



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone
Wheatland School District	Craig M. Guensler, Superintendent	cguensler@wheatland.k12.ca.us (530) 633-3130 ext. 1116

Goals and Actions

Goal 1

Goal #	Description
1	Our goal for the coming school year is to boost the success of all our students, including those in special education, English language learners, economically disadvantaged students and those in foster care. Our strategy is to promote active learning and enrich both in-class and out-of-school experiences. The upcoming academic year is the set period for reaching this goal and implementing the relevant strategies. The start of the new school year will mark the beginning of these efforts, where focus will be on making the teaching-learning process more engaging and providing additional academic support throughout the year, culminating in a thorough evaluation at the end of the term. We will evaluate our success meticulously using a variety of metrics. Improvements in student achievement, especially among special education students, English language learners, low-income students, and foster youth, will be measured by examining standardized test scores, periodic formative assessments, and annual summative assessments. We will also monitor and record student engagement in curriculum and extracurricular activities throughout the year for a comprehensive look at progress made.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 1 Mid-Year Progress	Desired Outcome for 2026-2027
1.1	Implementation of State Standards	The Self Reflection tool will indicate the baseline this year			100% of state standards have been implemented	
1.2	Percent of students reclassified as Fluent English Proficient	24% of our students were reclassified			5% of our current studies being served have been reclassified	
1.3	Percent of students Proficient Advanced on CELDT/ELPAC	15.94% of Proficient Advanced			0% of Proficient Advanced	
1.4	Percent of students advancing grade level on Accelerated Reader	61% of students advancing grade level on AR			82% of students have advanced on AR	
1.5	Percent of students ready for next grade level in math as measured by local formative assessments	64% of students are ready for next grade level in math			75% of students are ready for next grade level in Math	
1.6	Student achievement growth on CAASPP assessments as	2020/21 will be the new baseline for students that met			2024 Baseline: ELA: 46.84% Met or exceeded standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 1 Mid-Year Progress	Desired Outcome for 2026-2027
	measured by average scale score in math and ELA	level 3 or above for ELA and Math			Math: 40.03% Met or exceeded standard	
1.7	100% students have access and enrollment in all required courses of study	100% students have access and enrollment in all required courses of study			100% students have access and enrollment in all required courses of study	
1.8	Implementation of Technology Plan	30% of the technology plan was implemented			100% of our Tech plan is currently being implemented	
1.9	Implementation of Professional Learning	2020/21 will be the new baseline for Professional Learning plan implementation			Professional learning is taking place monthly. This is something we continue to try to accomplish given the funding constraints and lack of appropriate staff development available	
1.10	100% of students have standards-aligned instructional materials as measured by Williams Act.	100% of our students having standards aligned instructional materials			All of our materials are standards aligned and we are looking to update our math curriculum.	
1.11	Special Ed Services will be increased	The District will bring back the programs serviced by the county in July of 2021			We continue to add or qualify students with disabilities and our staffing continues to meet the needs of the number of students.	

Insert or delete rows, as necessary.

Actions & Services

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
1.1	Provide extensive professional development for all our teachers. Included in this initiative is the implementation of		Partially Implemented	We still have professional development session planned for the remainder of the school year.			\$nan

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
	<p>iReady, continued development of Transitional Kindergarten (TK), and the establishment of STEM (Science, Technology, Engineering, Math) instruction for the 6th through 8th grades.</p> <p>Furthermore, we incorporate the California State Teaching Standards throughout grades K-8. We will emphasize proactive science instruction from TK-8 during minimum school days. In order to ensure success, this professional development endeavor will also utilize additional school calendar days and, if necessary, seek support from external service providers. Action Items: Professional Development</p>						
1.2	<p>Sustaining the allocation of dedicated staff members in order to strengthen our Class Size Reduction (CSR) initiatives. This will be particularly focused on the Transitional Kindergarten (TK) to 3rd-grade levels. We believe this approach will ensure both consistency and improvement in Full-Time Equivalent (FTE) education strategies. Action Items: Salaries Benefits</p>		Fully Implemented	We have achieved our goal to get each class level into the range we had targeted.			\$nan
1.3	<p>Reinforce technology in all schools by enhancing our</p>		Partially Implemented	We are still implementing a new firewall and we are two-thirds of			\$nan

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
	network infrastructure. We will also maintain the provision of individual student devices for students in grades 2 through 8 in alignment with the technology curriculum. Action Items: Purchase, replacement, maintenance, upkeep. - Devices - Technology Curriculum - Network Infrastructure			the way for new cameras throughout all of our school sites.			
1.4	Employ a holistic data system tailored specifically to providing formative, interim, and summative evaluations for students in grades 3 to 8. Alongside this, we're also expanding the use of the Accelerated Reader program and I-Ready program to include all students from Transitional Kindergarten (TK) through Grade 8. Action Items: Accelerated Reader Program I-Ready Other Software		Fully Implemented	All data and evaluation systems have been implemented and deployed.			\$nan
1.5	Creation of an administrative role exclusively focused on data accumulation and entry. This key position will also be charged with managing the Local Control and Accountability Plan (LCAP) as well as supervising the comprehensive incorporation of various academic programs throughout the district.		Planned	Though the action is still planned, we have not yet implemented it due to financial constraints for this action.			\$nan

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
	Action Items: District Admin Stipend						
1.6	Increasing the involvement of para-educators for Foster Youth, Low Income, and English Learner students. This effort will be reinforced by extending service hours and making these supports available to a wider range of grade levels. Action Items: Para Education Salary Benefits		Fully Implemented	We have increased the number of care educators in our district and have fulfilled needed positions as necessary.			\$nan
1.7	This measure involves our teachers collecting and evaluating the academic performance of students, with a specific focus towards English Learners, Foster Youth, and Low-Income student groups. However, this evaluation process is not limited, but also involves monitoring the progress of every student group. Action Items: Teachers' Salaries Benefits		Fully Implemented	We have established and held monthly interactions during minimum days for our teachers to collaborate to achieve this action.			\$nan
1.8	Investing in supplementary educational resources. These materials will not only boost engagement, especially for our unique student populations, but also encourage improved attendance. Ultimately, this initiative is designed to elevate the overall academic performance of all our students. Action Items: Supplemental Materials		Fully Implemented	We have continually purchased new materials as they become available.			\$nan

Insert or delete rows, as necessary.

Goal 2

Goal #	Description
2	Our primary focus for the upcoming academic year is to recruit and retain competent teachers and staff, while ensuring safe and conducive learning environments. We have developed comprehensive strategies for robust recruitment and effective retention of staff, as well as consistent maintenance of our facilities according to state and federal guidelines. The timeline for this endeavor is one academic year. Recruitment activities will begin as the year starts and continue as needed throughout the year. Efforts towards staff retention and facilities' upkeep will be ongoing endeavors throughout the year. The effectiveness of our strategic plan will be evaluated using stringent measurement techniques including hiring rates, staff turnover rates, and length of service. The quality of our campus environments will be assessed based on cleanliness, safety, and availability of resources. If any performance metrics fall short of our benchmarks, we will promptly implement corrective measures.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 1 Mid-Year Progress	Desired Outcome for 2026-2027
2.1	Teacher assignment and credentials as measured by Williams Act.	90.5% of our teachers and principals are highly qualified			95% of our teachers are highly qualified based on credential information. 100% of our Principals are highly qualified.	
2.2	School facilities maintained as measured by Williams Act.	100% of our facilities have a Good/Exemplary rating			100% School facilities are continuing to have the Good/Exemplary rating	

Insert or delete rows, as necessary.

Actions & Services

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
2.1	Establish a comprehensive strategy to maintain the employment of our esteemed Highly Qualified staff. This commitment		Fully Implemented	Our current strategy that we have in place has proven successful in maintaining our highly qualified staff and hiring new team members.			\$nan

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
	extends to personnel in every sector of our district, encompassing those in certified, unclassified, and administrative roles. Action Items: Salary Benefits						

Insert or delete rows, as necessary.

Goal 3

Goal #	Description
3	District will increase engagement of parents, students, and the larger community to boost trust and improve performance amongst all students. This initiative is based on integrity, data dissemination, and fortified communication. Its purpose is to enhance stakeholder participation impacting positively on educational outcomes of all students, inclusive but not limited to Special Education, English Learners, low-income families, and Foster Youth. This journey sets to begin the forthcoming academic year, providing ample time for meticulous planning to ensure effective delivery. The implementation stages are designed to meet this timeline with required transparency and accountability. The goal will be measured using quantifiable metrics. Periodic surveys will be conducted to assess the level of engagement; data will be analyzed and shared openly. Educational outcomes for all students will be evaluated against set targets, with a focus on Special Education, English Learners, lower-income students, and Foster Youth. Our unwavering commitment to this goal emphasizes the need for specificity and detail.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 1 Mid-Year Progress	Desired Outcome for 2026-2027
3.1	Student attendance rates for all students	We currently have a 96.7 Student Attendance Rate			Our student attendance continues to be a challenge. We average about 8% absentism and need to improve. We have implemented a new independent study to help in some areas.	
3.2	Reduce chronic absentee rates for all students	We currently have a 3.3% chronic absentee rates for all students			We currently have a 13.4% chronic absentee rate for all students	
3.3	Reduce middle school dropout rates for all students	We currently have a .17% Middle school dropout rate			We currently have a .17% Middle school dropout rate	
3.4	Reduce pupil suspension rates for all students	We currently have a 4.2% Pupil suspension rates			We currently have a 2.6% Pupil suspension rate	
3.5	Reduce pupil expulsion rates for all students	We currently have a .1% Pupil expulsion rates			We currently have a 0% Pupil expulsion rate	
3.6	California Healthy Kids Survey Students Feeling Safe	58% of those surveyed perceived			This is an every other year survey so the percentage has not been measured this year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 1 Mid-Year Progress	Desired Outcome for 2026-2027
		the school to be safe or very safe				
3.7	California Healthy Kids Survey Students Feeling Connected to School	57% of those surveyed felt connected to the school			This is an every other year survey so the percentage has not been measured this year	
3.8	California Healthy Kids Survey response rate	CHKS Parent response rate = 84%			This is an every other year survey so the percentage has not been measured this year	
3.9	Local parent survey response rate for all student subgroups	We had a 10% local parent survey response rate			This is an every other year survey so the percentage has not been measured this year	

Insert or delete rows, as necessary.

Actions & Services

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
3.1	Providing necessary staff, materials, and support for the smooth operation of Family Resource Centers (FRCs) across all school sites. This pledge constitutes our efforts to enhance community involvement and ensure quality education.		Fully Implemented	We are using a combination of general funds as well as after school ELOP funding to accomplish this goal.			\$nan
3.2	Implement and continually sustain the use of communication programs like School Way, Class Dojo, and Remind. In addition to this, our district and school websites will be consistently maintained and updated. This strategy is designed to bolster communication with all		Fully Implemented	Principals and all of our site administrators continually communicate with their communities utilizing our communication programs like School Way, ClassDojo, and Remind. Our websites have been maintained with new information as well.			\$nan

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
	stakeholders within our broader community.						
3.3	Introduce thorough Social Emotional Counseling Services. This action will bolster student success by integrating essential emotional aids and nurturing an accommodating social environment for learning.		Fully Implemented	We have a counselor at each of our school sites to maintain our social-emotional performance across our district. These counselors support our students as needed at each site.			\$nan
3.4	Enhance the use of the Renaissance student recognition program. Our project concentrates on implementing effective tactics to improve performance and acknowledgment of high-achieving students throughout the district.		Fully Implemented	Renaissance continuously runs across all of our school sites and we have empowered our school sites to recognize all of our students.			\$nan
3.5	Allocate staff stipends for Academic Intervention, which are targeted at assisting distinguished students. This includes, but is not limited to: English Learners (EL), Foster Youth, and economically disadvantaged student groups. At the same time, our commitment extends to providing extracurricular activities such as The High Achiever Club, After School Programs, Middle School sports, and Music programs. These programs are designed to reach students from the first up to the eighth grade.		Partially Implemented	We have successfully implemented all needed stipends in programming for our extracurricular activities beyond our music program. We are still in search of a music director for our music program.			\$nan

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
3.6	Organizing and implementing a range of engaging parental and community participation events each trimester. These events could include instructional activities based around math, STEM-related topics, and Art fields.		Fully Implemented	Our school sites have monthly meetings with parents as well as specialized events to increase community engagement.			\$nan
3.7	Improve the technological capabilities of the School Attendance Review Team (SART). This is done through the establishment of highly efficient RaaWee Software. This move symbolizes our unwavering dedication to operational efficiency and effective stakeholder communication.		Partially Implemented	Our SART team is established though we did not move forward with the raw weed software because we did not find it to be cost effective for our needs.			\$nan
3.8	A two-pronged approach that encapsulates consistent Probation Officer Student Checks and regular SARB meetings. The core objective of this strategy is to actively track student progress and forge a collaborative and engaged relationship with all our associated stakeholders. Through this endeavor, we aim to foster improved educational outcomes.		Partially Implemented	We do not yet have our own probation officer on our school sites, though we are able to fulfill this need utilizing the resources of Wheatland Union High and the County Office.			\$nan
3.9	Meetings specifically designed to address absenteeism and establishing an all-call messaging system.		Fully Implemented	This is an ongoing initiative where each of our school sites have continuous conversations with the appropriate community members and parents to			\$nan

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
	Through these methodologies, we aim to secure comprehensive communication with everyone involved.			address absenteeism and to ensure that parents are notified and have plans in place to improve their at-risk students' absenteeism.			

Insert or delete rows, as necessary.

Goal 4

Goal #	Description
4	Enhancing participation and success of students with disabilities in general education classrooms. To reach our goal, we will employ effective inclusive education strategies. These include suitable modifications and accommodations, use of co-teaching models and professional growth for teachers on best practices in special education. The implementation of these strategies occurs throughout the academic year, starting from day one and modified continuously based on progress evaluation. Teacher training will begin at the school year's start, with follow-up sessions held throughout the year. We will ensure adjustments are made promptly to cater for individual student needs. For measuring goal effectiveness, we will use diverse evaluation tools, both qualitative and quantitative. We will track the number of special needs students in general classrooms and monitor their academic performance via various methods. These include standardized tests, classroom assessments, and progress on individual education plan goals. We will also gather teacher feedback and parent surveys to assess engagement and integration levels in classrooms. Plus, we will evaluate teachers after their professional development sessions to improve future strategies. This comprehensive method enables us to thoroughly gauge our inclusive education initiative's success.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 1 Mid-Year Progress	Desired Outcome for 2026-2027
4.1	Percent of general education inclusion time for students with disabilities.	0% of general education inclusion time for students with disabilities.			10% of general education inclusion time for students with disabilities.	

Insert or delete rows, as necessary.

Actions & Services

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
4.1	Joint professional growth and cooperation between mainstream and special education teachers. The prime focus of this initiative is to actively enhance inclusiveness and facilitate the best possible learning outcomes for all students,		Partially Implemented	This is a multi-year initiative and we have already started the professional development for our staff to ensure that they understand what is needed for our students, particularly those with disabilities. We will continue our programming over the coming years.			\$nan

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
	especially those students impeded by disabilities.						
4.2	Staff meetings to promote teamwork and provide training opportunities to our general education and special education teachers and staff. This approach is designed to foster an inclusive, integrated learning environment that effectively caters to the educational needs of students with disabilities.		Partially Implemented	This is a multi-year initiative and we have already started the professional development for our pre-school staff to ensure that they understand what is needed for our students, particularly those with disabilities. We will continue our programming over the coming years.			\$nan
4.3	Procuring dedicated furniture, equipment, and necessary supplies. We are focusing on this specific procurement initiative to help ensure the smooth integration and maximum engagement of students with disabilities in regular education classrooms.		Fully Implemented	All necessary supplies, programming, and staffing has been put in place to support our SDC students.			\$nan
4.4	Hiring para-educators to substantially strengthen our inclusion practices. Our goal is to appropriately accommodate every student's learning needs, leading to noticeably improved educational outcomes for all.		Fully Implemented	All Para Educators are in place to properly support students with differing learning modalities.			\$nan

Insert or delete rows, as necessary.

Goal 5

Goal #	Description
5	The Wheatland School District plans a thorough dedication to insuring and improving the ten Career and Technical Education (CTE) program requirements in the approaching year. This strategy involves a precise plan, careful execution, and periodic monitoring. Steps, including, but not limited to, evaluating the current curriculum, introducing necessary changes, strengthening infrastructure, and providing intensive training to our teachers will be taken. The start of the next school year triggers the implementation process, which begins with a review of the current curriculum against the CTE requirements. Any needed modifications are introduced in the first two months, followed by infrastructure enhancements and teacher training in the next four months. The rest of the year is devoted to continuous monitoring, evaluation, and improvements. The success of these measures, thus reaching our goal, will be measured using various tools. The effectiveness of the revised curriculum will be assessed using student performance metrics such as academic progress in the CTE program. The quality of the improved infrastructure will be measured through facility utilization reports and student surveys. Educator's instructional delivery and its impact on CTE program student outcomes will evaluate the effectiveness of teacher training. Continuous monitoring will allow for adjustments, ensuring compliance with CTE program requirements.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 1 Mid-Year Progress	Desired Outcome for 2026-2027
5.1	CTE Courses aligned to career cluster standards in Ag Natural Resources	3 Current Ag Natural Resources Electives			3 Current Ag Natural Resources Electives	
5.2	CTE Courses aligned to career cluster standards in Art, Media Entertainment	4 Current Art, Media Entertainment Electives			4 Current Art, Media Entertainment Electives	
5.3	CTE Courses aligned to career cluster standards in Communication Technology	2 Current Communication Technology Electives			2 Current Communication Technology Electives	
5.4	PreK - 3rd grade Buddy Program activities aligned to CTE Cluster Standards	Buddy Programs exist in Ag and Music currently			Buddy Programs exist in Ag currently. We were unable to find a music teacher so therefore it is not being offer beyond the natural classroom environment	

Insert or delete rows, as necessary.

Actions & Services

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
5.1	Setting up and endorsing mentoring opportunities. This step will significantly impact student attendance positively, subsequently nurturing an atmosphere that encourages compliance and active involvement in career and technical education program requirements.		Partially Implemented	We are continuously looking for new pathways for us to build out our career technical education programming, particularly to ensure that we align with the high school's programming.			\$nan
5.2	Aiding in the smooth execution and adherence to the necessary protocols associated with the Career and Technical Education Program, while ensuring the highest level of compliance.		Partially Implemented	We are continuously looking at the needs of our Ag students to properly support them, though we have been encumbered by the lack of grant funding in recent years. We are exploring new avenues for funding of these programs.			\$nan
5.3	Focus on corrective measures for our existing Agricultural Facilities, which are currently facing certain limitations. Simultaneously, we are motivated to establish new Agricultural Facilities to accommodate and support the growing needs of our educational community.		Partially Implemented	So far in the 2024-2025, school year we have performed many of the planned improvements on our facilities. We are moving in the right direction, with additional upgrades to our CTE facilities to come.			\$nan
5.4	Proactive organization of conferences, competitions, and the hosting of guest speakers, primarily for the FFA Elective. Furthermore, we will be offering travel opportunities, essential for practical experience and		Fully Implemented	Our FFA group takes our students to national conferences. Our program is becoming known throughout the country as one of the high-end programs for our current initiatives.			\$nan

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
	exposure, for both Agricultural and FFA Elective students.						
5.5	Appointing a dedicated Coordinator whose role will include the oversight of our wide-ranging elective program and efficient management of related grants. With this strategic measure, we will ensure our resources are properly allocated as per the governmental regulations on Career and Technical Education. Doing so guarantees our school's compliance in this regard.		Fully Implemented	The Career Path Coordinator has been hired and is in place. We are currently looking for other avenues to keep this position funded as the grant funding for the Career Path Coordinator has ended.			\$nan
5.6	Employing skilled support staff to ensure the safety of our students and to boost opportunities for personal educational development and success in their chosen technical or career-driven fields.		Fully Implemented	We currently have Para Educators in place. We are currently looking for other avenues to keep the positions funded as the grant funding for these positions has ended.			\$nan
5.7	Career fair will broaden the exposure of our students to a myriad of career pathways, thus, our school district will carefully curate experiences and learning initiatives aimed at introducing distinct professional courses in their many varied aspects.		Partially Implemented	This is a spring time event. Currently being coordinated.			\$nan

Insert or delete rows, as necessary.