

Mid-Year Monitoring Goals, Actions, and Resources

2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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 GuenslerSuperintendent	cguensler@wheatland.k12.ca.us5306333130

Wheatland School District 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.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 2 Mid-Year Progress	Desired Outcome for 2026-2027
1.1	Execution Assessment of State Educational Standards	The Self Reflection tool will establish the baseline for the current year.	Execution assessment of state educational standards involves evaluating how effectively schools and educators implement the required curriculum and instructional practices outlined by the state. This process examines whether teaching aligns with established academic benchmarks, how well students are mastering the expected knowledge and skills, and whether resources and support systems are adequately in place. It often includes analysis of standardized test results, classroom observations, curriculum reviews, and	None	100% Compliance	100% compliance with the given regulations.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 2 Mid-Year Progress	Desired Outcome for 2026-2027
			teacher feedback to ensure accountability and continuous improvement in educational outcomes.			
1.2	Percentage of Students Reclassified as English Proficient	Group: Our Students - 9% were reclassified in the academic year of 2022-2023.	Group: Our Students - 54.24% were reclassified in the academic year of 2023-2024.	None	Group: Our Students - 57.5% were reclassified in the academic year of 2024-2025.	Half of students will have been successfully reclassified as possessing proficiency in English fluency.
1.3	Percentage of Level 4 Achievers on CELDT/ELPAC	Student Group: -50% of students have achieved Level 4, denoted as Well Developed on the CELDT/ELPAC evaluation.	Student Group: -46.15% of students have achieved Level 4, denoted as Well Developed on the CELDT/ELPAC evaluation. 18% (15/83) of students achieved Level 4 (the highest performance level) on the Summative English Language Proficiency Assessments for California (ELPAC)	None	Student Group: -50.15% of students have achieved Level 4, denoted as Well Developed on the CELDT/ELPAC evaluation. 18% (15/83) of students achieved Level 4 (the highest performance level) on the Summative English Language Proficiency Assessments for California (ELPAC)	60% of students will perform at a Level 4(Well Developed) status
1.4	Percentage of Grade Level Advancement in Accelerated Reader	Student Group: -72% are demonstrating academic progression.	74% are demonstrating academic progression.	None	78% are demonstrating academic progression.	90% of the students will have demonstrated substantial academic progress
1.5	Percentage of Students Prepared for Subsequent Grade Math	Group: Students - Metric: 65% projected readiness for the commencing academic year's math curriculum.	Group: Students - Metric: 80% projected readiness for the commencing academic year's math curriculum.	None	Group: Students - Metric: 84% projected readiness for the commencing academic year's math curriculum.	85% of students will have prepared for their upcoming grade level in Mathematics.
1.6	CAASPP Average Scale Score Growth: Math and ELA	<ul style="list-style-type: none"> · 48.37% of the cohort have met or exceeded the standard in English Language Arts (ELA) · 43.27% of the cohort have met or exceeded the standard in Mathematics 	<ul style="list-style-type: none"> · 46.84% of the cohort have met or exceeded the standard in English Language Arts (ELA) · 40.03% of the cohort have met or exceeded the standard in Mathematics 	None	<ul style="list-style-type: none"> · 49.94% of the cohort have met or exceeded the standard in English Language Arts (ELA) · 42.56% of the cohort have met or exceeded the standard in Mathematics 	<ul style="list-style-type: none"> · 55% of students will have successfully met or surpassed the set standard. · 55% of learners will have achieved or exceeded the existing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 2 Mid-Year Progress	Desired Outcome for 2026-2027
						standard for Mathematics.
1.7	Full Student Access and Enrollment in Required Courses	100% enrollment and access to all mandatory courses.	100% enrollment and access to all mandatory courses.	None	100% enrollment and access to all mandatory courses.	Maintain 100%
1.8	Technology Plan Implementation Progress Report	75% of the plan has been implemented	85% of the technology plan was successfully implemented	None	100% of the technology plan was successfully implemented	85% of the technology plan will be successfully implemented
1.9	Professional Learning Implementation Measures and Assessment	Professional Development Period: 1 day	- 8 minimum days - 1 full day of staff development, structured professional development, both in-house and through external partnerships.	None	- 8 minimum days - 1 full day of staff development, structured professional development, both in-house and through external partnerships.	Eight minimum days and 2 full days have been set aside for not only staff development but also for fostering collaboration among the staff members.
1.10	Full Compliance with Williams Act for Instructional Materials	100% have access to instructional materials aligned with educational standards	100% have access to instructional materials aligned with educational standards	None	100% have access to instructional materials aligned with educational standards	100% of students will have access to instructional materials that align with the state's educational standards.
1.11	Enhancement of Special Education Services	These programs have been returned to our school district	Six special education teachers and numerous para-educators providing direct support across all grade levels. Each site has the presence of a school psychologist. District has 1.5 occupational therapy specialists who ensure students receive critical developmental services. Oversight via Special Education Director and Coordinator.	None	Six special education teachers and numerous para-educators providing direct support across all grade levels. Each site has a full time of a school psychologist. District has 1.5 occupational therapy specialists who ensure students receive critical developmental services. Oversight via Special Education Director and Coordinator.	Maintain our independent Special Education Programs within the district. Continue to evaluate reintegration of programs shifted from the County back to the District.

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	Professional Development	No	Partially Implemented	Partially Implemented	We need to continue to find quality professional development for our staff. It is difficult to find and the lack of substitutes makes it difficult to send staff to conferences	\$29,460.00	\$21,882
1.2	Class Size Reduction	No	Fully Implemented	Fully Implemented	We have continued to keep our classes within the range of class size reduction.	\$1,454,302.00	\$727,151
1.3	District Technology	No	Partially Implemented	Partially Implemented	Technology is ever changing so as soon as we get things implemented, along comes something else. We continue to work on keep our technology at its peak for our students.	\$150,000.00	\$52,788
1.4	Data Systems	No	Fully Implemented	Fully Implemented	Full implemented	\$85,000.00	\$16,314
1.5	District Level Support	No	Planned	Planned	Funding continues to be a challenge for District Level Support.	\$10,500.00	\$0.00
1.6	Para Educator Support	No	Fully Implemented	Fully Implemented	We continue to provide a high level of support for our classes and students with Para Support	\$787,660.00	\$548,088
1.7	Grade Level Collaboration	No	Fully Implemented	Fully Implemented	We continue to full implement Grade Level Collaboration.	\$247,051.00	\$204,824
1.8	Supplemental Materials	No	Fully Implemented	Fully Implemented	We provide Supplemental Materials as needed.	\$423,850.00	\$405,978

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.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 2 Mid-Year Progress	Desired Outcome for 2026-2027
2.1	Teacher Assignments and Credentials: Williams Act Compliance	100% of our teachers and principals are highly qualified	100% of our teachers and principals are highly qualified	None	100% of our teachers and principals are highly qualified	100% of our teachers and principals will be highly qualified
2.2	Williams Act Compliance: School Facilities Maintenance Metrics	100% of our facilities have a Good/Exemplary rating	100% of our facilities have a Good/Exemplary rating	None	100% of our facilities have a Good/Exemplary rating	100% of our facilities will continue to have a Good/Exemplary rating

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	Highly Qualified Staffing	No	Fully Implemented		Fully Implemented	\$407,027.00	\$183,162

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.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 2 Mid-Year Progress	Desired Outcome for 2026-2027
3.1	Overall Student Attendance Rate Metrics	Our attendance rate is improving but we still have a high absentee rate.	90% Student Attendance rate	None	92% Student Attendance rate	98% Student Attendance Rate
3.2	Chronic Student Absenteeism Reduction Rates	<ul style="list-style-type: none"> - All Students: 18.8% - EL: 26.4% - Foster Youth: * - Homeless: 39.7% - SED: 26.1% - SWD: 27.5% - African American: 6.5% - American Indian or Alaska Native: * - Asian: 15.4% - Filipino: 0.0% - Hispanic: 21.5% - Native Hawaiian or Pacific Islander: * - White: 17.9% - Two or More Races: 18.2% 	<ul style="list-style-type: none"> - All Students: 13.3% - EL: 14.5% - Foster Youth: * - Homeless: 26.3% - SED: 16.7% - SWD: 17.1% - African American: 12.9% - American Indian or Alaska Native: * - Asian: 0.0% - Filipino: 14.3% - Hispanic: 14.5% - Native Hawaiian or Pacific Islander: * - White: 11.7% - Two or More Races: 16.4% 	None	<ul style="list-style-type: none"> - All Students: 10.10% - EL: 9.30% - Homeless: 32.70% - SED: 13.30% - SWD: 13.40% - African American: 2.60% - Asian: 0.00% - Hispanic: 13.20% - White: 8.60% - Two or More Races: 10.30% 	Less than 2% chronic absentee rate
3.3	Reduction of Middle School Dropout Rates	<ul style="list-style-type: none"> 0% dropout rate - All Students: 0% - EL: 0% - Homeless: 0% - SED: 0% - SWD: 0% 	<ul style="list-style-type: none"> 0% dropout rate - All Students: 0% - EL: 0% - Homeless: 0% - SED: 0% - SWD: 0% 	None	<ul style="list-style-type: none"> Edit 0% dropout rate - All Students: 0% - EL: 0% - Homeless: 0% - SED: 0% - SWD: 0% 	Maintain 0% drop out rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 2 Mid-Year Progress	Desired Outcome for 2026-2027
3.4	Reduction of Pupil Suspension Rates District-Wide	We have less than 1% suspension rate - All Students: 2.9% - English Learners: 3.3% - Foster Youth: * - Homeless: 4.1% - SED: 3.4% - SWD: 3.1% - African American: 3.2% - American Indian or Alaska Native: * - Asian: 7.7% - Filipino: 0.0% - Hispanic: 2.5% - Native Hawaiian or Pacific Islander: * - White: 3.1% - Two or More Races: 2.7%	We have less than 1% suspension rate - All Students: 2.7% - English Learners: 4.7% - Foster Youth: * - Homeless: 3.6% - SED: 3.7% - SWD: 2.8% - African American: 0.0% - American Indian or Alaska Native: * - Asian: 0.0% - Filipino: 0.0% - Hispanic: 2.6% - Native Hawaiian or Pacific Islander: * - White: 3.4% - Two or More Races: 0.6%	None	We have less than 1% suspension rate - All Students: 1.40% - English Learners: 1.30% - Homeless: 1.90% - SED: 2.00% - SWD: 1.70% - African American: 2.60% - Asian: 0.00% - Hispanic: 0.70% - White: 1.80% - Two or More Races: 1.70%	Less than 2% suspension rate
3.5	Reduction of Pupil Expulsion Rates District-wide	0% expulsion rate - All Students: 0% - English Learners: 0% - Homeless: 0% - SED: 0% - SWD: 0% - Hispanic: 0% - White: 0% - Two or More Races: 0%	0% expulsion rate - All Students: 0% - English Learners: 0% - Homeless: 0% - SED: 0% - SWD: 0% - Hispanic: 0% - White: 0% - Two or More Races: 0%	None	2024-25 CA Dashboard Expulsion Rate All Students: 0.00%	0% expulsion rate
3.6	California Student Safety Perception: Healthy Kids Survey	85% of our students feel safe at school	Final data not yet collected, awaiting results	None	88% of our students feel safe at school	90% of our students will feel safe at school
3.7	California Healthy Kids' School Connection Survey	85% of our students feel connected	Final data not yet collected, awaiting results	None	Edit 88% of our students feel connected	90% of our students will feel connected
3.8	Response Rate for California Healthy Kids Survey	CHKS Parent response rate = 75%	Final data not yet collected, awaiting results	None	CHKS Parent response rate = 75%	CHKS Parent response rate = 90%
3.9	Parent Survey Participation Rate: Student Subgroups	We have a least a 50% local parent survey response rate	Parents responded 80% are happy with District services	None	Parents responded 80% are happy with District services	We will have a least a 75% local parent survey response rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 2 Mid-Year Progress	Desired Outcome for 2026-2027
3.10	Chronic Absenteeism Rates: Wheatland Elementary's Disabled Students	Chronically Absent Student rate is 41.7%	Chronically Absent Student rate is 13.3%	None	Chronically Absent Student rate is 20.70%	Chronically Absent Student rate will decrease to 20%
3.11	ELAC/DELAC Parent Survey	Parents responded 66% are happy with District services	Parents responded 80% are happy with District services	None	Parents responded 90% are happy with District services	Parents responded 80% are happy with District services

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	Staff and Support the Family Resource Center	No	Fully Implemented	Fully Implemented		\$210,405.00	\$97,832
3.2	Communication with Parents/Stakeholders	No	Fully Implemented	Fully Implemented		\$17,000.00	\$5,500
3.3	Counseling Services for Student Support	Yes	Fully Implemented	Fully Implemented		\$546,240.00	\$169,986

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
3.4	Student Recognition through Renaissance Program	Yes	Fully Implemented	Fully Implemented		\$67,000.00	\$0.00
3.5	Academic Intervention and Extra Curricular Activities	Yes	Partially Implemented	Fully Implemented		\$1,717,736.00	\$920,957
3.6	High interest parent and community involvement activities	No	Fully Implemented	Fully Implemented		\$5,000.00	\$0.00
3.7	Absent Tracking Software	No	Partially Implemented	Not Implemented		\$10,000.00	\$4000.00
3.8	Probation Partnership	No	Partially Implemented	Fully Implemented		\$2,000.00	\$0.00
3.9	Administration Oversight for Absence Meetings and Messaging	No	Fully Implemented	Fully Implemented		\$2,500.00	\$0.00
3.10	State Attendance Recovery Program Implementation	Yes	Planning	Partially Implmented	We continue to use Independent Study for the Attendance Recovery. Not all parents will do this when their child is out.	\$0.00	\$0.00

Goal 4

Goal #	Description
4	Enhancing participation and success of students with disabilities in general education classrooms.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 2 Mid-Year Progress	Desired Outcome for 2026-2027
4.1	Inclusion Rate for Students with Disabilities in General Education	· % of our students with disabilities are not being included in portions of the general classrooms	≥ 50% of our students with disabilities are being included in portions of the general classrooms	None	≥ 50% of our students with disabilities are being included in portions of the general classrooms	80% of our students with disabilities will be included in portions of the general classrooms

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	Professional Development - Inclusion	No	Partially Implemented	Partially Implemented		\$20,000.00	\$21,882
4.2	Preschool Inclusion - Collaboration	No	Partially Implemented	Fully Implemented		\$44,000.00	\$11,274
4.3	SDC Classrooms	No	Fully Implemented	Fully Implemented		\$70,000.00	\$50,426
4.4	Inclusion Support through Para Educator	No	Fully Implemented	Fully Implemented		\$20,547.00	\$20,547

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.

Expected Annual Measurable Objectives for Goals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 2 Mid-Year Progress	Desired Outcome for 2026-2027
5.1	Alignment of CTE Courses to Ag Natural Resources Standards	Current Ag Natural Resources Electives	Current Ag Natural Resources Electives are aligned	None	Current Ag Natural Resources Electives are aligned	Expand Ag Natural Resources Electives
5.2	CTE Course Alignment with Art and Media Standards	Current Art, Media Entertainment Electives	Current Art, Media Entertainment Electives are aligned	None	Current Art, Media Entertainment Electives are aligned	Expand Art, Media Entertainment Electives
5.3	CTE Courses Compliance with Communication Technology Standards	Current Communication Technology Electives	Current Communication Technology Electives are aligned	None	Current Communication Technology Electives are aligned	Expand Communication Technology Electives
5.4	Pre K-3rd Grade Activities Aligning with CTE Standards	Buddy Programs exist in Ag, PE and Music currently	Buddy Programs exist in Ag, PE and Music currently are aligned	None	Buddy Programs exist in Ag, PE and Music currently are aligned	Maintain Buddy Programs in Ag, PE and Music

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	Support CTE mentoring opportunities for students	No	Partially Implemented	Fully Implemented		\$70,000.00	\$54,919

Action #	Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (Qualitative/Quantitative, Artifacts)	Total Funds Allocated	Mid-Year Expenses
5.2	Expand Ag course offerings	No	Partially Implemented	Partially Implemented		\$165,000.00	\$94,008
5.3	CTE facilities improvement	No	Partially Implemented	Partially Implemented		\$135,000.00	\$21,424
5.4	Provide CTE exposures for students through conferences, contests, and speakers	No	Fully Implemented	Fully Implemented		\$25,000.00	\$0.00
5.5	Provide Career Path Coordinator	No	Fully Implemented	Fully Implemented		\$52,119.00	\$18,111
5.6	Provide support staff for CTE program implementation	No	Fully Implemented	Fully Implemented		\$157,532.00	\$60,632
5.7	Host Career Fair	No	Partially Implemented	Planning		\$1,100.00	\$0.00

Insert or delete rows, as necessary.

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$15,898,343	\$6,182,043
LCFF Supplemental/Concentration Grants	\$1,917,385	\$745,572
All Other State Funds	\$3,847,484	\$1,326,977
All Local Funds	\$2,196,059	\$1,326,977
All Federal Funds	\$2,084,504	\$1,220,717
Total Projected Revenue	\$24,026,390	\$9,524,305
Total Expenditures	\$25,230,945	\$15,036,064