notwithstanding any provisions of this Resolution, any moneys held by the Paying Agent in trust for the payment of the principal or redemption price of, or interest on, any Series A Bonds and remaining unclaimed for two years after the principal of all of the Series A Bonds has become due and payable (whether at maturity or upon call for redemption or by acceleration as provided in this Resolution), if such moneys were so held at such date, or two years after the date of deposit of such moneys if deposited after such date when all of the Series A Bonds became due and payable, shall, upon request of the District, be repaid to the District free from the trusts created by this Resolution, and all liability of the Paying Agent with respect to such moneys shall thereupon cease; provided, however, that
before the repayment of such moneys to the District as aforesaid, the Paying Agent may (at the cost of the District) give the Owners of all Series A Bonds which have not been paid at the addresses shown on the Registration Books a notice in such form as may be deemed appropriate by the Paying Agent, with respect to the Series A Bonds so payable and not presented and with respect to the provisions relating to the repayment to the District of the moneys held for the payment thereof.

**Section 9.03. Execution of Documents and Proof of Ownership by Series A Bond Owners.** Any request, declaration or other instrument which this Resolution may require or permit to be executed by Series A Bond Owners may be in one or more instruments of similar tenor, and shall be executed by Series A Bond Owners in person or by their attorneys appointed in writing.

Except as otherwise herein expressly provided, the fact and date of the execution by any Series A Bond Owner or his attorney of such request, declaration or other instrument, or of such writing appointing such attorney, may be proved by the certificate of any notary public or other officer authorized to take acknowledgments of deeds to be recorded in the state in which he purports to act, that the person signing such request, declaration or other instrument or writing acknowledged to him the execution thereof, or by an affidavit of a witness of such execution, duly sworn to before such notary public or other officer.

Except as otherwise herein expressly provided, the ownership of registered Series A Bonds and the amount, maturity, number and date of holding the same shall be proved by the Registration Books.

Any request, declaration or other instrument or writing of the Owner of any Series A Bond shall bind all future Owners of such Series A Bond in respect of anything done or suffered to be done by the District or the Paying Agent in good faith and in accordance therewith.

**Section 9.04. Waiver of Personal Liability.** No Board member, officer, agent or employee of the District shall be individually or personally liable for the payment of the principal of or interest on the Series A Bonds; but nothing herein contained shall relieve any such Board member, officer, agent or employee from the performance of any official duty provided by law.

**Section 9.05. Non-Liability of County; Indemnification.** Notwithstanding anything stated to the contrary in this Resolution, (a) the Series A Bonds are not a debt of the County, including its Board of Supervisors, officers, officials, agents and employees, and the County, including its Board of Supervisors, officers, officials, agents and employees, has no obligation to repay the Series A Bonds; (b) the Board of Supervisors’ sole responsibilities hereunder are to levy a tax for the repayment of the Series A Bonds, as provided in Section 15250 of the Education Code, and (i) neither the County, nor the Board of Supervisors, nor any officer, official, agent or employee of the County, has any obligation or liability hereunder or in connection with the transactions contemplated hereby other than as specified in such Code Section; (ii) the Series A Bonds, including interest thereon, are payable solely from taxes levied by the Board of Supervisors of the County under Section 15250 of the Education Code; and (iii) the County, including its Board of Supervisors, officers, officials, agents and employees, shall retain all of their respective
constitutional and statutory privileges, immunities, rights and defenses in carrying out their duties under this Resolution.

The County, including its Board of Supervisors, officers, officials, agents and employees, shall undertake only those duties of the County under this Resolution which are specifically set forth in this Resolution, and even during the continuance of an event of the District's default with respect to the repayment of the Series A Bonds, including interest thereon, no implied covenants or obligations shall be read into this Resolution against the County, including its Board of Supervisors, officers, officials, agents and employees.

The District further agrees to indemnify, defend and hold harmless the County, including its Board of Supervisors, officers, officials, agents and employees, against the payment of any and all liabilities, losses, costs and expenses (including attorneys fees and court costs), damages and claims which the County, including its Board of Supervisors, officers, officials, agents and employees, may incur in the exercise and performance of its or their powers and duties hereunder which are not due to its or their negligence or bad faith.

Section 9.06. Destruction of Canceled Series A Bonds. Whenever in this Resolution provision is made for the surrender to the District of any Series A Bonds which have been paid or canceled under the provisions of this Resolution, a certificate of destruction duly executed by the Paying Agent shall be deemed to be the equivalent of the surrender of such canceled Series A Bonds and the District shall be entitled to rely upon any statement of fact contained in any certificate with respect to the destruction of any such Series A Bonds therein referred to.

Section 9.07. Partial Invalidity. If any section, paragraph, sentence, clause or phrase of this Resolution shall for any reason be held illegal or unenforceable, such holding shall not affect the validity of the remaining portions of this Resolution. The District hereby declares that it would have adopted this Resolution and each and every other section, paragraph, sentence, clause or phrase hereof and authorized the issue of the Series A Bonds pursuant thereto irrespective of the fact that any one or more sections, paragraphs, sentences, clauses, or phrases of this Resolution may be held illegal, invalid or unenforceable. If, by reason of the judgment of any court, the District is rendered unable to perform its duties hereunder, all such duties and all of the rights and powers of the District hereunder shall be assumed by and vest in the chief financial officer of the District in trust for the benefit of the Series A Bond Owners.

Section 9.08. Execution of Documents. Each District Representative and any and all other officers of the District are each authorized and directed in the name and on behalf of the District to execute and deliver any and all certificates, requisitions, agreements, notices, consents, warrants and other documents, which they or any of them might deem necessary or appropriate in order to consummate the lawful issuance, sale and delivery of the Series A Bonds. Whenever in this Resolution any officer of the District is authorized to execute or countersign any document or take any action, such execution, countersigning or action may be taken on behalf of such officer by any person designated by such officer to act on his or her behalf if such officer is absent or unavailable.
Section 9.09. Filing of this Resolution. A District Representative is hereby directed to cause an executed copy of this Resolution to be filed with appropriate officials of the County following the adoption hereof.

Section 9.10. Effective Date of Resolution. This Resolution shall take effect from and after the date of its passage and adoption.

*****
I hereby certify that the foregoing Resolution was passed and adopted by the Board of Trustees of the Wheatland Union High School District at a regular meeting thereof duly held on June 28, 2023.

Adopted by the following votes:

<table>
<thead>
<tr>
<th>Name</th>
<th>Ayes</th>
<th>Noes</th>
<th>Abstain</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tony Lopez</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shawndel Meder</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia Agles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greg Forest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryan Belflower</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lois Chang</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________________________
President of the Board

__________________________
Secretary to the Board
APPENDIX A

FORM OF SERIES A BOND

REGISTERED BOND NO. ______  *** $____________ ***

General Obligation Bonds of
SCHOOL FACILITIES IMPROVEMENT DISTRICT NO. 1 (PLUMAS LAKE)
OF THE WHEATLAND UNION HIGH SCHOOL DISTRICT
(Yuba County, California)
Election of 2022, Series A
(Bank Qualified)

INTEREST RATE:  MATURITY DATE:  DATED DATE:  CUSIP
______%  ___, 20__  _____. 2023  ______

REGISTERED OWNER:

PRINCIPAL AMOUNT:

The WHEATLAND UNION HIGH SCHOOL DISTRICT (the “District”), located in Yuba County, California (the “County”), for value received, hereby promises to pay to the Registered Owner named above, or registered assigns, the Principal Amount on the Maturity Date, each as stated above, and interest thereon, calculated on a 30/360 day basis, until the Principal Amount is paid or provided for, at the Interest Rate stated above, such interest to be paid on _______ and ______ of each year, commencing ________, 20__ (the “Interest Payment Dates”). This Bond will bear interest from the Interest Payment Date next preceding the date of authentication hereof, unless (a) it is authenticated as of a business day following the 15th day of the month immediately preceding any Interest Payment Date and on or before such Interest Payment Date, in which event it shall bear interest from the Dated Date set forth above. The principal hereof and interest hereon are payable in lawful money of the United States of America to the person in whose name this Bond is registered (the “Registered Owner”) on the Bond registration books maintained by the Paying Agent, initially the Bank of New York Mellon Trust Company, N.A. (the “Paying Agent”). The principal hereof is payable upon presentation and surrender of this Bond at the office of the Paying Agent. Interest hereon is payable on each Interest Payment Date to the Registered Owner of this Bond appearing on the Bond registration books at the close of business on the 15th day of the calendar month next preceding such Interest Payment Date (the “Record Date”); provided, however, that at the written request of the registered owner of Bonds in an aggregate principal amount of at least $1,000,000, which written request is on file with the Paying Agent prior to any Record Date, interest on such Bonds shall be paid on each
succeeding Interest Payment Date by wire transfer in immediately available funds to such account of a financial institution within the United States of America as specified in such written request.

This Bond is one of a series of $_________ of Bonds issued for the purpose of raising money for the acquisition, construction and rehabilitation of educational facilities of the District, and to pay all necessary legal, financial, engineering and contingent costs in connection therewith under authority of and under the laws of the State of California, and the requisite vote of the electors of the District cast at a special bond election held on November 8, 2022, upon the question of issuing Bonds in the amount of $16,000,000, and under the resolution of the Board of Trustees of the District adopted on June 28, 2023 (the “Bond Resolution”). This Bond and the issue of which this Bond is a part are payable as to both principal and interest from the proceeds of the levy of ad valorem taxes on all property subject to such taxes in School Facilities Improvement District No. 1 of the Wheatland Union High School District (the "Improvement District"), which taxes are unlimited as to rate or amount.

The principal of and interest on this Bond do not constitute a debt of the County, the State of California, or any of its political subdivisions other than the District, or any of the officers, agents and employees thereof, and neither the County, the State of California, any of its political subdivisions, nor any of the officers, agents and employees thereof shall be liable hereon. This Bond and the issue of which this Bond is a part are payable as to both principal and interest from the proceeds of the levy of ad valorem taxes on all property subject to such taxes in the Improvement District, which taxes are unlimited as to rate or amount.

The Bonds of this issue are issuable only as fully registered Bonds in the denominations of $5,000 or any integral multiple thereof. This Bond is exchangeable and transferable for Bonds of other authorized denominations at the office of the Paying Agent, by the Registered Owner or by a person legally empowered to do so, upon presentation and surrender hereof to the Paying Agent, together with a request for exchange or an assignment signed by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. Any tax or governmental charges shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute owner of this Bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

The Bonds maturing on or before August 1, 20__, are not subject to redemption prior to their respective stated maturities. The Bonds maturing on or after August 1, 20__, are subject to redemption prior to maturity, at the option of the District, in whole or in part among maturities on such basis as shall be designated by the District and by lot within a maturity, from any available source of funds, on August 1, 20__, or on any date thereafter, at a price equal to 100% of the principal amount thereof, without premium, together with accrued interest thereon to the redemption date.

The Bonds maturing on August 1, 20__ (the "Term Bonds"), are subject to mandatory sinking fund redemption in each of the years and in the respective principal amounts as set forth in the following table, at a redemption price equal to 100% of the principal amount thereof to be redeemed (without premium), together with interest accrued
thereon to the date fixed for redemption. If some but not all of the Term Bonds have been redeemed under the preceding paragraph, the aggregate principal amount of Term Bonds to be redeemed under this paragraph will be reduced on a pro rata basis in integral multiples of $5,000 or as otherwise directed by the District, as designated under written notice filed by the District with the Paying Agent.

### Term Bonds Maturing ______ 1, 20__

<table>
<thead>
<tr>
<th>Mandatory Sinking Fund Redemption Date</th>
<th>Principal Amount To be Redeemed</th>
</tr>
</thead>
<tbody>
<tr>
<td>(______ 1)</td>
<td></td>
</tr>
</tbody>
</table>

The Paying Agent shall give notice of the redemption of the Bonds at the expense of the District. Such notice shall (i) state the redemption date and the redemption price, (ii) if less than all of the then Outstanding Bonds are to be called for redemption, designate the serial numbers of the Bonds to be redeemed by giving the individual number of each Bond or by stating that all Bonds between two stated numbers, both inclusive, or by stating that all of the Bonds of one or more maturities have been called for redemption, (iii) require that such Bonds be then surrendered at the Office of the Paying Agent for redemption at the applicable redemption price, and (iv) state that further interest on such Bonds will not accrue from and after the redemption date.

Notice of redemption shall be given to the registered owner of the Bonds to the respective Owners of any Bonds designated for redemption at their addresses appearing on the Bond registration books at least 20 days, but not more than 60 days, prior to the redemption date; provided that neither failure to receive such notice nor any defect in any notice shall affect the sufficiency of the proceedings for the redemption of such Bonds.

Neither the District nor the Paying Agent will be required to transfer any Bond (a) during the period established by the Paying Agent for selection of Bonds for redemption or (b) with respect to a Bond which has been selected for redemption.

Reference is made to the Bond Resolution for a more complete description of the provisions, among others, with respect to the nature and extent of the security for the Bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Bonds are issued and secured. The owner of this Bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified, recited and declared that all acts and conditions required by the Constitution and laws of the State of California to exist, to be performed or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that payment in full for the Bonds has been received; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Bonds; and that due provision has been made for levying and
collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal and interest when due, and for levying and collecting such taxes the full faith and credit of the District are hereby pledged.

This Bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been manually signed by the Paying Agent.

Unless this Bond is presented by an authorized representative of The Depository Trust Company, a New York corporation ("DTC"), for registration of transfer, exchange, or payment, and any Bond issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest in this Bond.

IN WITNESS WHEREOF, the Wheatland Union High School District has caused this Bond to be executed by the facsimile signature of the President of its Board of Trustees, and attested by the facsimile signature of the Secretary of its Board of Trustees, all as of the date stated above.

WHEATLAND UNION HIGH SCHOOL
DISTRICT

By ____________________________________

President
Board of Trustees

Attest:

____________________________________

Secretary
Board of Trustees
CERTIFICATE OF AUTHENTICATION

This Bond is one of the Bonds described in the Bond Resolution referred to in this Bond.

Date of Authentication:

THE BANK OF NEW YORK MELLON
TRUST COMPANY, N.A.,
as Paying Agent

By ______________________________
Authorized Signatory

ASSIGNMENT

For value received, the undersigned do(es) hereby sell, assign and transfer unto
______________________________________________
______________________________________________
______________________________________________
(Name, Address and Tax Identification or Social Security Number of Assignee)

the within Bond and do(es) hereby irrevocably constitute and appoint ______________
______________________ attorney, to transfer the same on the registration books of the Bond Registrar, with full power of substitution in the premises.

Dated: ______________

Signature Guaranteed:

Note: Signature(s) shall be guaranteed by an eligible guarantor institution. Note: The signature(s) on this Assignment shall correspond with the name(s) as written on the face of the within Bond in every particular without alteration or enlargement or any change whatsoever.
APPENDIX B

REQUIRED DISCLOSURES PURSUANT TO GOVERNMENT CODE SECTION 5852.1

1. True Interest Cost of the Series A Bonds (Estimated): 4.90%.

2. Finance charge of the Series A Bonds, being the sum of all fees and charges paid to third parties, in the amount of approximately $238,286.12. Such amount consists of costs of issuing the Series A Bonds in the amount of approximately $200,000.00, together with estimated Underwriter’s discount in the amount of approximately $50,000.00, and estimated cost of bond insurance in the amount of $33,286.12.

3. Proceeds of the Series A Bonds expected to be received by the District, net of proceeds for Costs of Issuance in (2) above to paid, capitalized interest and reserves (if any) from the principal amount of the Series A Bonds (Estimated): $4,800,000.00.

4. Total Payment Amount for the Series A Bonds, being the sum of all debt service to be paid on the Series A Bonds to final maturity (Estimated): $11,095,371.74.

*All amounts and percentages are estimates, and are made in good faith by the District based on information available as of the date of adoption of this Resolution. Estimates include certain assumptions regarding tax-exempt rates available in the bond market at the time of pricing the Series A Bonds.
WHEREAS, this Board of Trustees (the “Board”) of the Wheatland Union High School District (the “District”), located in Yuba County (the “County”), California, received authorization from voters in the District at the November 8, 2022 general election to issue $16,000,000 in general obligation bonds (“Measure P”); and

WHEREAS, the Board of Supervisors of the County is required to take action approving a tax rate for payment of indebtedness of the District during fiscal year 2023-24, and it is the responsibility of the Treasurer-Tax Collector of the County to calculate the several tax rates for the Board of Supervisors’ action thereon; and

WHEREAS, this Board has determined that it may not be possible or advisable to sell a first series of Measure P Bonds in sufficient time to permit the Treasurer-Tax Collector or other appropriate County official of the County to calculate the tax rates necessary to pay debt service on the first series of bonds issued pursuant to Measure P (the “Series A Bonds”) in order that such tax rates may be reflected on 2023-24 property tax bills of taxpayers in the District; and

WHEREAS, the Education Code of the State of California provides that the Board of Supervisors of each county shall annually, at the time of making the levy of taxes for county purposes, estimate the amount of money required to meet the payment of the principal and interest on the bonds authorized by the electors of the District and not sold, and which the Board of Trustees of the District informs the Board of Supervisors in their belief will be sold before the next tax levy, and further provides that said Board of Supervisors shall levy a tax sufficient to pay the principal and interest so estimated; and

WHEREAS, this Board deems it necessary and desirable to issue the Series A Bonds during fiscal year 2023-24 as authorized by the Education Code, believes that the Series A Bonds will be sold during said fiscal year, and requests that the County levy a tax for payment on debt service estimated to come due on the Series A Bonds during fiscal year 2023-24;

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE WHEATLAND UNION HIGH SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. Recitals. All of the above recitals are correct and the Board so finds and determines.
Section 2. Estimate of Tax Levy. The estimated debt service schedule for the Series A Bonds is attached hereto as Exhibit A. The District estimates that the Series A Bonds will be issued and sold in the principal amount of $5,000,000, which amount is within the District’s authorized but unissued bond allowance, and shall be issued on or about September 20, 2023.

Section 3. Request to County to Levy Tax. The Board of Supervisors of the County is hereby requested, in accordance with Education Code Section 15252-15254, to adopt a tax rate for the Series A Bonds based upon the estimated debt service schedule prepared by officers of the District, and to levy a tax in fiscal year 2023-24 on all taxable property in the District sufficient to pay said estimated debt service on the Series A Bonds. The proceeds of such tax shall be deposited into the debt service fund of the District established pursuant to the Education Code for bonds of the District.

Section 4: Application of Tax Proceeds. In the event that the Series A Bonds are not sold during fiscal year 2023-24, or sold in such amount and on such terms that the proceeds of the tax requested in Section 3, or any portion thereof, are not required for payment of debt service due on the Series A Bonds, or payment of other outstanding bonds of the District payable from the debt service fund of the District, this Board hereby requests that the Treasurer-Tax Collector, or other appropriate official of the County cause the remaining proceeds of the tax to be held in the debt service fund and applied to debt service on outstanding bonds of the District coming due in fiscal year 2023-24.

Section 5. Filing of Resolution. The Secretary to this Board is hereby authorized and directed to file forthwith a certified copy of this Resolution with the Clerk of the Board of Supervisors of the County, and to cause copies of this Resolution to be delivered to the Treasurer-Tax Collector and the Tax Collector of the County.

Section 6. Further Authorization. The President of this Board, the Secretary of this Board, or any Authorized District Representative, shall be and they are hereby authorized and directed to take such additional actions consistent with the intent of this Resolution in connection with the sale of the bonds of the District, which any of them necessary and desirable to accomplish the purpose hereof.

Section 7. Effective Date. This resolution shall take effect from and after its adoption.

* * * * * *

PASSED AND ADOPTED by the Board of Trustees of the Wheatland Union High School District on June 28, 2023, by the following vote:

<table>
<thead>
<tr>
<th></th>
<th>Ayes</th>
<th>Noes</th>
<th>Abstain</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tony Lopez</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Shawndel Meder</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Patricia Agles</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Greg Forest</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
### EXHIBIT A

#### ESTIMATED DEBT SERVICE SCHEDULE

<table>
<thead>
<tr>
<th>Period Ending</th>
<th>Principal</th>
<th>Coupon</th>
<th>Interest</th>
<th>Debt Service</th>
<th>Annual Debt Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/20/2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/01/2024</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2024</td>
<td>100,000</td>
<td>5.00%</td>
<td>95,184.24</td>
<td>95,184.24</td>
<td></td>
</tr>
<tr>
<td>02/01/2025</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2025</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2026</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2026</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2027</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2027</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2028</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2028</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2029</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2029</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2030</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2030</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2031</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2031</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2032</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2032</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2033</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2033</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2034</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2034</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2035</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2035</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2036</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2036</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2037</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2037</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2038</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2038</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2039</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2039</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2040</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2040</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2041</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2041</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2042</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2042</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2043</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2043</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2044</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2044</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2045</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2045</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2046</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2046</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2047</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2047</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2048</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2048</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2049</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2049</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2050</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2050</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2051</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2051</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2052</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/01/2052</td>
<td>128,287.50</td>
<td>5.00%</td>
<td>6,668.75</td>
<td>128,287.50</td>
<td>325,971.74</td>
</tr>
<tr>
<td>02/01/2053</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5,000,000     | 6,095,371.74| 11,095,371.74| 11,095,371.74|

Exhibit A
EMPLOYMENT CONTRACT
between
NICOLE NEWMAN
and the
BOARD OF TRUSTEES OF THE
WHEATLAND UNION HIGH SCHOOL DISTRICT
OF YUBA COUNTY, CALIFORNIA

This Employment Contract (“Contract”) is by and between the Board of Trustees of the Wheatland Union High School District, hereafter referred to as “Board” or “District,” and Nicole Newman, hereinafter referred to as “Superintendent.”

NOW THEREFORE, District offers, and Superintendent accepts, employment as District Superintendent of the Wheatland Union High School District:

I. TERM

A. Term

The term of this Contract is July 1, 2023 through June 30, 2027.

B. Extensions

Term may be extended as set forth in Article X., below.

II. COMPENSATION

A. Base Salary

1. District shall pay Superintendent an annual base salary of $220,569 beginning July 1, 2023. Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

2. Superintendent shall receive additional annual stipends/salary set forth in the Administrative Salary Schedules (e.g. Masters, Doctorate, etc.) as follows: $2,500 stipend for Masters Degree and $3,500 for Doctorate Degree.

B. Annual Adjustment

1. With a satisfactory evaluation as outlined in Article VI., the annual salary may be adjusted at the time of the evaluation at the will of the board for the following year.
III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF SUPERINTENDENT

A. General Duties

Superintendent shall be the Chief Executive Officer of the Board as permitted by Education Code section 35035.

1. As Chief Executive Officer, Superintendent shall have primary responsibility for the execution of District/Board Policy. Primary responsibility for the formulation of District/Board Policy is retained by the Board.

2. The Superintendent will serve as secretary to the Board.

3. In addition to the powers and duties set forth in Education Code section 35035, the Superintendent shall have such other powers and duties which have been delegated to the Superintendent in adopted Board Policy or other actions of the Board referenced in official minutes of Board meetings.

4. Superintendent shall have the authority to organize and arrange staff, including instruction, business, and operational affairs which in her best judgment serves the Board of Trustees.

5. Superintendent shall perform all duties set forth in this Article III. and shall carry out all lawful directives from the Board.

B. Personnel

1. The Superintendent shall make timely and appropriate recommendations to the Board regarding the employment of personnel. If the Board rejects a person recommended for employment, the Superintendent shall nominate a replacement. All candidates for employment shall be recommended by the Superintendent.

2. When appropriate, the Superintendent shall recommend the release, non-reelection, or termination of an employee.

C. Communications

Superintendent and Board recognize the importance of communications between them.

1. Superintendent shall keep the Board advised of all emerging issues which could have a material impact on the District.
2. Board Members, individually and collectively, shall communicate to the Superintendent any emerging issues which could materially impact the District.

3. Whenever practical, and consistent with the public meeting laws, each shall communicate with the other in advance of scheduled Board meetings.

IV. DUTY, NON-DUTY DAYS, AND LEAVE BENEFITS

A. Work Year Calendar

Superintendent shall render twelve (12) months of full and regular service to District, with the exception of vacations, District-approved holidays, vacation, and approved leaves as set forth in the Contract, at two-hundred and sixty (260) work days per year. It is understood that the demands of the position of Superintendent will require more than eight (8) hours a day and/or forty (40) hours per work week. Superintendent is not entitled to receive overtime compensation.

B. Holidays

Superintendent shall receive those holidays set forth in Section 37220 of the Education Code.

C. Vacation

1. Superintendent shall be allotted as vacation twenty (20) days per Fiscal Year.

2. Within thirty (30) days of the commencement of each Fiscal Year, Superintendent shall furnish to the Board a proposed calendar for her annual allotment of vacation to be consumed during that Fiscal Year.

   i. Superintendent shall meet with the Board to review her progress in adhering to the proposed calendar by January 15th each year.

   ii. If the Superintendent has been unable to adhere to the proposed calendar, the Board shall either direct her to take vacation or no more than ten (10) days of accruéd vacation may be rolled over into the next year, not to exceed thirty (30) days.

3. The Board retains the right to direct Superintendent’s use of accrued vacation.
D. **Illness Leave**

Superintendent shall accrue illness leave at the rate of one (1) day per month per Contract year. This leave shall accumulate without limit.

E. **Reporting**

Superintendent shall report to the Board her usage of the leaves provided in this Article IV.

V. **GOALS AND OBJECTIVES**

A. **Annual Establishment**

Not later than September 15, 2023, and each subsequent August 1 thereafter during the term on this Contract, the Superintendent and the Board shall establish District goals and objectives for the coming Fiscal Year.

B. **Evaluation Criteria**

These goals and objectives shall be among the criteria by which Superintendent is evaluated (see Article VI., below).

VI. **EVALUATION**

A. **In Writing**

The Board shall evaluate, in writing, the performance of Superintendent (see Article VI.D.2., below).

B. **Minimum Assessment Criteria**

The evaluation shall, at a minimum, assess Superintendent’s performance as it relates to: the duties and responsibilities of Superintendent as set forth in Article III., the goals and objectives established by the Board and Superintendent as set forth in Article V., and applicable law and Board of Trustees Policy.

C. **Format and Procedures**

1. The final format and procedures of Superintendent’s evaluation shall be established by the Board and may include Superintendent’s self-evaluation. The Board may, in its discretion, revise the format and procedure of Superintendent’s evaluation, but such revision shall first be preceded by reasonable notice to Superintendent.

2. The evaluation format shall:
i. Be reasonably objective and shall contain at least the following evaluation areas:

- relationship with the Board of Trustees
- relationship with the community
- curriculum and instruction leadership
- business and operations services leadership
- staff and personnel relationships
- personal qualities and development
- educational results
- overall educational leadership.

ii. Provide for a rating system such that the Board, individually and collectively, may indicate whether the performance of Superintendent is:

- outstanding
- successfully completed
- progressing acceptably
- making little progress
- unsatisfactory.

iii. Assess both overall performance and the specific criteria set forth in the evaluation format.

D. Timelines

1. Verbal Feedback: The Board shall meet with the Superintendent to provide oral feedback regarding her performance not less than once annually unless a problem arises before 12 months.

2. Annual Written Evaluation: The Board shall complete its annual written evaluation of Superintendent not later than May 1 of each year of this Contract.

   i. A copy of the written evaluation shall be delivered to Superintendent no later than May 15 of each Fiscal Year of this Contract.

   ii. Superintendent shall have the right to make a written response to the evaluation. Such response, if submitted to the Board by May 30, shall become a permanent attachment to the evaluation.

   iii. On or before June 30 of each Fiscal Year of this Contract, the Superintendent and Board shall meet to discuss Superintendent’s written evaluation.
3. Superintendent shall schedule, with notice to the Board President, timely closed session meetings to enable the Board to provide verbal and written evaluations, as set forth above.

E. Performance Deemed Unsatisfactory

If a majority of the Board determines that the performance of Superintendent is unsatisfactory in any respect, the written report shall describe such unsatisfactory performance in reasonable detail. The evaluation shall include recommendations for improvement where the Board has deemed performance to be unsatisfactory and may include recommendations in other instances if Board deems such to be appropriate.

VII. PROFESSIONAL GROWTH OF SUPERINTENDENT

A. District encourages the continuing professional growth of Superintendent through her participation in:

1. The operations, programs and other activities conducted or sponsored by local, state, and national school board and administrative associations;

2. Seminars and courses offered by public or private educational institutions;

3. Informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of Superintendent to perform her professional responsibilities for District; and

4. Local civic organizations.

B. In its encouragement, District shall permit a reasonable amount of release time for Superintendent to attend such matters and shall pay in accordance with Board policy, necessary travel and subsistence expenses.

C. Professional, Civic, and Local Organizations and Committees

1. ACSA and ASCD: If requested, District shall pay Superintendent’s annual membership charges to the Association of California School Administrators (“ACSA”) and/or the Association for Supervision of and Curriculum Development (“ASCD”).

2. Others: At District’s sole discretion, District may pay membership fee(s) for Superintendent to participate in other professional, civic, and local organizations with prior written approval by the Board.
VIII. EXPENSES AND OTHER BENEFITS

A. General Expenses

   1. Except as otherwise provided in this Contract, District shall reimburse Superintendent for all actual and necessary expenses that have been incurred within the scope of employment. In accordance with prudent business practices, payment shall require counter-signature by the District’s Chief Financial Officer.

   2. Reimbursement of all expenses shall be in accordance with Board policy.

B. Outside Professional Activities

   The Superintendent shall undertake outside professional activities, including, consulting, speaking, and writing. These activities may be performed for compensation, provided that they do not interfere with normal duties. Prior approval of the Board is required.

C. Fringe Benefits – Medical/Dental/Vision

   District shall provide Superintendent with medical, dental, and vision insurance on the same basis that such insurances as are available to other full-time certificated employees. Superintendent has the option to decline medical, dental, and vision insurance and receive the district contribution towards insurance premiums in lieu of coverage.

D. Mileage

   District shall reimburse Superintendent for use of Superintendent’s personal vehicle for purposes related to District business from Wheatland, California. Mileage shall be reimbursed at the applicable Standard Mileage Rate set by the Internal Revenue Service.

E. Laptop

   1. The District shall provide to Superintendent, at District expense, a laptop computer (“Laptop”). Laptop shall remain the sole property of the District, and the District shall have the absolute right to control and access Laptop.

   2. Laptop is provided solely to facilitate performance of Superintendent’s duties and obligations as an employee of District. Superintendent may not use Laptop for personal use.

   3. When Laptop is provided by District, Superintendent shall not conduct District business on devices that are not provided or owned by District.
4. Superintendent expressly agrees that the Superintendent shall have no reasonable expectation of privacy in relation to the Laptop, and the District shall be permitted unrestricted access to Laptop. The Superintendent shall not destroy or alter data on the Laptop without the prior written consent of the Board.

E. Cell Phone

1. The Superintendent shall receive an annual stipend of $1,000 payable in twelve (12) monthly payments of $83.33 for a cell phone.

IX. EXTENSION OF EMPLOYMENT CONTRACT

A. Extension by Board

Commencing with the evaluation for the 2022-23 Fiscal Year, each year that Superintendent’s written evaluation for the Fiscal Year just completed is deemed as “progressing acceptably” or better in all areas by a majority of the Board (see Article VI.C.), this Contract shall be extended by the Board for one additional year (July 1 through June 30).

B. Public Confirmation

If the Contract is extended, this extension shall be confirmed publicly by the Board at the next regular Board meeting subsequent to this extension.

C. Continued Applicability

If this Contract is extended by operation of this Article IX., this provision continues to apply to the Contract as extended.

X. NON-RENEWAL OF EMPLOYMENT CONTRACT

A. Ninety Day Notice

Should the Board determine that it does not wish to re-employ Superintendent under any successor contract, the Board shall give written notice of this decision to the Superintendent pursuant to Education Code section 35031 at least ninety (90) days (rather than the statutory forty-five [45] days) prior to the end of this Contract, or any successor Contract.

B. Superintendent’s Requirement to Notify

Superintendent shall remind Board of the requirement to give this notice, in writing, at the last regular Board meeting which is at least sixty (60) calendar days prior to the last day to give the notice required by Article X.A.
XI. TERMINATION OF EMPLOYMENT CONTRACT

This employment Contract may be terminated prior to its normal expiration by:

A. Failure by the Superintendent to maintain a valid California Administrative Credential.

B. Mutual agreement of the parties.

C. Retirement of Superintendent.

D. Physical or mental inability of the Superintendent to perform her duties.

E. Termination for Cause.

1. In the event of termination for cause, which shall be defined as conduct which is seriously prejudicial to District, this Contract may be terminated. This shall include, by way of illustration and not limitation, failure of good behavior either during or outside of duty hours which is of such a nature that it causes discredit to the District, unprofessional conduct, incompetency, neglect of duty, or a breach of this Contract. Determination of whether cause exists shall be in the sole discretion of the Board.

2. Should the Board elect to terminate this Contract prior to its expiration pursuant to this section, the Board shall notify Superintendent in writing. Upon request, Board shall serve upon Superintendent reasonably detailed statement of the facts upon which the Board has determined that cause exists. Superintendent will be afforded an opportunity for a meeting which shall include the right to be represented by counsel and the right to call witnesses. If Superintendent chooses to be accompanied by legal counsel at such meeting, Superintendent shall bear any costs therein involved. Such meeting shall be conducted in closed session. Superintendent shall be provided a written decision describing the results of the meeting.

F. Board of Trustees Option

1. Notwithstanding any other provision of this Contract, Board shall have the sole right, upon the giving of at least sixty (60) calendar days’ notice, to terminate this Contract during its term as set forth below.

   i. If Board terminates this Contract before its normal expiration, except pursuant to paragraphs A. to E. above, it shall pay to Superintendent her base salary and medical/dental/vision benefits for the lesser of either six (6) months or for that number of months remaining on this Contract.

   ii. The six (6) month payment period shall commence on the date of notification.
2. If Superintendent is gainfully employed or commences drawing retirement benefits from a retirement system during any portion of the time she is being compensated by District pursuant to this Paragraph F., such earnings shall reduce, on a dollar-for-dollar basis, District’s obligation under this section.

For each affected month during the period of time Superintendent is to be compensated by District pursuant to this Paragraph F., Superintendent shall provide District with a statement of earnings, if any, which shall become a pro-rated dollar-for-dollar offset against District’s monthly obligation under this section for the following month.

3. The compensation set forth in Paragraph F.1. above shall be the only compensation of any kind which shall be due Superintendent if this Contract is terminated by the Board pursuant to this Paragraph F.

4. Note: The following subparagraph (F.4.) is set forth only because California Government Code section 53260(a) requires its presence in certain employment contracts. Due to the existence of subparagraphs F.1., F.2., and F.3, however, this subparagraph (F.4.) is of no force or effect.

If this Employment Contract is terminated, the maximum cash settlement that Superintendent may receive shall be an amount equal to the monthly salary of Superintendent multiplied by the number of months left on the unexpired term of the Contract. However, if the unexpired term of the Contract is greater than twelve (12) months, the maximum cash settlement shall be an amount equal to the monthly salary of Superintendent multiplied by twelve (12). (Cal. Gov. Code, § 53260, subd. (a).)

XII. GENERAL PROVISIONS

A. Full and Complete Document

This Contract is the full and complete Contract between the parties. It can be changed or modified only in writing, which must be signed by the parties or their successors in interest to this Contract.

B. Applicable Laws

Except as modified by an express term of this Contract, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations of the Board of Trustees of the Wheatland Union High School District. These laws, rules, regulations, and policies, as referenced above, are a part of the terms and conditions of this Contract as though fully set forth herein.
IN WITNESS, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties.

For the BOARD OF TRUSTEES of the WHEATLAND UNION HIGH SCHOOL DISTRICT

Date: ____________________________  Date: ____________________________
By: ____________________________  By: ____________________________

Date: ____________________________  Date: ____________________________
By: ____________________________  By: ____________________________

Date: ____________________________
By: ____________________________

I accept this offer of employment and agree to comply with all of its terms and to fulfill all of the duties of employment of Superintendent of the Wheatland Union High School District.

Date: ____________________________
By: ____________________________
EMPLOYMENT CONTRACT
between
Kerri Hubbard
and the
WHEATLAND UNION HIGH SCHOOL DISTRICT
OF YUBA COUNTY, CALIFORNIA

This Employment Contract ("Contract") is by and between the Wheatland Union High School District, hereafter referred to as "District," and Kerri Hubbard hereinafter referred to as "Chief Business Officer."

NOW THEREFORE, District offers, and Chief Business Officer accepts, employment as Chief Business Officer of the Wheatland Union High School District:

I. TERM

The term of this Contract is July 1, 2023, through June 30, 2027.

II. COMPENSATION

A. District shall pay Chief Business Official an annual base salary of $148,498.68 beginning July 1, 2023. Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

B. Chief Business Officer is entitled to receive stipend for AA, BA, Masters Degree whichever is higher.

III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF CHIEF BUSINESS OFFICER

A. General Duties

Chief Business Officer shall perform duties set forth in Exhibit B.

B. Personnel

1. The Chief Business Officer shall make timely and appropriate recommendations to the Superintendent regarding the employment of personnel in the Fiscal, Maintenance and Transportation Departments. If the Superintendent rejects a person recommended for employment, the Chief Business Officer shall nominate a replacement.
2. When appropriate, the Chief Business Officer shall recommend the release, non-reelection, or termination of an employee in the departments she supervises.

C. Communications

Chief Business Officer and Superintendent recognize the importance of communications between them.

1. Chief Business Officer shall keep the Superintendent advised of all emerging issues which could have a material impact on the District.

2. Superintendent, individually and collectively, shall communicate to the Chief Business Officer any emerging issues which could materially impact the District.

3. Whenever practical, and consistent with the public meeting laws, each shall communicate with the other in advance of scheduled Board of Education meetings.

IV. DUTY, NON-DUTY DAYS, AND LEAVE BENEFITS

A. Work Year Calendar

Chief Business Officer shall render twelve (12) months of full and regular service to District, with the exception of vacations, District-approved holidays, vacation, and approved leaves as set forth in the Contract, at two-hundred and sixty (260) workdays per year. It is understood that the demands of the position of Chief Business Officer will require more than eight (8) hours a day and/or forty (40) hours per work week. Chief Business Officer is not entitled to receive overtime compensation.

B. Holidays

Chief Business Officer shall receive those holidays set forth in Section 37220 of the Education Code.

C. Vacation

1. Chief Business Officer shall be allotted as vacation twenty (20) days per Fiscal Year.

2. Within thirty (30) days of the commencement of each Fiscal Year, Chief Business Officer shall furnish to the Superintendent a proposed calendar for the annual allotment of vacation to be consumed during that Fiscal Year.
i. Chief Business Officer shall meet with the Superintendent to review progress in adhering to the proposed calendar by January 15th each year.

3. The Superintendent retains the right to direct Chief Business Officer’s use of accrued vacation.

D. Illness Leave

Chief Business Officer shall accrue illness leave at the rate of one (1) day per month per Contract year. This leave shall accumulate without limit.

E. Reporting

Chief Business Officer shall report to the Superintendent usage of the leaves provided in this Article IV.

V. EVALUATION

A. In Writing

The Superintendent shall evaluate, in writing, the performance of Chief Business Officer (see Article VI.D.2., below).

B. Minimum Assessment Criteria

The evaluation shall, at a minimum, assess Chief Business Officer’s performance as it relates to: the duties and responsibilities of Chief Business Officer as set forth in Article III., the goals and objectives established by the Board and Superintendent.

C. Format and Procedures

1. The final format and procedures of Chief Business Officer’s evaluation shall be established by the Superintendent and may include Chief Business Officer’s self-evaluation. The Superintendent may revise the format and procedure of Superintendent’s evaluation, but such revision shall first be preceded by reasonable notice to Chief Business Officer.

D. Timelines

1. Verbal Feedback: The Superintendent shall meet with the Chief Business Officer to provide oral feedback regarding performance not less than once annually unless a problem arises before 12 months.
2. **Annual Written Evaluation:** The Superintendent shall complete its annual written evaluation of Chief Business Officer not later than May 1 of each year of this Contract.

   i. A copy of the written evaluation shall be delivered to Chief Business Officer no later than May 15 of each Fiscal Year of this Contract.

   ii. Chief Business Officer shall have the right to make a written response to the evaluation. Such response, if submitted to the Superintendent by May 30, shall become a permanent attachment to the evaluation.

E. **Performance Deemed Unsatisfactory**

   If the performance of Chief Business Officer is unsatisfactory in any respect, the written report shall describe such unsatisfactory performance in reasonable detail. The evaluation shall include recommendations for improvement where the Superintendent has deemed performance to be unsatisfactory and may include recommendations in other instances if Superintendent deems such to be appropriate.

VI. **PROFESSIONAL GROWTH OF CHIEF BUSINESS OFFICER**

   A. District encourages the continuing professional growth of Chief Business Officer through her participation in:

      1. The operations, programs and other activities conducted or sponsored by local, state, and national school business officials and administrative associations;

      2. Seminars and courses offered by public or private educational institutions;

      3. Informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of Chief Business Officer to perform his professional responsibilities for District; and

      4. Local civic organizations.

   B. In its encouragement, District shall permit a reasonable amount of release time for Chief Business Officer to attend such matters and shall pay in accordance with District policy, necessary travel and subsistence expenses.

   C. **Professional, Civic, and Local Organizations and Committees**
1. CASBO: If requested, District shall pay Chief Business Officer’s annual membership charges to the California Association of School Business Officials ("CASBO").

2. ACSA: If requested, District shall pay Chief Business Officer’s annual membership charges to the Association of California School Administrators ("ACSA").

3. Others: At District’s sole discretion, District may pay membership fee(s) for Chief Business Officer to participate in other professional, civic, and local organizations with prior written approval by the Superintendent.

VII. EXPENSES AND OTHER BENEFITS

A. General Expenses

1. Except as otherwise provided in this Contract, District shall reimburse Chief Business Officer for all actual and necessary expenses that have been incurred within the scope of employment. In accordance with prudent business practices, payment shall require counter-signature by the Superintendent.

2. Reimbursement of all expenses shall be in accordance with Board policy.

B. Fringe Benefits – Medical/Dental/Vision

District shall provide Chief Business Officer with medical, dental, and vision insurance on the same basis that such insurances are available to other full-time employees. Chief Business Officer has the option to decline medical, dental, and vision insurance and receive the district contribution towards insurance premiums in lieu of coverage.

C. Mileage

District shall reimburse Chief Business Officer for use of Chief Business Officer’ personal vehicle for purposes related to District business from Wheatland, California. Mileage shall be reimbursed at the applicable Standard Mileage Rate set by the Internal Revenue Service.

D. Laptop

1. The District shall provide to Chief Business Officer, at District expense, a laptop computer ("Laptop"). Laptop shall remain the sole property of the District, and the District shall have the absolute right to control and access Laptop.
2. Laptop is provided solely to facilitate performance of Chief Business Officer’s duties and obligations as an employee of District. Chief Business Officer may not use Laptop for personal use.

3. Chief Business Officer expressly agrees that the Chief Business Officer shall have no reasonable expectation of privacy in relation to the Laptop, and the District shall be permitted unrestricted access to Laptop. The Chief Business Officer shall not destroy or alter data on the Laptop without the prior written consent of the Superintendent.

E. **Cell Phone**

1. The Chief Business Officer shall receive an annual stipend of $1,000 payable in twelve (12) monthly payments of $83.33 for a cell phone.

**VIII. EXTENSION OF EMPLOYMENT CONTRACT**

A. **Extension by Board**

Commencing with the evaluation for the 2022-23 Fiscal Year, each year that Chief Business Officer’s written evaluation for the Fiscal Year just completed is deemed as “progressing acceptably” or better in all areas by the Superintendent, this Contract shall be extended by the District for one additional year (July 1 through June 30).

**IX. NON-RENEWAL OF EMPLOYMENT CONTRACT**

A. **Ninety Day Notice**

Should the Superintendent determine not to re-employ the Chief Business Officer under any successor contract, the Superintendent shall give written notice of this decision to the Chief Business Officer pursuant to Education Code section 35031 at least ninety (90) days (rather than the statutory forty-five [45] days) prior to the end of this Contract, or any successor Contract.

**X. TERMINATION OF EMPLOYMENT CONTRACT**

This employment Contract may be terminated prior to its normal expiration by:

A. Mutual agreement of the parties.

B. Retirement of Chief Business Officer.
C. Physical or mental inability of the Chief Business Officer to perform duties.

D. Termination for Cause.

This contract may be terminated for cause pursuant to the classified discipline policy applicable to unrepresented employees.

E. Termination without Cause.

1. Notwithstanding any other provision of this Contract, the Board, upon recommendation by the Superintendent, shall have the sole right, upon the giving of at least sixty (60) calendar days’ notice, to terminate this Contract during its term as set forth below.

   i. If the Board terminates this Contract before its normal expiration, except pursuant to paragraphs A. to D. above, it shall pay to Chief Business Officer the base salary and medical/dental/vision benefits for the lesser of either six (6) months or for the number of months remaining on this Contract.

   ii. The maximum six (6) month payment period shall commence on the date of notification.

2. If Chief Business Officer is gainfully employed or commences drawing retirement benefits from a retirement system during any portion of the time being compensated by District pursuant to this Paragraph E, such earnings shall reduce, on a dollar-for-dollar basis, District’s obligation under this section.

   For each affected month during the period of time Chief Business Officer is to be compensated by District pursuant to this Paragraph E, Chief Business Officer shall provide District with a statement of earnings, if any, which shall become a pro-rated dollar-for-dollar offset against District’s monthly obligation under this section for the following month.

3. The compensation set forth in Paragraph E.1 above shall be the only compensation of any kind which shall be due Chief Business Officer if this Contract is terminated by the Board with the recommendation from the Superintendent pursuant to this Paragraph E.
XI. GENERAL PROVISIONS

A. Full and Complete Document

This Contract is the full and complete Contract between the parties. It can be changed or modified only in writing, which must be signed by the parties or their successors in interest to this Contract.

B. Applicable Laws

Except as modified by an express term of this Contract, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations of the Board of Trustees of the Wheatland Union High School District. These laws, rules, regulations, and policies, as referenced above, are a part of the terms and conditions of this Contract as though fully set forth herein.

IN WITNESS, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties.

SUPERINTENDENT of the WHEATLAND UNION HIGH SCHOOL DISTRICT

Date: \[5/31/2023\]

By: [Signature]

I accept this offer of employment and agree to comply with all of its terms and to fulfill all of the duties of employment of Chief Business Officer of the Wheatland Union High School District.

Date: \[6/1/2023\]

By: [Signature]
Exhibit A

Wheatland Union High School District
Job Description
Chief Business Officer

Position:

Under direction of the Superintendent, provides District-wide leadership and supervises, plans, organizes, develops, and directs the Business Services Division, including the following departments: Fiscal Services, Accounting, Budget, Purchasing, Technology, Transportation, Nutrition, Grounds, Maintenance, Custodial, Operations, Energy, Nutrition, Impact Aid, Risk Management, Construction and Planning including Bond Management Oversight; supervise and train supervisory level staff, promote programs to students, staff and the general public, supervise and participate in the preparation, accounting and maintenance of all related financial records, statements, reports and cost studies; provides and maintains efficient and effective business services to all schools and departments in the District, and to do other related work as required.

Duties: (include but not limited to)

The Chief Business Officer provides District-wide leadership and direction in the following areas:

1. Oversees all business and administrative services programs, including all areas of development, implementation, and evaluation.

2. Represents the District in communicating and collaborating with other school districts, public agencies and the general public as directed.

3. Assists the Superintendent in establishing long-range and strategic plans, annual goals, and direction in alliance with the Board of Trustees.

4. Attends all Board meetings, assists the Superintendent in the development of Board agendas.

5. Supervises the overall operation of construction, fiscal services, accounting, budget, delivery, insurance, payroll, purchasing, technology and informational systems, investment and financing, General Obligation Bonds, leases, COPS and Parcel Tax, risk management, safety, Workers Compensation, Home to School and Special Education transportation, custodial, grounds, maintenance, energy, nutrition services.

7. Supervises the evaluation procedures in assigned areas or evaluates where authorized and participates as needed. Designs and supervises the instruction and training of department personnel.

8. Monitors policies and regulations in the business, fiscal, and administrative areas.

9. Monitors overall district organizations, systems, and operations for the Superintendent; recommends adjustments to ensure consistent non-conflicting practices, applications, and concepts.

10. Keeps current and informed on all laws, rules, regulations, and interpretations of law regarding district entitlement of federal, state, and local monies including estimating property tax revenues and knowledgeable of the District's community funded status.

11. Assumes responsibility for submission of all Business Services related federal, state, and local reports as may be required. Maintains adherence to the requirements of the LCFF and knowledgeable of the LCAP process.

12. Coordinates and manages all matters relating to the external auditing of all fiscal aspects of programs and offices in the District.

13. Administers pupil attendance for the District and provides for the preparation of required county, state, and federal reports.

14. Prepares and monitors the annual Adopted Budget and First, Second and Third Interim (if required) reports, Unaudited Actuals, other periodic reports, including estimating revenues and expenditures, and multi-year plans. Presents budget and interim reports to the Board, staff, and community.

15. Serves as the District’s investment manager, including administration of bonds, COPS, and TRANS.

16. Serves as the District’s representative in legal matters pertaining to the District’s financial interests.

17. Serves as a resource and assists in the development of management options and preparation of data essential to the collective bargaining process; serves as a resource and provides assistance in negotiations and administering contracts.

18. Secures and maintains adequate insurance and bonding as required by law, and administers the various District insurance programs.

19. Assumes responsibility for the operation of inventory and fixed asset system.
20. Oversees Impact Aid and Free and Reduced Lunch application submission to appropriate agencies.

21. Assumes the responsibility for all insurance related programs, medical, dental, vision, life insurance, Workers Compensation, bonding and property and liability programs.

22. Participates in related Joint Powers or other agencies as a Board or Executive Committee member.

23. Manages the District’s real estate programs, including coordination of all phases of property acquisitions and/or sales.

24. Plans, recommends, and establishes procedures and controls for efficient property management, including collection and monitoring of developer fees, rentals, and contracts; administers rental and leasing of facilities.

25. As a member of the District Management Team, works cooperatively with other members of the Management Team in the formulation of district policies and their implementation. Works closely with other Divisions and Departments.

26. Provides fiscal management of department resources, including analyzing financial and operating statements; maintains required fiscal records.

27. Directs and monitors work flow of all department staff including, but not limited to; budget preparation and expenditure control, data processing entry and reporting to the various budget and accounting systems, reports of expenditures and revenue, financial statements and reports, receipt and disbursement of funds for all expenditures, position control systems and tracking of fixed asset and other inventories.

28. Supervises the development of specifications for supplies and equipment bids, Requests for Proposals (RFP) and Request for Quotations (RFQ). Reviews all bids, RFP’s and RFQ’s and make appropriate recommendations for purchase.

29. Assesses District needs and recommends purchase of new or replacement supplies and equipment, including furniture and equipment of all District facilities.


31. Works cooperatively with District staff and other agencies in the procurement of bulk items, including “piggy-back” bids.

32. Accepts opportunities to share in district policy development, planning, and evaluation.
33. Screens job applicants, interviews applicants, and recommends employment and assignment to/for department vacancies.

34. Acts as information source to administrators, department directors and supervisors, staff, and others regarding policies, procedures, standards, and requirements; consults with district administrators regarding department and site needs and programs.

35. Meets with students, teachers, parents, vendors, employees, and community groups regarding Business Services matters.

36. Leads various district committees and teams, including the Bond/Parcel Tax Committee, the Facilities Needs Task Force, and any other related oversight committees.

37. Maintains a lead role in procuring and interpreting demographic and enrollment projection studies and reports.

38. Maintains a lead role in procuring and interpreting developer fee justification studies and log-range facilities plans. Works with the Bond Projects and Planning Department on long-range and site-specific facility needs plans, both current and multi-phase.

39. Attend conferences and workshops related to assigned tasks and to maintain continuing education.

40. Manages contracts for consultants and independent contractors related to assigned tasks.

41. Does other related work as required and assigned by the Superintendent.

**Qualifications:**

The successful candidate will have:

1. Minimum of five years of successful, broad, varied, and increasingly responsible administrative and supervisory experience within a mid-size California public school district operation, of which at least two years in a Cabinet level capacity, or senior position.

2. Bachelor's degree in business or public administration, or related field from an accredited institution; a master's degree in business or public administration, or CPA preferred.

3. Certified CASBO CBO with an E designation preferred.
4. Knowledge of governmental budgeting, accounting, purchasing, and contracts; audit and fiscal control procedures; laws and regulations governing public school finance; technology and the implementation of technological advances for school districts; and effective supervision and evaluation of personnel.

5. The District may, in its sole discretion, substitute extensive or unique experiences, for any required employment standard.

6. Engage in and successfully complete Continuing Education as required by applicable Federal or State of California requirements.

7. Active in local or state, Business Services related groups or associations.

Knowledge of:

1. Principles of organization and administration as they apply to Basic Aid Community funded schools and business management services.

2. Accounting and financial record keeping principles and procedures especially as they pertain to governmental and school district accounting. Familiarity with the California School Accounting Manual.

3. Modern office methods and practices including extensive computer use, letter and report writing.

4. Experience in the supervision of varied administrative and non-administrative staff.

5. Maintaining cooperative working relationships with school district officials, staff, and the general public.

Ability to:

1. Reason logically and think independently.

2. Analyze situations accurately and decide upon appropriate action.

3. Select, train, and supervise personnel, administrators, and staff.

4. Compose independently clear and accurate correspondence, memoranda, bulletins, and reports.

5. Proficient in the use of computer software and email. Use and understand data processing input and output.

6. Establish and maintain cooperative working relationships with those contacted in the course of work.
7. Learn, interpret, and apply school district policies, laws, rules and regulations and to apply them with good judgment in a variety of procedural matters without immediate supervision.

8. Take responsibility using independent initiative and good judgment in exercising the scope and authority of the position.

9. Deal effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, poise, and firmness.

10. Work with a high degree of independence.

**Physical Requirements and Working Conditions:**

1. Requires vision (which may be corrected) to read small print.

2. Requires the mobility to stand, stoop, reach and bend.

3. Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.

4. Perform work, which may require sitting for prolonged periods.

5. Is subject to inside and outside environment conditions.

6. May be required to work at a computer terminal for prolonged periods.

7. May be required to take and pass a physical examination.

8. Will be required to have Live Scan fingerprinting completed and cleared prior to beginning work.

9. May be required to work evenings and weekends.

10. Will be required to attend periodic evening meetings and travel within and out of the District boundaries to attend meetings.

11. Must have a valid California driver's license and be insured.

12. Utilize own vehicle for transportation as needed.
Frank Webb Construction, Inc
1758 Oakley Lane
Wheatland CA 95692
530-633-4072
License: 369747

Proposed Change Order
Order#: 15
Order Date: 08/01/2022

To: Wheatland Union High School District
1010 Wheatland Rd
Wheatland CA 95692

Project: 984
Wheatland High School Ag Science Bldg an
1010 Wheatland Rd

Description of Work
Credit to Remove MiniSplit
HVAC Equipment cannot be returned, it will be
delivered to the owner

<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit to Remove MiniSplit</td>
<td>-2,065.24</td>
</tr>
<tr>
<td>HVAC Equipment cannot be returned, it will be delivered</td>
<td></td>
</tr>
</tbody>
</table>

Requested Amount of Change -2,065.24

<table>
<thead>
<tr>
<th>Description of Change</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The original Contract Sum was</td>
<td>5,407,275.00</td>
</tr>
<tr>
<td>Net change by previous Change Orders</td>
<td>149,724.34</td>
</tr>
<tr>
<td>The Contract Sum prior to this Change Order</td>
<td>5,556,999.34</td>
</tr>
<tr>
<td>The Contract Sum will be changed by this Change Order</td>
<td>-2,065.24</td>
</tr>
<tr>
<td>The new Contract Sum including this Change Order will be</td>
<td>5,554,934.10</td>
</tr>
<tr>
<td>The Contract Time will be changed by</td>
<td>0 Days</td>
</tr>
</tbody>
</table>

Owner: [Signature] Date: 6/11/23
Contractor: [Signature] Date: 5/23/23
Frank Webb Construction, Inc
1758 Oakley Lane
Wheatland CA 95692
530-633-4972

License: 369747

Proposed Change Order
Order#: 21
Order Date: 01/05/2023

To: Wheatland Union High School District
1010 Wheatland Rd
Wheatland CA 95692

Project: 984
Wheatland High School Ag Science Bldg
1010 Wheatland Rd

---

<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 day Weather Delay- Reported Dec 8th</td>
<td></td>
</tr>
<tr>
<td>3 day Weather Delay- Reported Jan 4th</td>
<td></td>
</tr>
</tbody>
</table>

---

Requested Amount of Change | 0.00 |

The original Contract Sum was $5,407,275.00
Net change by previous Change Orders $95,622.63
The Contract Sum prior to this Change Order $5,503,097.63
The Contract Sum will be changed by this Change Order 0.00
The new Contract Sum including this Change Order will be $5,503,097.63
The Contract Time will be changed by 8 Days

Owner: [Signature] Date: 01/11/23
Contractor: [Signature] Date: 5/23/23
# Proposed Change Order

**Order #:** 25  
**Order Date:** 02/14/2023  
**Project:** 984  
Wheatland High School Ag Science Bldg and Atrium  
1010 Wheatland Rd

---

**To:** Wheatland Union High School District  
1010 Wheatland Rd  
Wheatland CA 95692

---

**Description of Work** | **Amount**  
--- | ---  
FRP behind utility sinks | 2,650.61

---

**Requested Amount of Change:** 2,650.61

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The original Contract Sum was</td>
<td>5,407,275.00</td>
</tr>
<tr>
<td>Net change by previous Change Orders</td>
<td>95,822.63</td>
</tr>
<tr>
<td>The Contract Sum prior to this Change Order</td>
<td>5,503,097.63</td>
</tr>
<tr>
<td>The Contract Sum will be changed by this Change Order</td>
<td>2,650.61</td>
</tr>
<tr>
<td>The new Contract Sum including this Change Order will be</td>
<td>5,505,748.24</td>
</tr>
<tr>
<td>The Contract Time will be changed by</td>
<td>0 Days</td>
</tr>
</tbody>
</table>

**Owner:**  
**Date:** 6/1/93

**Contractor:**  
**Date:** 5/23/23
**Proposed Change Order**

Order#: 32  
Order Date: 03/16/2023

**To:** Wheatland Union High School District  
1010 Wheatland Rd  
Wheatland CA 95692

**Project:** 984  
Wheatland High School Ag Science Bldg and Ag  
1010 Wheatland Rd

<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add angle iron and rub plate to trash enclosure</td>
<td>3,406.68</td>
</tr>
</tbody>
</table>

**Requested Amount of Change:** 3,406.68

| The original Contract Sum was | 5,407,275.00 |
| Net change by previous Change Orders | 149,724.34 |
| The Contract Sum prior to this Change Order | 5,556,999.34 |
| The Contract Sum will be changed by this Change Order | 3,406.68 |
| The new Contract Sum including this Change Order will be | 5,560,406.02 |
| The Contract Time will be changed by | 0 Days |

Owner: [Signature]  
Date: 6/11/23

Contractor: [Signature]  
Date: 5/23/23
Frank Webb Construction, Inc
1758 Oakley Lane
Wheatland CA 95692
530-633-4072

License: 369747

Proposed Change Order
Order#: 35
Order Date: 03/20/2023

To: Wheatland Union High School District
1010 Wheatland Rd
Wheatland CA 95692

Project: 984
Wheatland High School Ag Science Bldg and Ag
1010 Wheatland Rd

Description of Work

5 day weather delay WE 3/17/23- reported March 20

Requested Amount of Change

<table>
<thead>
<tr>
<th>Description of Change</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The original Contract Sum</td>
<td>5,407,275.00</td>
</tr>
<tr>
<td>Net change by previous Change Orders</td>
<td>149,724.34</td>
</tr>
<tr>
<td>The Contract Sum prior to this Change Order</td>
<td>5,556,999.34</td>
</tr>
<tr>
<td>The Contract Sum will be changed by this Change Order</td>
<td>0.00</td>
</tr>
<tr>
<td>The new Contract Sum including this Change Order will be</td>
<td>5,556,999.34</td>
</tr>
<tr>
<td>The Contract Time will be changed by</td>
<td>5 Days</td>
</tr>
</tbody>
</table>

Owner: [Signature] Date: 6/1/23
Contractor: [Signature] Date: 5/23/23
Frank Webb Construction, Inc  
1758 Oakley Lane  
Wheatland CA 95692  
530-633-4072

To: Wheatland Union High School District  
1010 Wheatland Rd  
Wheatland CA 95692

Proosed Change Order  
Order#:  40  
Order Date:  05/23/2023

License: 399747

Project: 984  
Wheatland High School Ag Science Bldg and A
1010 Wheatland Rd

<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit for distiller</td>
<td>-4,237.89</td>
</tr>
<tr>
<td>14.23%</td>
<td>-603.06</td>
</tr>
</tbody>
</table>

Requested Amount of Change  
-4,840.95

The original Contract Sum was  
5,407,275.00

Net change by previous Change Orders  
378,122.39

The Contract Sum prior to this Change Order  
5,785,397.39

The Contract Sum will be changed by this Change Order  
-4,840.95

The new Contract Sum including this Change Order will be  
5,780,556.44

The Contract Time will be changed by  
0 Days

Contractor: [Signature]  
Date: 5/30/23

Contractor: [Signature]  
Date: 6/11/23
APPENDIX A-3

to AGREEMENT FOR ARCHITECTURAL SERVICES

SCOPE

Architect shall provide services for the following project (the “Project A-3”), located at the district owned property on River Oaks Boulevard in Plumas Lake, as further set forth in this Appendix A-3 to Exhibit A, Exhibit B and Exhibit C (the “Services”):

Architectural and Engineering services for the following phases of new Plumas Lake High School.

Pre-Design & Architectural Program Development Phase
Schematic Design Phase

Project A-3 may include multiple components. Any one of the components or combination thereof may be changed, including terminated, in the same manner as the Project A-3 as indicated herein, without changing in any way the remaining component(s). The provisions of this Agreement shall apply to each component without regard to the status of the remaining component(s). Architect shall invoice for each component separately and District shall compensate Architect for each component separately on a proportionate basis based on the level and scope of work completed for each component.

Architect Staff

1. The Architect has been selected to perform the Services herein because of the skills and expertise of key individuals.

2. The Architect agrees that the following key people in Architect’s firm shall be associated with Project A-3 in the following capacities:

   Principal in Charge: Trent Sommers
   Project A-3 Architect(s): Trent Sommers
   Project A-3 Manager: Victor Villegas
   Major Consultants for Project A-3:
   - Electrical: M. Neils Engineering, Inc.
   - Mechanical: M/E Systems Engineering
   - Structural: Fellow Structural Engineering
   - Civil: Warren Consulting Engineers, Inc.
   - Landscape: MTW Group
   - Food Service: AMD Food Service
   - Acoustics (Optional): n/a
   - Estimating: n/a
   - Other: n/a
All proposed Consultants are subject to review and acceptance by the District prior to commencing work on Project A-3. The District reserves the right to replace any Consultant in the best interest of Project A-3, which it may determine in its sole and absolute discretion.

3. The Architect shall not change any of the key personnel listed above without prior notice to and written approval by District, unless said personnel ceases to be employed by Architect. In either case, District shall be allowed to interview and approve replacement personnel.

4. If any designated lead or key person fails to perform to the satisfaction of the District, then upon written notice, the Architect shall have five (5) days to remove that person from the Project A-3 and replace that person with personnel acceptable to the District. All lead or key personnel for any Consultant must also be designated by the Consultant and shall be subject to all conditions previously stated in this paragraph.

5. Architect represents that the Architect has no existing interest, and will not acquire any interest, direct or indirect, which could conflict in any manner or degree with the performance of the Services, and that no person having any such interest shall be employed by Architect.

6. Architect shall comply with Education Code section 17302(a) and agrees that any plans, specifications and/or other instruments of service included in the Services shall be prepared under the supervision of licensed personnel, and that licensed personnel shall be in “responsible charge” of persons who observe the construction.
## APPENDIX D-3

### to AGREEMENT FOR ARCHITECTURAL SERVICES

### COMPENSATION FOR PROJECT A-3

#### A. Compensation for Services

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Design &amp; Architectural Program Development for the new PLHS</td>
<td>$220,000</td>
</tr>
<tr>
<td>Schematic Design for the new PLHS</td>
<td>$890,000</td>
</tr>
<tr>
<td><strong>Total Fee</strong></td>
<td><strong>$1,110,000</strong></td>
</tr>
</tbody>
</table>

#### B. Compensation for Extra Services

The following Extra Services to the Agreement shall be performed by Architect if needed and if authorized in writing by the District in accordance with the Article “Payment for Extra Services or Changes” in the Agreement:

1. Making revisions in drawings, specifications, or other documents when such revisions are:
   1.1. Required to comply with direction from the District that is substantively different than approvals or instructions previously given by the District.
   1.2. Required by the enactment or revisions of codes, laws, or regulations subsequent to the preparation of the Conforming Set, unless those enactments or revisions were foreseeable or reasonably should have been foreseeable by the Architect prior to preparation of the Conforming Set.
   1.3. Due to changes required as a result of the District’s failure to respond to a written request from the Architect within a reasonable time, as requested by Architect.
   1.4. Required to provide services in connection with Change Orders and directive not the fault of the Architect.

2. Providing services required because of significant documented changes in a Project initiated by the District, including but not limited to size, quality, complexity, the District’s schedule, or method of bidding or negotiating and contracting for construction.

3. Providing consultation concerning replacement of work damaged by fire or other cause during construction and furnishing services required in connection with replacement of that work.

4. Providing services made necessary by the default of contractor(s), by major defects, or deficiencies in the work of contractor(s).

5. In the absence of a final Certificate of Payment or Notice of Completion, providing Services more than sixty (60) days after the date of completion of work by contractor(s) and after Architect has completed all of its obligations and tasks under the Agreement.

6. Providing deliverables or other items in excess of the number indicated in Exhibit A, Appendix A-3, Exhibit B. Before preparing, providing, sending, or invoicing for extra deliverables, Architect shall inform the District that expected deliverables may be in excess of the number indicated in Exhibit A, Appendix A-3, Exhibit B so that District can procure the additional deliverables itself or direct Architect to procure the deliverables at District’s expense or on District’s account at a specific vendor.
7. Providing services as directed by the District that are not part of the Services of this Agreement.

8. Providing services as an expert and/or witness for the District in any mediation, arbitration, and/or trial in which the Architect is (1) not a party, and (2) did not in any way cause the dispute that is being adjudicated.

9. Providing training, adjusting, or balancing of systems and/or equipment sixty (60) days after completion of work by Contractor(s) and after Architect has completed all of its obligations and tasks under the Agreement.

10. The following rates, which include overhead, administrative cost and profit, shall be utilized in arriving at the fee for Extra Services and shall not be changed for the term of the Agreement.

<table>
<thead>
<tr>
<th>Title</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Architect</td>
<td>$210</td>
</tr>
<tr>
<td>Project Architect</td>
<td>$190</td>
</tr>
<tr>
<td>Senior Project Manager</td>
<td>$175</td>
</tr>
<tr>
<td>Architect</td>
<td>$160</td>
</tr>
<tr>
<td>Project Manager</td>
<td>$155</td>
</tr>
<tr>
<td>Job Captain</td>
<td>$125</td>
</tr>
<tr>
<td>Drafter</td>
<td>$110</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>$90</td>
</tr>
<tr>
<td>Independent Contractors (Non-Consultants)</td>
<td>As Above by Classification</td>
</tr>
</tbody>
</table>

11. The mark-up on any approved item of Extra Services performed by Consultant(s) shall not exceed five percent (5%).

12. Mileage to/from Project is not reimbursable as Extra Services.

C. Payment

1. Compensation

1.1. The payment of consideration to Architect as provided herein shall be full compensation for all of Architect’s Services incurred in the performance of its duties set forth in this Agreement, including, without limitation, all costs for personnel, travel within two hundred (200) miles of a Project location, offices, per diem expenses, printing and shipping of deliverables in the quantities set forth in Exhibit A, Appendix A-3, or any other direct or indirect expenses incident to providing the services. Except as expressly set forth in the Agreement and Exhibit C, there shall be no payment for extra costs or expenses.

1.2. The total compensation to Architect shall be as stated in Article 6 of the Agreement.

1.3. District shall pay Architect for all Services based on percentage completed.

2. Method of Payment

Invoices shall be on a form approved by the District and are to be submitted to the District via the District’s authorized representative.

2.1. If reasonably requested by District as a precondition of payment, Architect shall submit to District documentation showing proof that payments were made to Architect’s consultant(s).
2.2. Architect shall submit to the District for approval a copy of the Architect’s monthly pay request format.

2.3. Upon receipt and approval of Architect’s invoices, the District agrees to make payments within thirty (30) days of receipt of the invoice as follows:

2.3.1. Pre-Design/Architectural Program Development Phase:

Monthly payments for the percentage of Services complete up to ninety-five percent (95%) of the fee for the Phase; one hundred percent (100%) payment upon acceptance and approval of the Pre-Design/Architectural Program.

2.3.2. For Schematic Design Phase:

Monthly payments for the percentage of Services complete up to ninety-five percent (95%) of the fee for the Phase; one hundred percent (100%) payment upon acceptance and approval of the Schematic Design Phase by the District.

3. Format and Content of Invoices

3.1. Architect acknowledges that the District requires Architect’s invoices for Basic Services must include explanations of the Services performed.

3.2. For invoices for Extra Services, a more detailed explanation, with specificity, is required. For example, the following descriptions, in addition to complying with all other terms of this Agreement, would be payable for invoices for Extra Services. The times indicated below are just placeholders:

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review/Respond RFI’s, Const. Admin Mtgs., Review Shop Drawings, Field Sketches</td>
<td>5.5</td>
</tr>
<tr>
<td>Prepare Construction Documents: floor plans, exterior elevations, consultant coordination</td>
<td>7.5</td>
</tr>
<tr>
<td>Master Budget update, Master Schedule Update, Board Presentation, Accounting coordination</td>
<td>6.5</td>
</tr>
</tbody>
</table>
### SUMMARY OF PROPOSED AGREEMENT

**BETWEEN THE**

WHEATLAND UNION HIGH SCHOOL DISTRICT

**WITH THE**

CLASSIFIED CONFIDENTIAL BARGAINING UNIT (BU)

To be acted upon by the Governing Board at its meeting on:

(enter Date) 6/29/2023

Budget Revisions to be INPUT no later than 45 days after approval: (will calc + 45 days) 8/13/2023

Estimated Agreement Payment Date (enter Date) 7/1/2023

### GENERAL

#### Section 1: STATUS OF BARGAINING UNIT AGREEMENTS

*This document is REQUIRED whenever a NEW or AMENDED agreement is ratified.*

If this Public Disclosure is not applicable to all of the District's bargaining units, indicate the current status (whether settled or pending settlement) of the remaining units.

(Separate disclosures should be made for each bargaining unit agreement)

Certified: WHEAT - Previously settled on multiyear agreement

# FTE Represented 0

Classified: CSEA - Previously settled on multiyear agreement

0

#### Section 2: PERIOD OF AGREEMENT

The proposed agreement covers the period beginning on:

(enter Begin Date) 7/1/2023

and ending on:

(enter End Date) 6/30/2026

If this agreement is part of a multi-year contract, indicate ALL fiscal years covered:

Fiscal Years: 2023-24 2024-25 2025-26

Reopeners: Yes or NO?

Yes

Reopeners are not applicable for Classified Confidential

### COMPENSATION PROVISIONS

#### Section 3: SALARIES: PERCENTAGE CHANGE IN SALARIES IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for salaries for the above-mentioned Bargaining unit:

Current Year Salary Cost Before Settlement (Based on Year to Date (YTD) Actuals Projected through 6/30):

$ 981,466.66

Current Year Salary Cost After Settlement (Include any retroactive pay increases or (decreases) or one time bonuses/stipends or (reductions), as applicable):

Total Cost Increase or (Decrease): $44,166.14

Percentage Increase or (Decrease): 4.50%

**SALARY CHANGE FOR AN AVERAGE, REPRESENTED EMPLOYEE FROM PRIOR YEAR**

(Includes annual step/column movement on schedule):

Salary Increase or (Decrease)

% increase or (decrease) to existing schedule 4.50% per employee

% increase or (decrease) for one-time bonus/stipend or (salary reduction) 0.00% per employee

Step & column average % annual change over the prior year schedule 2.00% per employee

**TOTAL PERCENTAGE CHANGE FOR AVERAGE REPRESENTED EMPLOYEE**

6.50% per employee

Indicate Change in # of Work Days, Furlough or Additional, Related to % Change 0.00

Indicate Total # of Work Days to be provided for fiscal year: 260.00

Indicate Total # of Instructional Days to be provided for fiscal year: 180.00

#### Section 4: BENEFITS: PERCENTAGE CHANGE IN EMPLOYEE BENEFITS IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for employee statutory and health/welfare benefits:

**Statutory Benefits** (object 3XXX less 34XX)

(STRS, PERS, Workers Compensation, Unemployment Insurance, Social Security, Medicare)

Total Statutory Benefit Costs:

Current Costs: $ 218,475.19

Proposed Costs: $ 228,366.57

Total Cost Increase or (Decrease): $9,891.38

Percentage Change: 4.50%

**District Health and Welfare Plans - Object 34XX** (Medical, Dental, Vision, Life Insurance, Other)

Total Health and Welfare Costs:

Current Costs: $ 203,828.40

Proposed Costs: $ 203,828.40

Total Cost Increase or (Decrease): $0.00

Percentage Change: 0.00%
### SUMMARY OF PROPOSED AGREEMENT

#### BETWEEN THE

**WHEATLAND UNION HIGH SCHOOL DISTRICT**

Indicate if Health/Welfare Benefits are Capped: (Include details such as different caps per health plans or any super composite rates. Also, indicate if cap includes health benefits only or also other insurances.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Current Cap</th>
<th>Proposed Cap</th>
<th>Average Capped Amount Increase or (Decrease) per Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Cap:</td>
<td>$13,588.56</td>
<td>$13,588.56</td>
<td>$0.00 (0.00%)</td>
</tr>
</tbody>
</table>

#### TOTAL COST OR (SAVINGS) OF COMPENSATION CHANGES

(Regardless of whether previously budgeted in whole or in part)

**Section 5:** TOTAL COST INCREASE OR (SAVINGS) FOR SALARIES AND BENEFITS IN THE PROPOSED AGREEMENT:

**Current Year Combined Cost Before Settlement:**

(Based on YTD Actuals Projected through 6/30 and current agreement)

- **Salaries:** $981,469.86
- **Benefits:** $422,303.89
- **Total:** $1,403,773.45

**Current Year Cost After Settlement:**

(Include any retroactive pay increases or (decreases) or one-time bonuses/stipends or (reductions))

- **Salaries:** $1,025,636.00
- **Benefits:** $432,154.97
- **Total:** $1,457,770.97

**TOTAL COST INCREASE OR (DECREASE):** $53,997.52

**PERCENTAGE CHANGE:** 3.85%

**1% CHANGE IN SALARY AND STATUTORY BENEFIT COSTS (prior to any settlements):** $11,999.45

#### OTHER PROVISIONS (COMPENSATION AND NON-COMPENSATION)

**Section 6:** The following are additional compensation and non-compensation provisions contained in the proposed agreement: (Indicate, IN DETAIL, the terms of the agreement covered in each section)

**A. OTHER COMPENSATION: Off-Schedule Stipends/Bonuses, Reductions, etc. (amounts, staff affected, total cost and/or savings).**

**Salary Schedule Increases to Follow CSEA Settlement of:**

- 2023-2024: Salary schedule increase of 4.5% effective July 1, 2023
- 2023-2024: Salary schedule increase of 2.5% effective July 1, 2024
- 2024-2025: Salary schedule increase of 2.5% effective July 1, 2025

**Classified Confidential Positions:**

- Executive Administrative Assistant to Superintendent
- Transportation Supervisor
- Maintenance and Operations Supervisor
- CaPAS/CSIS Coordinator
- Payroll, Benefits and Accounting Specialist
- Administrative Support
- School Administrative Manager
- Mental Health and Wellness Clinician
- Community Schools Coordinator
- College and Career Readiness Coordinator
- After School Program Coordinator
- Transition and Intervention Lab Coordinator
- Family and Community Partnership Coordinator

*District option to include added salary schedules categorized as Classified Confidential positions during the course of the multiyear increase

**B. NON-COMPENSATION: Class Size Changes (indicate before and after class sizes/grades affected; and, if applied for CDE waiver (attach copy)). Staff Development Days, Teacher Prep Time, etc..**

Not Applicable.
C. REOPENERS, CONTINGENCY AND/OR RESTORATION LANGUAGE: Describe specific areas identified for Reopeners, Contingency, and/or Restoration (include triggers and timing). Provide copy of Board Action to BAS upon approval.

| Not Applicable |

Section 7: State Minimum Reserve Standard Calculation:
- Total Expenditures and Other Uses: (pulls from MYP Sec. 9) $24,352,243.00
- Minimum State Reserve Percentage (input %) 3%
- Minimum State Reserve Requirement: (Formula includes Total Exp/Uses x Minimum Reserve %) $730,567.29

<table>
<thead>
<tr>
<th>FISCAL IMPACT IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 8: Date of governing board approval of budget revisions in Section 9, Col.2 (below) 6/29/2023</td>
</tr>
<tr>
<td>in accordance with E.C. 42142 and Government Code 3547.5.</td>
</tr>
<tr>
<td>(Pulls from above Governing Board Date plus 45 days) 6/29/2023</td>
</tr>
<tr>
<td>Provide proof that board-approved budget revisions have been input within 45 days. Date budget revisions input/ BT Batch #’s: Included in 23-24 Budget 6/29/2023</td>
</tr>
<tr>
<td>If the board-approved revisions input are different from the proposed budget adjustments in Col. 2 provide a detailed explanation of differences.</td>
</tr>
</tbody>
</table>

Section 9: IMPACT OF PROPOSED AGREEMENT ON THE GENERAL FUND BUDGET IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS. (Reflect both Unrestricted and Restricted General Fund Budget Amounts)

In-Lieu of this form, an updated Form MYP can be supplied which includes the results of the settlement over the most recent Form MYP filed with this office.
# SUMMARY OF PROPOSED AGREEMENT

**Between the Wheatland Union High School District**

<table>
<thead>
<tr>
<th>Current Fiscal Year</th>
<th>2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Col. 1)</td>
<td>(Col. 2)</td>
</tr>
<tr>
<td>Latest Board-</td>
<td>Adjustments as a</td>
</tr>
<tr>
<td>Approved Budget</td>
<td>Direct Result of</td>
</tr>
<tr>
<td>Before Settlement</td>
<td>This Proposed</td>
</tr>
<tr>
<td>As of 6/24/21</td>
<td>Settlement</td>
</tr>
<tr>
<td>(enter date)</td>
<td>(i.e., &quot;me-too&quot;)</td>
</tr>
<tr>
<td></td>
<td>(Col. 3)</td>
</tr>
<tr>
<td></td>
<td>Other Revisions</td>
</tr>
<tr>
<td></td>
<td>Including Other</td>
</tr>
<tr>
<td></td>
<td>Proposed BU</td>
</tr>
<tr>
<td></td>
<td>Agreements)</td>
</tr>
<tr>
<td></td>
<td>Required to support</td>
</tr>
<tr>
<td></td>
<td>cost of agreement</td>
</tr>
<tr>
<td></td>
<td>(i.e., &quot;me-too&quot;)</td>
</tr>
<tr>
<td></td>
<td>(Col. 4)</td>
</tr>
<tr>
<td></td>
<td>Projected District</td>
</tr>
<tr>
<td></td>
<td>Budget After Settlement</td>
</tr>
<tr>
<td></td>
<td>of Agreement</td>
</tr>
<tr>
<td></td>
<td>(Cols. 1 + 2 + 3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPERATING REVENUES: LCFF ADA</th>
<th>ADA=1,029.57</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Sources (8100-8099)</td>
<td>14,770,680.00</td>
</tr>
<tr>
<td>Remaining Revenues (8100-8799)</td>
<td>12,938,634.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27,709,314.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPERATING EXPENDITURES</th>
<th>27,709,314.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Certified Salaries</td>
<td>6,979,705.00</td>
</tr>
<tr>
<td>2000 Classified Salaries</td>
<td>3,758,572.00</td>
</tr>
<tr>
<td>3000 Benefits</td>
<td>4,312,578.00</td>
</tr>
<tr>
<td>4000 Instructional Supplies</td>
<td>3,059,044.00</td>
</tr>
<tr>
<td>5000 Contracted Services</td>
<td>2,814,256.00</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>454,361.00</td>
</tr>
<tr>
<td>7000 Other</td>
<td>900,700.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22,295,276.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPERATING SURPLUS (DEFICIT)</th>
<th>5,410,038.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Sources and Transfers in</td>
<td>2,052,967.00</td>
</tr>
<tr>
<td>Other Uses and Transfers Out</td>
<td>0.00</td>
</tr>
<tr>
<td>CURRENT YEAR INCREASE/</td>
<td>3,357,071.00</td>
</tr>
<tr>
<td>(DECREASE) TO FUND BALANCE</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| BEGINNING FUND BALANCE 9791-92 | 4,135,766.00|
| Prier-Year Adjustments 9793-95 | 0.00         |
| NET BEGINNING BALANCE     | 4,135,766.00|

<table>
<thead>
<tr>
<th>ENDING FUND BALANCE (EBF)</th>
<th>7,452,837.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonspendable (9711-9719)</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Restricted (9740)</td>
<td>3,881,796.00</td>
</tr>
<tr>
<td>Committed (9750/9760)</td>
<td>0.00</td>
</tr>
<tr>
<td>Assigned (9780)</td>
<td>291,280.00</td>
</tr>
<tr>
<td>Reserve Economic Uncertainties (9789)</td>
<td>3,009,788.00</td>
</tr>
<tr>
<td>Unassigned/Unappropriated (9790)</td>
<td>4,974.00</td>
</tr>
</tbody>
</table>

| State Minimum Reserves %   | 4.00%        |
|                            | Meets        |

Did you adjust reserves? s/b $0

| If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown in Section 5, Total Costs, please explain below. Also, list any other assumptions used or included in Column 3: |

Cost variance between Column 2 and Section 5

Negotiated settlement is effective July 1, 2023 and will not change anything in the 2022-23 budget. Section 5 cost increases were adopted in the 2022-23 Second Interim MYP in years 2024-25 and 2025-26.
### SUMMARY OF PROPOSED AGREEMENT

**BETWEEN THE**

[uesiat name] WHEATLAND UNION HIGH SCHOOL DISTRICT

<table>
<thead>
<tr>
<th>First Subsequent Year 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Col. 1)</td>
</tr>
<tr>
<td>Latest Board-Approved Budget As of 3/1/23</td>
</tr>
<tr>
<td>ADA=1,033.50</td>
</tr>
<tr>
<td>OPERATING REVENUES: LCFF ADA</td>
</tr>
<tr>
<td>LCFF Sources</td>
</tr>
<tr>
<td>(K01-8099)</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>OPERATING EXPENDITURES</td>
</tr>
<tr>
<td>1000 Certificated Salaries</td>
</tr>
<tr>
<td>2000 Classified Salaries</td>
</tr>
<tr>
<td>3000 Benefits</td>
</tr>
<tr>
<td>4000 Instructional Supplies</td>
</tr>
<tr>
<td>5000 Contracted Services</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
</tr>
<tr>
<td>7000 Other</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>OPERATING SURPLUS/(DEFICIT)</td>
</tr>
<tr>
<td>Other Sources and Transfers In</td>
</tr>
<tr>
<td>Other Uses and Transfers Out</td>
</tr>
<tr>
<td>CURRENT YEAR INCREASE/(DECREASE) TO FUND BALANCE</td>
</tr>
<tr>
<td>BEGINNING FUND BALANCE (9791)</td>
</tr>
<tr>
<td>(Pulls from prior year EFB)</td>
</tr>
<tr>
<td>Prior-Year Adjustments (9792-9795)</td>
</tr>
<tr>
<td>NET BEGINNING BALANCE</td>
</tr>
<tr>
<td>ENDING FUND BALANCE (EFB)</td>
</tr>
<tr>
<td>COMPONENTS OF EFB (above):</td>
</tr>
<tr>
<td>Nonspendable (9711-9719)</td>
</tr>
<tr>
<td>Restricted (9740)</td>
</tr>
<tr>
<td>Committed (9750-9756)</td>
</tr>
<tr>
<td>Assigned (9780)</td>
</tr>
<tr>
<td>Reserve Economic Uncertainties (9789)</td>
</tr>
<tr>
<td>Unassigned/Unappropriated (9790)</td>
</tr>
<tr>
<td>State Minimum Reserves %</td>
</tr>
<tr>
<td>Are budgets in balance?</td>
</tr>
<tr>
<td>Did you adjust reserves? s/b $0</td>
</tr>
<tr>
<td>RESERVE %</td>
</tr>
</tbody>
</table>

**Assumptions used for LCFF Gap%, Unduplicated %, Other Revenue COLAs, Add/Reduced staffing, etc., explain below:**

**Assumptions:**
1. Costs for the tentative agreement including a 4.5% increase to CSEA salaries were already included in the 2022-23 Second Interim Multiyear Projection Report for the 2023-24 year; therefore, no adjustments in column 2 are necessary.
### SUMMARY OF PROPOSED AGREEMENT

**BETWEEN THE**

**WHEATLAND UNION HIGH SCHOOL DISTRICT**

<table>
<thead>
<tr>
<th>Second Subsequent Year 2023 - 2024</th>
<th>(Col. 1)</th>
<th>(Col. 2)</th>
<th>(Col. 3)</th>
<th>(Col. 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Revenues: LCFF ADA</strong></td>
<td>USD 1,039,85</td>
<td>USD 1,039,85</td>
<td>USD 17,382,454.00</td>
<td>USD 17,382,454.00</td>
</tr>
<tr>
<td>LCFF Sources</td>
<td>USD 17,382,454.00</td>
<td>USD 17,382,454.00</td>
<td>USD 17,382,454.00</td>
<td>USD 17,382,454.00</td>
</tr>
<tr>
<td>Remaining Revenues</td>
<td>USD 3,532,699.00</td>
<td>USD 3,532,699.00</td>
<td>USD 3,532,699.00</td>
<td>USD 3,532,699.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>USD 20,915,153.00</td>
<td>USD 20,915,153.00</td>
<td>USD 20,915,153.00</td>
<td>USD 20,915,153.00</td>
</tr>
</tbody>
</table>

### Operating Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>(Col. 1)</th>
<th>(Col. 2)</th>
<th>(Col. 3)</th>
<th>(Col. 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Certified Salaries</td>
<td>USD 7,644,331.00</td>
<td>USD 0.00</td>
<td>USD 0.00</td>
<td>USD 7,644,331.00</td>
</tr>
<tr>
<td>2000 Classified Salaries</td>
<td>USD 4,257,714.00</td>
<td>USD 69,897.00</td>
<td>USD 0.00</td>
<td>USD 4,327,611.00</td>
</tr>
<tr>
<td>3000 Benefits</td>
<td>USD 4,940,276.00</td>
<td>USD 15,539.00</td>
<td>USD 0.00</td>
<td>USD 4,955,815.00</td>
</tr>
<tr>
<td>4000 Instructional Supplies</td>
<td>USD 1,321,739.00</td>
<td>USD 0.00</td>
<td>USD 0.00</td>
<td>USD 1,321,739.00</td>
</tr>
<tr>
<td>5000 Contracted Services</td>
<td>USD 2,736,101.00</td>
<td>USD 0.00</td>
<td>USD 0.00</td>
<td>USD 2,736,101.00</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>USD 191,301.00</td>
<td>USD 0.00</td>
<td>USD 0.00</td>
<td>USD 191,301.00</td>
</tr>
<tr>
<td>7000 Other</td>
<td>USD 102,417.00</td>
<td>USD 0.00</td>
<td>USD 0.00</td>
<td>USD 102,417.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>USD 21,193,879.00</td>
<td>USD 85,346.00</td>
<td>USD 0.00</td>
<td>USD 21,279,225.00</td>
</tr>
</tbody>
</table>

### Operating Surplus/(Deficit)

<table>
<thead>
<tr>
<th>Source or Transfer in</th>
<th>(Col. 1)</th>
<th>(Col. 2)</th>
<th>(Col. 3)</th>
<th>(Col. 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Sources and Transfers In</td>
<td>USD 279,726.00</td>
<td>USD 0.00</td>
<td>USD 0.00</td>
<td>USD (364,072.00)</td>
</tr>
<tr>
<td>Other Use and Transfers Out</td>
<td>USD 987,753.00</td>
<td>USD 0.00</td>
<td>USD 0.00</td>
<td>USD 987,753.00</td>
</tr>
<tr>
<td><strong>DECREASE TO FUND BALANCE</strong></td>
<td>USD (1,266,479.00)</td>
<td>USD (85,346.00)</td>
<td>USD 0.00</td>
<td>USD (1,351,825.00)</td>
</tr>
</tbody>
</table>

### Beginning Fund Balance (9791)

<table>
<thead>
<tr>
<th>From Prior Year EFB</th>
<th>(Col. 1)</th>
<th>(Col. 2)</th>
<th>(Col. 3)</th>
<th>(Col. 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD 6,837,873.00</td>
<td>USD 0.00</td>
<td>USD 0.00</td>
<td>USD 0.00</td>
<td>USD 6,837,873.00</td>
</tr>
</tbody>
</table>

### Ending Fund Balance (EFB)

<table>
<thead>
<tr>
<th>(Col. 1)</th>
<th>(Col. 2)</th>
<th>(Col. 3)</th>
<th>(Col. 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD 5,571,394.00</td>
<td>USD (85,346.00)</td>
<td>USD 0.00</td>
<td>USD 5,486,048.00</td>
</tr>
</tbody>
</table>

### Components of EFB (above): (use whole rounded numbers only)

- Nonspendable (9711-9719): USD 5,000.00
- Restricted (9740): USD 1,504,262.00
- Committed (9750/9760): USD 0.00
- Assigned (9780): USD 260,569.00
- Reserve Economic Uncertainties (9789): USD 3,770,877.00 (85,346.00) 0.00 USD 3,635,531.00
- Unassigned/Unappropriated (9790): USD 30,996.00 0.00 0.00 USD 30,996.00
- State Minimum Reserve %: 3.00 %
- Meets: 3.00 %

### Assumptions used for LCFF Gap %, Unduplicated %, Other Revenue COLAS, Add/Reduce Staffing, etc., explain below:

1. Costs for the proposed salary increases are effective 7/1/2023, therefore there are no changes to 2022-23 budget.

### Multi-Year Contract Agreement Provisions:

- The proposed agreement contains the following COLAs and other compensation/non-compensation provisions for subsequent years as follows (text pulls into disclosure): Send copy of final agreement to BAS upon Board Approval

### Salary Schedule Increases to Follow CSEA Settlement:

- 2023-2024: Salary schedule increase of 4.5% effective July 1, 2023
- 2023-2024: Salary schedule increase of 2.5% effective July 1, 2024
- 2024-2025: Salary schedule increase of 2.5% effective July 1, 2025

### Section 11: Financial Impact of Proposed Agreement in Subsequent Fiscal Years:

- The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years. (Include any compensation/noncompensation provisions specified below.) (text pulls into disclosure):

<table>
<thead>
<tr>
<th>Year</th>
<th>Cola Increase %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023-24</td>
<td>6.22%</td>
</tr>
<tr>
<td>2024-25</td>
<td>3.94%</td>
</tr>
<tr>
<td>2025-26</td>
<td>3.29%</td>
</tr>
</tbody>
</table>
SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE WHEATLAND UNION HIGH SCHOOL DISTRICT

Section 12: NARRATIVE OF AGREEMENT: Provide a brief narrative of the proposed changes in compensation or health premiums, including percentage changes, effective dates, and comments and/or explanations. (text pulls into disclosure):

Salary Schedule Increases to Follow CSEA Settlement of 2023-2024: Salary schedule increase of 4.5% effective July 1, 2023 2023-2024: Salary schedule increase of 2.5% effective July 1, 2024 2024-2025: Salary schedule increase of 2.5% effective July 1, 2025

Section 13: SOURCE OF FUNDING FOR PROPOSED AGREEMENT: Provide a brief narrative of the funds available in the current year to provide for the costs of this agreement. (text pulls into disclosure):

Funds to support the proposed agreement are provided by LCFF COLA of 8.22% in 23-24, LCFF COLA of 3.94% in 24-25, and LCFF COLA of 3.29% in 25-26. Please note the assumptions provided for COLA into the Second Interim MYP were based on the Governor's Revised May Budget Proposal.

ADDITIONAL FISCAL INDICATORS- CRITERIA AND STANDARDS A.5.

This section is in response to the Criteria and Standards Additional Fiscal Indicators A.5., which asks: "Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state cost of living adjustment."

Section 14: COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING FORMULA (LCFF):

(A) Current-year (CY) LCFF Average Rate per ADA:
   (CY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)
   Estimated
   $16,142.00

(B) Less Prior-Year (PY) LCFF BASIC Calculator Rate per ADA:
   (PY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)
   $14,254.00

(C) = Amount of Current-Year Increase or (decrease): (A) minus (B)
   1,888.00

(D) = Percentage increase or (decrease) in LCFF per ADA: (C) divided by (B)
   13.25%

(E) ADA Increase/Decrease from Prior Year as %
   Current year P-2 LCFF funded ADA (greater of PY guarantee or current year)
   1,033.50
   Prior Year P-2 LCFF funded ADA (greater of PY guarantee or current year)
   1,036.19

(F) Total LCFF % increase or (decrease) plus ADA % change
   12.99%

(G) Indicate Total Settlement Percentage Change from Section 5
   3.85%

If proposed agreement % on Line G is greater than Line F, please provide explanation below:

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official upon submission to the Governing Board and by the Board President upon formal Board action on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200, AB 2756, GC 3647.5, and GC 3540.2.

WE HEREBY CERTIFY THAT THE COSTS INCURRED BY THE SCHOOL DISTRICT UNDER THIS AGREEMENT CAN BE MET BY THE DISTRICT DURING THE TERM OF THE AGREEMENT

Thursday, June 15, 2023

Thursday, June 15, 2023

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on Thursday, June 22, 2023 took action to approve the proposed Agreement with the Bargaining Unit.

#REF!

President, Governing Board - signature

Date
FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

WHEATLAND UNION HIGH SCHOOL DISTRICT

Government Code Section 3547.5: Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE
CLASSIFIED CONFIDENTIAL BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on 04/20/23

A. PERIOD OF AGREEMENT:
The proposed bargaining agreement covers the period beginning 07/01/23 and ending 06/30/26 for the following fiscal years 2023-24 2023-24, 2024-25, 2025-26

B. TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)
The total change in costs for salaries and employee benefits in the proposed agreement:
1. Current Year Costs Before Agreement $1,403,773.45
2. Current Year Costs After Agreement $1,457,770.97
3. Total Cost Change $53,997.52
4. Percentage Change 3.85%
5. Value of a 1% Change 11,999

C. PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE
The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:
1. Salary Schedule change (% Change To Existing Salary Schedule)
   ( % change for one time bonus/stipend or salary reduction) 4.5%
2. Step & Column
   (Average % Change Over Prior Year Salary Schedule) 2.0%
3. TOTAL PERCENTAGE CHANGE FOR THE AVERAGE, REPRESENTED EMPLOYEE 6.5%
**WHEATLAND UNION HIGH SCHOOL DISTRICT**

4. Change in # of Work Days (+/-) Related to % Change
   
5. Total # of Work Days to be provided in Fiscal Year  
   260  

6. Total # of Instructional Days to be provided in Fiscal Year  
   (applicable to Certificated BU agreements only)  
   180  

**D. PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

1. Cost of Benefits Before Agreement  
   422,303.59  

2. Cost of Benefits After Agreement  
   432,134.97  

3. Percentage Change in Total Costs  
   2.33%  

**E. IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1. Based On Total Expenditures and Other Uses 
   in the General Fund of:  
   $ 24,352,243.00  

2. Percentage Reserve Level  
   State Standard for District:  
   3.0%  

3. Amount of State Minimum Reserve Standard:  
   $ 730,567.29  

**SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES** to meet the minimum recommended level **AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:**

**GENERAL FUND RESERVES** (Fund 01 Unrestricted ONLY)

4. Reserve for Economic Uncertainties (Object 9789)  
   $3,309,788.00  

5. Unassigned/Unappropriated 
   (Object 9790)  
   $4,974.00  

6. Total Reserves: (Object 9789 + 9790)  
   $3,314,762.00  

**SPECIAL RESERVE FUND** (Fund 17, as applicable)

7. Reserve for Economic Uncertainties  
   (Object 9789)  

**TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:**

8. General Fund & Special Reserve Fund:  
   $3,314,762.00  

9. Percentage of General Fund Expenditures/Uses  
   13.61%  

Difference between District Reserves and Minimum State Requirement  
$2,584,194.71
F. MULTIYEAR CONTRACT AGREEMENT PROVISIONS
Salary Schedule Increases to Follow CSEA Settlement of:
2023-2024: Salary schedule increase of 4.5% effective July 1, 2023
2023-2024: Salary schedule increase of 2.5% effective July 1, 2024
2024-2025: Salary schedule increase of 2.5% effective July 1, 2025

G. FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS
The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):
LCFF COLA increase based on Governor’s May Revise of:
2023-24 8.22%
2024-25 3.94%
2025-26 3.29%
FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

WHEATLAND UNION HIGH SCHOOL DISTRICT

H. NARRATIVE OF AGREEMENT
Salary Schedule Increases to Follow CSEA Settlement of:
2023-2024: Salary schedule increase of 4.5% effective July 1, 2023
2023-2024: Salary schedule increase of 2.5% effective July 1, 2024
2024-2025: Salary schedule increase of 2.5% effective July 1, 2025

I. SOURCE OF FUNDING FOR PROPOSED AGREEMENT
The following source(s) of funding have been identified to fund the proposed agreement.
Funds to support the proposed agreement are provided by LCFF COLA of 8.22% in 23-24; LCFF COLA of 3.94% in 24-25; and LCFF COLA of 3.29% in 25-26. Please note the assumptions provided for COLA into the Second Interim MYP were based on the Governor's Revised May Budget Proposal.
FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )

WHEATLAND UNION HIGH SCHOOL DISTRICT

<table>
<thead>
<tr>
<th>CERTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.</td>
</tr>
</tbody>
</table>

Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

<table>
<thead>
<tr>
<th>District Superintendent - signature</th>
<th>4/7/2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Business Official - signature</td>
<td>4/7/2023</td>
</tr>
</tbody>
</table>

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on 04/20/23 took action to approve the proposed Agreement with the

<table>
<thead>
<tr>
<th>CLASSIFIED CONFIDENTIAL</th>
</tr>
</thead>
</table>

Bargaining Unit.

<table>
<thead>
<tr>
<th>President, Governing Board (signature)</th>
<th>Date</th>
</tr>
</thead>
</table>