

**REGULAR BOARD MEETING**  
**BOARD OF TRUSTEES**  
**WHEATLAND UNION HIGH SCHOOL DISTRICT**  
1010 Wheatland Road, Wheatland, CA 95692

**Wednesday, March 20, 2024**

**5:00 p.m. Room P-8**

***“Every Day, Every Child, Whatever it Takes”***

## **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

Mr. Lukas Chang, Student Board Member

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**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 a 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. STUDENT AND STAFF RECOGNITIONS – Ms. Edwards, Mr. Moore, Ms. Simpson**

- Students of the Month
- Staff of the Month
- Special Recognition: Yuba County Educator of the Year Nominations
  - William Husse
  - Jessica Ibarra
  - Pam Sullivan

7. **CLOSED SESSION**

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

- **PUBLIC EMPLOYEE / PERSONNEL**

- Title: Certificated, Classified, Administration and Unrepresented Employees

8. **RECONVENE TO OPEN SESSION**

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

10. **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 or is on the consent 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 a 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.*

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

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

12. **PRESENTATIONS**

**12.1 Athletics Report – Mr. Jason Soderlund**

13. **SUPERINTENDENT'S REPORT**

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

14. **DIRECTOR OF CAPITAL PROJECTS, MOT** – Mr. Terry Biladeau

15. **CHIEF BUSINESS OFFICER'S REPORT** – Ms. Kerri Hubbard

- Developer Fee Report

16. **STUDENT BOARD REPRESENTATIVE REPORT** – Mr. Lukas Chang

- *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)*
- *In accordance with Board Bylaw 9322, students and parents/guardians may request that directory information or personal information (as defined in Ed Code 49061 and/or 49073.2) be excluded from the minutes by making a request in writing to the Superintendent or Clerk of the Board.*

**17. PRINCIPAL'S REPORT – Ms. Schandia Edwards**

- Wheatland Union High School
- Edward P. Duplex Continuation High School
- Community Day School

**18. CONSENT AGENDA**

**ACTION NO. 23.067**

**Notice to the Public**

Wheatland Union High School District Governing Board utilizes a consent calendar for items that require the approval of the board but are of routine nature. They act upon these items in one vote. Any member may remove an item for additional questions. Board members receive their agendas and back up materials four days in advance of our meetings. They have the opportunity to ask questions and to do research prior to our meeting. It is their intent to handle the routine items expeditiously, so they have time to address more serious issues.

- A. Approve minutes of the February 28, 2024, Regular Board Meeting
- B. Approve minutes of the February 28, 2024, Special Board Meeting
- C. Approve bills and warrants for February 2024 in the amount of \$1,130,482.81
- D. Approve overnight field trip, FCCLA attending Annual State Leadership Conference in Riverside, California, April 27-30, 2024.
- E. Approve overnight field trip, FFA Ag Welding State Finals in Merced, California, April 26-27, 2024.
- F. Approve hiring the following classified staff:
  - Ruth Saenz, Cook
- G. Accept the resignation of Rocio Lopez, Teacher.

**19. DEFERRED CONSENT ITEMS**

**20. PUBLIC HEARING**

**20.1 PUBLIC HEARING**

***A PUBLIC HEARING WILL BE HELD BY THE GOVERNING BOARD OF WHEATLAND UNION HIGH SCHOOL DISTRICT, for the purpose of implementing school facilities fees in accordance with Education Code Section 17620.***

***The public is invited to provide comment or ask questions on this matter at this time.***

**21. ACTION ITEMS**

**21.1 APPROVE RESOLUTION ADOPTING AND IMPLEMENTING A CHANGE IN LEVEL 1 DEVELOPER FEES LEVIED ON RESIDENTIAL DEVELOPMENT AND LEVYING FEES ON COMMERCIAL AND INDUSTRIAL DEVELOPMENT TO FUND THE CONSTRUCTION AND RECONSTRUCTION OF SCHOOL FACILITIES – Ms. Kerri Hubbard**

**ACTION NO. 23.068**

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**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.

**21.2 APPROVAL OF THE SECOND INTERIM REPORT ON THE FINANCIAL CONDITION OF THE DISTRICT FOR 2023-24 AND APPROVE BUDGET REVISIONS CONTAINED IN THE REPORT – Ms. Kerri Hubbard**

**ACTION NO. 23.069**

**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.

**21.3 APPROVE DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS BE SUBMITTED TO THE COMMISSION ON TEACHER CREDENTIALING FOR THE 2024-25 SCHOOL YEAR – Dr. Nicole Newman**

**ACTION NO. 23.070**

**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.

**21.4 APPROVE WHEATLAND UNION HIGH SCHOOL DISTRICT'S WORKPLACE VIOLENCE PREVENTION PLAN– Dr. Nicole Newman**

**ACTION NO. 23.071**

**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.

**21.5 APPROVE MEMORANDUM OF UNDERSTANDING BETWEEN WHEATLAND UNION HIGH SCHOOL DISTRICT AND WHEATLAND HIGH EDUCATORS' ASSOCIATION OF TEACHERS (W.H.E.A.T.) REGARDING CLASS COVERAGE – Dr. Nicole Newman**

**ACTION NO. 23.072**

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

**21.6 APPROVE GRANT AGREEMENT FOR K-12 STRONG WORKFORCE PROGRAM BETWEEN THE BUTTE-GLENN COMMUNITY COLLEGE DISTRICT AND WHEATLAND UNION HIGH SCHOOL DISTRICT**

*– Dr. Nicole Newman*

**ACTION NO. 23.073**

*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.*

**22. BOARD MEMBER REPORTS / COMMENT**

**23. ITEMS TO BE AGENDIZED FOR THE NEXT REGULAR MEETING**

**24. ADJOURNMENT**

**ACTION NO. 23.074**

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**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](http://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: April 17, 2024**

- *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)*
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*Posted: 03/15/2024 MH*

# Board Update

Meeting Date; **March 20, 2024**

## FMOT Board Meeting Notes

### Capital Projects:

- CTE Science building. **(Closed 3-5-2024)**
- CTE Welding shop. **(Closed 3-5-2024)**
- District Master Plan.
- New Plumas Lake High School. (In Planning)
- T-Mobile Cell Tower **(Received DSA approved plans 8-10-23)**
- Multipurpose Building. **(Received DSA Application Number 9-21-23.)**
- North side Solar. (Contracts are signed) (DIR numbers are assigned)
- Artificial Turf. **(Working on D-Zone surfacing, and punch list corrections.)**

### North Side Solar Project:

- Contracts have been signed.
- 90% plans are in review, the scheduled to go to DSA soon. (Ground breaking June 2024)
- One issue we need to address is existing solar utility conduits run under the footprint of the new multipurpose building and they will need moved for over-ex and soil treatment. Running larger leads to the main switchgear was already figured into the solar project.

### Artificial turf in the Sports Complex:

- Next steps are punch list corrections and close out.
- Open items include; DSA close-out, surfacing, flagpole, fencing & clean-up.
- Work is scheduled March 14-22, stadium will be closed until it's completed.
- We are expecting Frontline to be here 3-19 to replace the solar light on top of the flagpole. We will ask them to level the horizontal bars on the goal posts at the same time.

### Multipurpose Building:

- This project is currently in planning, we have reviewed the 90% plans now in DSA.
- DSA Application number has been assigned 02-121816.

### Cell Tower:

- This project is almost ready to start. We are waiting on contract approvals.
- We have requested installers supply a pathway for fiber for the home side press box as part of the lease agreement. They have offered a \$10,000 "lease signing fee" to cover the cost of running fiber.
- We will request the lighting bracket and height information for the T-Mobile cell tower project.

- Because removing the pole was taken from the scope of work the contractor has agreed to run a fiber pathway to the back of the press box.

**Next steps for the cell tower include:**

1. Contract review and approval. Upon completion of planning lease contracts will be forwarded to the board for final approval.
2. 100% Plans were sent to and approved by DSA. (Approved 8-10-23)
3. Looks like construction can start early June 2024.

**General projects:**

- Add ductwork to welding shop classroom. **(Summer project)**
- Repair interior walls in the weightroom. **(Summer project)**
- LED monument sign repair is scheduled for Wednesday. **(Done)**
- Light timer upgrade. **(Spring Break)**
- Flickering light repair in the D Wing classroom and Girl's restroom in the foyer. **(Spring Break)**
- Install new freezer out by the woodshop. **(Spring Break)**
- Replace roll-up door for the forklift. **(Spring Break)**
- Surplus equipment moves and sales.
- Replace busted ceiling tiles in Boy's team room. **(Spring Break)**
- Re-roof storage building. **(Spring Break)**
- Pour cement patio West of the snack bar. **(Spring Break)**
- Replace Kitchen back door. (Out to bid)
- Repair film on cafeteria window. **(Done)**
- Light repair outside the HS office.
- Pour two 3x5 pads in the D-zone for the pole vault standards. **(Spring Break)**
- Fix the handrail at the east DO door. **(Spring Break)**
- Install a 24X48 greenhouse before the end of the school year. This project may have been put on hold. We may consider buying the greenhouse for assembly later. **(Summer project)**
- Install gutter above south-east district office door. **(Spring Break)**
- Redirect lift station sewer line, hook into city sewer. This project may require us to hook into the sewer line exiting the new Multipurpose building. **(Summer project)**
- Broken window in the HS office. **(Done)**
- Replace 2 broken windows in boys' team room. **(Done)**

**SPECIAL BOARD MEETING**  
**BOARD OF TRUSTEES**  
**WHEATLAND UNION HIGH SCHOOL DISTRICT**  
1010 Wheatland Road, Wheatland, CA 95692

**Wednesday, February 28, 2024**

**4:00 p.m. Room P-8**

## **Unadopted Minutes**

A special meeting of the Wheatland Union High School District Board of Trustees was held on Wednesday, February 28, 2024.

Trustees in attendance included Mr. Tony Lopez, Mrs. Shawndel Meder, Mrs. Patricia Agles, Mr. Ryan Belflower, and Mr. Greg Forest

Also Present: Nicole Newman, Kerri Hubbard, Terry Biladeau, Trent Sommer (CA+SA Studio), and Mona Hood

**1. CALL MEETING TO ORDER**

President Lopez called the meeting to order at 4:02 p.m.

**2. PLEDGE OF ALLEGIANCE TO THE FLAG**

President Lopez led the pledge of allegiance.

**3. ESTABLISHMENT OF A QUORUM**

Mr. Tony Lopez, President	P
Mrs. Shawndel Meder, Clerk	A (arrived at 4:09 p.m.)
Mrs. Patricia Agles, Member	P
Mr. Ryan Belflower, Member	P
Mr. Greg Forest, Member	A (arrived at 4:05 p.m.)
Mr. Lukas Chang, Student Board Member	A

**4. CONFIRMATION OF THE AGENDA**

Superintendent Newman approved the agenda as presented.

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

No one present addressed the board.

**6. BOARD WORKSHOP**

CA+SA Studios' presentation is attached. Discussion on site development and continued design of Plumas Lake High School campus.

**8. ADJOURNMENT**

**ACTION NO. 23.055**

**MOTION** by Shawndel Meder, seconded by Ryan Belflower, to adjourn at 4:47 p.m.  
5 yeas, 1 absent. Motion carries.

Respectfully Submitted:

\_\_\_\_\_  
Nicole Newman, Superintendent

\_\_\_\_\_  
Shawndel Meder, Clerk

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**REGULAR BOARD MEETING**  
**BOARD OF TRUSTEES**  
**WHEATLAND UNION HIGH SCHOOL DISTRICT**  
1010 Wheatland Road, Wheatland, CA 95692

**Wednesday, February 28, 2024**

**5:00 PM Room P-8**

## **Unadopted Minutes**

A regular meeting of the Wheatland Union High School District Board of Trustees was held on Wednesday, February 28, 2024.

Trustees in attendance included Mr. Tony Lopez, Mrs. Shawndel Meder, Mrs. Patricia Agles, Mr. Greg Forest, Mr. Ryan Belflower, and Mr. Lukas Chang.

Also Present: Nicole Newman, Kerri Hubbard, Terry Biladeau, Schandia Edwards, Aleia Lund, Brian Amsbaugh, Stacey Atencio, Mona Hood, students, staff, and community members.

**1. CALL MEETING TO ORDER**

President Lopez 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	P
Mrs. Shawndel Meder, Clerk	P
Mrs. Patricia Agles, Member	P
Mr. Ryan Belflower, Member	P
Mr. Greg Forest, Member	P
Mr. Lukas Chang, Student Board Member	A ( <i>arrived at 5:43 p.m.</i> )

**4. CONFIRMATION OF THE AGENDA**

Under Information/Possible Action 21.2 Board Policy Update, Superintendent Newman removed the first bullet point:

- First Reading BP 3541.1 Transportation for School-Related Trips

The remainder of the agenda was confirmed as presented.

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

No one present addressed the board.

**6. STUDENT AND STAFF RECOGNITIONS**

**Students of the Month – RESILIENCE** (*attachment*)

- 9<sup>th</sup> Grade – Brooklyhn Howell
- 10<sup>th</sup> Grade – Kamron Busk
- 11<sup>th</sup> Grade – Karlie Zarges
- 12<sup>th</sup> Grade – Paxton Macugay

**Staff of the Month**

- Administration: Brandon Moore, Assistant Principal WUHS / Community Day School Principal
- Certificated: Stephanie Grignon, English Teacher
- Classified: Amber Crawley, After-School Coordinator

**7. CLOSED SESSION - 5:13 PM**

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

**• PUBLIC EMPLOYEE DISMISSAL / RELEASE**

*Pursuant to Government Code 54957, the Board will meet in Closed Session to discuss the release of public employees. Employee Organizations: WHEAT, CSEA, and Unrepresented Employees.*

#4211      **ACTION NO. 23.056**

#3701      **ACTION NO. 23.057**

**8. RECONVENE TO OPEN SESSION – 5:41 PM**

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

President Lopez reported that the Board unanimously voted to non-reelect one certificated probationary employee and one certificated administrator during closed session.

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

No one present addressed the Board.

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

- BAFB Liaison – Not present
- Booster President / Representative – Not present

**12. PRESENTATIONS**

**12.1 Community Schools – Ms. Aleia Lund**

- Community Schools Survey (*presentation attached*)

**12.2 FBLA**

Student officers presented an update of the 2023-24 FBLA activities and accomplishments, including training events, competitions, and community service projects.

**12.3 Technology Report**

Director of Technology, Brian Amsbaugh, reported results from a recent cybersecurity penetration test and updated Board members as to the current state of technology district wide.

**13. SUPERINTENDENT’S REPORT**

Superintendent Newman reported the following:

- April 18<sup>th</sup> – Educator of the Year recognizing Will Husse, Pam Sullivan, and Jessica Ibarra. The culinary class will provide dessert.
- April 26<sup>th</sup> – Day of the Military Child
- May 18<sup>th</sup> – Wheatland Pet Parade
- March 24<sup>th</sup> – Board Retreat to be held at Dr. Newman’s house.
- Every Student Succeeds (ACSA) will be honoring WUHS student, Jesus Mendez.
- Federal Program Monitoring – shout out to Dr. Celeste Boggs and Ms. Kerri Hubbard for ensuring district compliance.
- Dr. Newman will be in Long Beach tomorrow conducting advocacy work regarding dual enrollment and sports.
- Welcome Wagon preparations for the upcoming school year.
- CAASPP testing incentives and activities.
- Gold Book – Artificial intelligence to help Special Education teachers write goals and develop plans for special education students.
- Cardonex – a school master schedule builder and staffing tool that interfaces with Aeries.
- The Edmentum contract is coming up for renewal for the independent study program.
- Safe Harbor Dinner – May 2024
- Trauma Informed training for teachers. The district is assembling a package to present to the union, offering a \$500.00 training incentive.
- Part of the Summer School grant to be used to offer a school college overnight trip to mid-state colleges (San Francisco, Fresno, Monterey, Santa Cruz, etc.).

**14. DIRECTOR OF CAPITAL PROJECTS, MOT *(attachment)***

**15. CHIEF BUSINESS OFFICER’S REPORT**

- Developer Fee Report *(attachment)*
- 2022-23 Annual Financial Report / Audit

**16. STUDENT BOARD REPRESENTATIVE REPORT**

Mr. Lukas Chang reported the following:

- Skills USA – Annual SkillsUSA State Leadership and Skill Conference, Oroville, California
- Enjoyed a tour of UC San Diego. Expressed interest in their Destination Imagination program.

**17. PRINCIPAL'S REPORT**

**Wheatland Union High School**

- PBIS Day – Students with no tardies during the Fall semester were invited to lunch, ice cream, and activities in the gym.
- The National Government was on campus last week testing students in math and English. 25 out of a possible 50 students were tested. Many students opted out.
- Spring Band Concert – March 14<sup>th</sup>
- Drama Presentation – Brothers Grimm, March 15<sup>th</sup>
- The counseling department is beginning to build next year's master schedule and working on student class schedules for the 2024-25 school year.
- Planning has begun for next school year's Welcome Wagon and Pirate Come About activities.
- Attended the Dual Enrollment Conference last week with Dr. Celeste Boggs. Would like the district to request a Yuba College counselor come to campus to meet with our students regarding college course enrollment.
- Senior Awards – May 23<sup>rd</sup>
- Mock Interviews – May 14<sup>th</sup> and 15<sup>th</sup>
- Depper Awards – May 20<sup>th</sup>
- Amador County visited WUHS last week to explore incorporating some of the elements available at WUHS in their program. There were many great things said about WUHS.

**Edward P. Duplex Continuation High School**

- Hydroponic garden has produced an abundance of kale and is giving it away to those who would like some.

**Wheatland Community Day School**

- Enrollment will grow to ten students by the end of the week.

**18. CONSENT AGENDA**

**ACTION NO. 23.058**

**Notice to the Public**

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- A. Approve minutes of the January 17, 2024, Regular Board Meeting
- B. Approve bills and warrants for January 2024 in the amount of \$875,998.43



- C. Accept resignation from the following employees:
  - Burns, Anita - Transportation Supervisor
  - Posas, Jizelle – Paraeducator, Specialized Health Care
- D. Approve hiring of Maddison Reister, Paraeducator-Specialized Health Care
- E. Surplus Equipment and Books (attachment)
- F. Approve the Revised 2024-25 Student School Calendar
- G. Approve overnight field trip for FBLA to attend the State Leadership Conference in Anaheim, California – April 11-14, 2024.
- H. Approve overnight field trip for HOSA students to attend the HOSA State Leadership Conference in Anaheim, California – April 3-6, 2024.
- I. Approve overnight field trip for FFA to attend Fresno State Field Day in Fresno, California – April 19-20, 2024
- J. September 2023 Board Policy Updates
  - Second Reading BP 1160 Political Processes
  - Second Reading AR 3311 Bids
  - Second Reading AR 3311.3 Design-Build Contracts
  - Second Reading BP 3312 Contracts
  - Second Reading BP 3460 Financial Reports and Accountability
  - Second Reading BP 3551 Food Service Operations / Cafeteria Fund
  - Second Reading AR 3551 Food Service Operations / Cafeteria Fund
  - Second Reading BP 4151 Employee Compensation
  - Second Reading BP 4251 Employee Compensation
  - Second Reading BP 4351 Employee Compensation
  - Second Reading AR 4217.3 Layoff / Rehire
  - Second Reading BP 5131.9 Academic Honesty
  - Second Reading BP 6154 Homework / Makeup Work
  - Second Reading BP 6162.5 Student Assessment
  - Second Reading AR 7140 Architectural and Engineering Services
  - Second Reading BB 9124 Attorney
- K. December 2023 Board Policy Updates
  - Second Reading BP 0460 Local Control and Accountability Plan
  - Second Reading AR 0460 Local Control and Accountability
  - Second Reading BP 0500 Accountability
  - Second Reading BP 0520 Intervention in Underperforming Schools
  - Second Reading AR 1220 Citizen Advisory Committees
  - Second Reading BP 3400 Management of District Assets/Accounts
  - Second Reading AR 3400 Management of District Assets/Accounts
  - Second Reading BP 5131.2 Bullying
  - Second Reading AR 5131.2 Bullying
  - Second Reading BP 6142.8 Comprehensive Health Education
  - Second Reading AR 6142.8 Comprehensive Health Education
  - Second Reading BP 6146.4 Differential Graduation and Competency Standards for Students with Disabilities
  - Second Reading AR 6173.3 Education for Juvenile Court School Students
  - Second Reading BB 9321 Closed Session

- Second Reading E(1) 9321 Closed Session
- Second Reading E(2) 9321 Closed Session

- L. Approve hiring of the following Spring coaching staff:  
(Stipends will not exceed amounts designated in Appendix C, Salary Schedule-Extra Duty, of the Agreement Between WUHSD and W.H.E.A.T.)

**PAID**

Barton, Bradford	Baseball	Varsity – Head Coach
Tarrant, Clint	Baseball	Varsity – Assistant Coach
Hanley, Ed	Baseball	JV – Head Coach
Contreras, Mark	Baseball	JV – Assistant Coach
Willey, Alexander	Esports	Varsity – Head Coach
Keiser, Joshua	Esports	Varsity – Assistant Coach
Smith, Jeff	Golf, Boys	Varsity – Head Coach
Martin, Daniel	Softball	Varsity – Head Coach
Tinsley, William	Softball	Varsity – Assistant Coach
Lemstrom, Elizabeth	Softball	JV – Head Coach
Atencio, Stacey,	Swimming & Diving, COED	Varsity – Head Coach
Sheldon, Jason	Swimming & Diving, COED	Varsity – Assistant Coach
Embry, Carlethe	Tennis, COED	Varsity – Head Coach
Atkinson, Stephanie	Track & Field, COED	Varsity – Head Coach
Coker, Olumide	Track & Field, COED	Varsity – Assistant Coach
Soderlund, Jason	Track & Field, COED	Varsity – Assistant Coach
Vance, Derek	Track & Field, COED	Varsity – Assistant Coach
White, Garrett	Track & Field, COED	Varsity – Assistant Coach
Phillips, Kim	Volleyball, Boys	Varsity – Head Coach
Phillips, Kelly	Volleyball, Boys	Varsity – Assistant Coach
Thompson, Johnnie	Volleyball, Boys	JV – Head Coach

**VOLUNTEER**

Rivera, Jr., Richard	Varsity Baseball
Wilson, Jeff	JV Baseball
Cucuk, Kenny	Varsity Golf, Boys
Gandy, Kenneth	Varsity Golf, Boys

- M. Approve Spring Coaching Staff Certifications

**MOTION** by Shawndel Meder, seconded by Patricia Agles, to approve the consent agenda.

Agles - Aye	Lopez - Aye
Belflower - Aye	Meder - Aye
Forest - Aye	Chang - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

**19. DEFERRED CONSENT ITEMS**

There were no deferred consent items.

## 20. INFORMATION ITEMS

20.1 **LCAP Mid-Year Progress** (*attachment*)

20.2 **2023-24 Budget Updates** (*attachment*)

## 21. INFORMATION POSSIBLE ACTION

### 21.1 **Board Policy Update**

- First Reading BP 5141.21 Administering Medication and Monitoring Health Conditions

**ACTION NO. 23.059**

**MOTION** by Shawndel Meder, seconded by Ryan Belflower, to approve BP 5141.2 Administering Medication and Monitoring Health Conditions.

Agles - Aye	Lopez - Aye
Belflower - Aye	Meder - Aye
Forest - Aye	Chang - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

### 21.2 **Board Policy Update**

- First Reading BP 3541.1 Transportation for School-Related Trips (*removed during confirmation of agenda*)
- First Reading AR 3541.1 Transportation for School-Related Trips
- First Reading E 3541.1 Transportation for School-Related Trips

**ACTION NO. 23.060**

**MOTION** by Greg Forest, seconded by Patricia Agles, to approve AR 3541.1 and E3541.1 Transportation for School-Related Trips.

Agles - Aye	Lopez - Aye
Belflower - Aye	Meder - Aye
Forest - Aye	Chang - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

## 22. ACTION ITEMS

### 22.1 **APPROVE THE WHEATLAND UNION HIGH SCHOOL DISTRICT SAFE SCHOOLS PLAN**

**ACTION NO. 23.061**

**MOTION** by Ryan Belflower, seconded by Patricia Agles, to approve the Wheatland Union High School District Safe Schools Plan.

Agles - Aye	Lopez - Aye
Belflower - Aye	Meder - Aye
Forest - Aye	Chang - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

**22.2 APPROVE THE WHEATLAND UNION HIGH SCHOOL DISTRICT'S  
TRANSPORTATION PLAN**

**ACTION NO. 23.062**

**MOTION** by Patricia Agles, seconded by Greg Forest, to approve the Wheatland Union High School District's Transportation Plan.

Agles - Aye	Lopez - Aye
Belflower - Aye	Meder - Aye
Forest - Aye	Chang - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

**22.3 APPROVE THE 2024 CSBA DELEGATE ASSEMBLY ELECTIONS VOTE**

**ACTION NO. 23.063**

**MOTION** by Patricia Agles, seconded by Ryan Belflower, to vote for Greg Forest in the 2024 CSBA Delegate Assembly Elections.

Agles - Aye	Lopez - Aye
Belflower - Aye	Meder - Aye
Forest - Abstain	Chang - Aye

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

**22.4 APPROVE BID AWARD AND CONTRACT WITH AT&T FOR DEDICATED  
ETHERNET TO BE DISCOUNTED THROUGH E-RATE**

**ACTION NO. 23.064**

**MOTION** by Shawndel Meder, seconded by Patricia Agles, to approve bid award and contract with AT&T for dedicated ethernet to be discounted through E-Rate.

Agles - Aye	Lopez - Aye
Belflower - Aye	Meder - Aye
Forest - Aye	Chang - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

**22.5 APPROVE AND AWARD CONTRACT TO CALTRONICS BUSINESS SYSTEMS  
FOR COPIER/PRINTER LEASE AND MAINTENANCE SERVICES**

**ACTION NO. 23.065**

**MOTION** by Greg Forest, seconded by Shawndel Meder, to approve and award contract to Caltronics Business Systems for copier/printer lease and maintenance services.

Agles - Aye	Lopez - Aye
Belflower - Aye	Meder - Aye
Forest - Aye	Chang - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

**23. BOARD MEMBER REPORTS / COMMENTS**

- **Lukas Chang** – nothing to report.
- **Ryan Belflower** – nothing to report.
- **Patricia Agles** – nothing to report.
- **Shawndel Meder** – nothing to report.
- **Tony Lopez** – nothing to report.

**24. ITEMS TO BE AGENDIZED FOR THE NEXT REGULAR MEETING**

- ✓ Summer School Plan
- ✓ Athletic Director's Meeting
- ✓ LCAP Outline
- ✓ 2<sup>nd</sup> Interim
- ✓ Developer Fees

**25. ADJOURNMENT**

**ACTION NO. 23.066**

**MOTION** by Shawndel Meder, seconded by Patricia Agles, to adjourn at 8:15 p.m.  
6 yeas, 0 Absent. Motion carries.

Respectfully Submitted:

\_\_\_\_\_  
Nicole Newman, Superintendent

\_\_\_\_\_  
Shawndel Meder, Clerk

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Checks Dated 02/01/2024 through 02/29/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22202723	02/02/2024	AERIES Software	01-5800	Aeries-ParentSquare		6,028.00
22202724	02/02/2024	American Eagle Enterprises	01-5600	Gym bleachers repairs		2,400.00
22202725	02/02/2024	Anderson, James	01-5800	Trip Reim		15.07
22202726	02/02/2024	Bidwell H2O	01-4300	Drinking Water Svc		37.45
22202727	02/02/2024	Ca Dept Of Ed Cashier's Office	13-4700	Commodities Food		253.50
22202728	02/02/2024	California's Valued Trust	01-3402	Feb CVT Trustee Life	15.60	
			01-9514	Feb CVT Ins	185,471.20	
				Feb CVT Pay 17	4,396.76	
				Feb CVT Pay34 Life	795.60	190,679.16
22202729	02/02/2024	Da Vinci RISE High School	01-7211	MTSS 2nd Installment		25,000.00
22202730	02/02/2024	Derek Sawyer's	01-5800	HVAC Repairs/Svc		434.50
22202731	02/02/2024	Fatten, Courtney	01-4300	SpEd Supplies Reim		460.80
22202732	02/02/2024	Flora Fresh Inc	01-4300	Horticulture Supplies		90.78
22202733	02/02/2024	Gerlinger Steel	01-4300	Metal		746.94
22202734	02/02/2024	Hust Bros. Inc	01-4300	Maintenance Supplies	255.30	
			01-5600	Cylinder Rental	15.98	271.28
22202735	02/02/2024	Ibarra, Jessica	01-4300	MiPueblito ACSA	147.30	
			01-5200	12/19-1/9 Mileage	39.74	187.04
22202736	02/02/2024	James Sutherland	01-5800	Jan 18-26 Mileage		261.97
22202737	02/02/2024	Jorin, Christopher D	01-4300	504 Supplies Reim		100.53
22202738	02/02/2024	JW Pepper & Son Inc	01-4300	class Music		126.50
22202739	02/02/2024	Kent, Julia	01-5200	GFSF Conf REim		569.57
22202740	02/02/2024	Link, Lauren	01-4300	1/12-24 Expense Reim		697.63
22202741	02/02/2024	Long, Justyna	01-4300	USPS Reim		27.72
22202742	02/02/2024	Lund, Aleia	01-5898	Parent Project Reim		184.77
22202743	02/02/2024	McHugh, Heather		Cancelled PirateAt Sea riem		55.77 *
		Cancelled on 02/22/2024				
22202744	02/02/2024	Moore, Brandon	01-5200	PBIS Trg Reim		43.89
22202745	02/02/2024	Morales, Randi R	01-4300	TPT Reim		13.00
22202746	02/02/2024	Newman, Nicole	01-4400	Resilite Wrestling Reim	3,647.72	
			01-5200	CA HS Network	159.00	3,806.72
22202747	02/02/2024	Office Depot	01-4300	Janitorial Supplies	382.23	
				Office Supplies	297.25	679.48
22202748	02/02/2024	Pacific Shredding	01-5800	Document Shredding Svc		54.88
22202749	02/02/2024	Phillips, Lisa	01-4300	SpEd Supplies Reim		14.55
22202750	02/02/2024	Prevention & Interven SvcLLC	01-5800	Grant Writing Svc		1,999.50
22202751	02/02/2024	Rosenthal, Jennifer	01-4300	FCCLA Reim		171.47

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## Checks Dated 02/01/2024 through 02/29/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22202752	02/02/2024	Shadd Janitorial Supply	01-4300	Janitorial Supplies		602.60
22202753	02/02/2024	Signworx	01-4300	Signage		41.68
22202754	02/02/2024	Synchrony Bank/Amazon	01-4300	CDS Supplies	1,549.92	
				Welding Supplies	255.00	
			13-4300	Kitchen supplies	588.97	2,393.89
22202755	02/02/2024	US Bank Corporate	01-4300	Class Supplies	223.99	
				Health Office supplies	136.08	
				Maint/Operations Supplies	214.60	
				Retirement Plaque	227.83	
				SpEd Supplies	143.12	945.62
22202756	02/02/2024	Wellborn, Amanda	01-4300	AG Supplies Reim	22.12	
				Floral Supplies Reim	37.72	59.84
22202757	02/02/2024	Wheatland Smog-repair Llc	01-5600	Vehicle Repairs/Svc		332.58
22202758	02/02/2024	Wilson, Joshua D	01-5200	Conf Reim		1,481.92
22202759	02/02/2024	ProGrass West	35-6170	Change Order 001	204,246.54	
				Stadium Astro Turf-Installation	257,988.55	462,235.09
22202889	02/09/2024	Advanced Document	01-5800	Copier Maint Agreement		760.56
22202890	02/09/2024	Anderson, James	01-5800	PerDiem Expense Reim		26.00
22202891	02/09/2024		01-4300	Textbook Reim		38.49
22202892	02/09/2024	Blick Art Supplies	01-4300	Art Class Supplies		32.00
22202893	02/09/2024	Bob's Lock & Key	01-5600	Key Supplies/Repairs		51.31
22202894	02/09/2024	CalTronics JJR Enterprises Inc Flle 2388	01-4300	Equip Contract		161.38
22202895	02/09/2024	Carlos Dominguez	01-4300	Textbook Reim		55.77
22202896	02/09/2024	Derek Sawyer's	Cancelled HVAC Repairs/Svc			434.50 *
		Cancelled on 02/22/2024				
22202897	02/09/2024	EverBank, N.A	01-5600	Copier Lease		893.25
22202898	02/09/2024	FAAC Incorporated C/o Contracts Depart	01-4400	MiloRange Trg		25,170.40
22202899	02/09/2024	Flinn Scientific Inc	01-4300	Science Class Supplies		182.00
22202900	02/09/2024	Frank A Azevedo	01-5800	LiveScan Reim		76.50
22202901	02/09/2024	Home Depot Gecf	01-4300	Lumber/Materials	624.64	
				Maintenance Supplies	1,149.12	
				Woodshop shelving	503.67	2,277.43
22202902	02/09/2024	Hust Bros. Inc	01-4300	Maintenance Supplies		32.78
22202903	02/09/2024	Hysten Distribution	13-4700	Cafeteria Food/Dairy		1,338.00
22202904	02/09/2024	James Sutherland	01-5800	1/29-2/2 Mileage		163.48
22202905	02/09/2024	Kenneth Gandy	01-5800	LiveScan Reim		74.00
22202906	02/09/2024	King Consulting, Inc.	25-5800	Consulting Prof Svc		1,332.50

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## Checks Dated 02/01/2024 through 02/29/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22202907	02/09/2024	Ledbetter Mechanical Contr LLC	01-5600	Duct Work P3/DO		1,936.00
22202908	02/09/2024	Michael Davis	01-5800	LiveScanReim		79.00
22202909	02/09/2024	Mobile Modular Mgmt Corp	01-5600	DO 48x60 Rental	3,042.00	
				Modular Rental Classrooms	2,090.00	5,132.00
22202910	02/09/2024	Office Depot	01-4300	Office Supplies		206.77
22202911	02/09/2024	Pacific Gas & Electric	01-5501	PG& E Svc FY 23/24		1,572.33
22202912	02/09/2024	Phillips, Lisa	01-5200	CSND Conf Reim		1,023.91
22202913	02/09/2024	PlaceWorks Inc.	25-5800	Plumas Lake Property Environmental Study		1,140.00
22202914	02/09/2024	Pribyl, Katelynn	01-4300	Expense Reim		14.00
22202915	02/09/2024	Raj's Mini Mart	01-4390	Vehicle Fuel FY 23/24		8,570.12
22202916	02/09/2024	Shadd Janitorial Supply	01-4300	Janitorial Supplies		403.54
22202917	02/09/2024	Stinemans Farm Supply	01-4300	AG Construction Materials	24.89	
				AG Farm Supplies	59.53	
				AG Plant Science Supplies	9.31	
				AG Welding Supplies	58.45	
				Culinary Supplies	53.57	
				Farm Supplies	82.39	
				Maintenance Supplies	948.81	
			13-4300	Cafeteria Supplies	71.75	1,308.70
22202918	02/09/2024	Sutter County Sup of Schools	01-5200	CTE Course: Teaching English Learners		250.00
22202919	02/09/2024	Synchrony Bank/Amazon	01-4300	Class Supplies	360.89	
				ZenDen Supplies	368.63	729.52
22202920	02/09/2024	Sysco Food Svcs Of Sacramento	01-4300	Culinary Supplies	200.61	
			13-4300	Cafeteria Food/Supplies	127.14	
			13-4700	A La Carte	108.42	
				Cafeteria Food/Supplies	6,668.37	7,104.54
22202921	02/09/2024	Tim's Band Instrument Service	01-4300	Instrument Repair & Supplies	107.40	
			01-5600	Instrument Repair & Supplies	250.61	358.01
22202922	02/09/2024	Union Lumber	01-4300	Maintenance Supplies		27.01
22202923	02/09/2024	US Bank Corporate	01-4300	Class Supplies	6.41	
				Eng Books	411.76	
				Floral Supplies	57.08	
				MOT Supplies	273.50	
				SpEd Supplies	37.86	
			01-5200	SwitchLab Vehicle Wkshp-Registration	2,806.00	
			01-5800	ChatGPT Subscription	100.00	
				SpEd Railroad Trip	96.00	

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## Checks Dated 02/01/2024 through 02/29/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22202923	02/09/2024	US Bank Corporate	13-4300	Cafeteria Supplies	591.99	
			13-4700	Cafeteria Food	230.50	4,611.10
22202924	02/09/2024	Verizon Wireless	01-5900	Communications Svc		201.37
22202925	02/09/2024	Wheatland Tire Co.	01-4300	Flat repair	25.00	
				Tire Tubes	40.00	65.00
22203060	02/16/2024	247 Security Inc.	01-4400	Camera System Van 11		2,318.28
22203061	02/16/2024	Anderson, James	01-5800	2/1 Reim		20.36
22203062	02/16/2024	Animal Damage Management	01-5504	Pest Control		285.00
22203063	02/16/2024	Appeal-Democrat	01-5800	Notice Inviting Proposal		554.00
22203064	02/16/2024	AT&T	01-5900	Communication Svc FY 23/24		2,092.52
22203065	02/16/2024	BSN Sports LLC	01-4300	Championship Shirts	777.50	
				Game Balls	4,662.50	5,440.00
22203066	02/16/2024	CA FBLA	01-5200	North Sec Leadership Conf		920.00
22203067	02/16/2024	CA+SA Studio	21-6200	Architecture Svc		100,000.00
22203068	02/16/2024	Council for Exceptional Child	01-5200	CEC Memberships/Registrations		2,320.40
22203069	02/16/2024	Data Center Warehouse LLC	01-4400	HP workstations		13,049.09
22203070	02/16/2024	Famand Inc. Indoor Environmental Services	01-5800	HVAC Repairs/Svc		1,375.00
22203071	02/16/2024	Flora Fresh Inc	01-4300	Horticulture Supplies		380.89
22203072	02/16/2024	Floral Resources Sacramento	01-4300	Horticulture Supplies		342.65
22203073	02/16/2024	Garcia, Alicia	01-5200	2/6 Reim		17.34
22203074	02/16/2024	Keiser, Carol	01-4300	College Text Reim		298.40
22203075	02/16/2024	Linmoore Fencing	01-5600	Construction Fencing		10,950.00
22203076	02/16/2024	Martinez, Fidel	01-4300	12/7 & 1/26 Reim		37.88
22203077	02/16/2024	McHugh, Heather	01-5200	Airflight Reim		429.96
22203078	02/16/2024	Moore, Brandon	01-4300	CDS Ince Reim	150.00	
			01-5200	NAEHCY Reim	473.57	
				Tier 2 trg Reim	100.82	724.39
22203079	02/16/2024	National Fire Systems Inc	01-5800	Hood Svc Inspections		316.98
22203080	02/16/2024	Newman, Nicole	01-4300	11/22-12/2 Expense Reim	1,233.99	
			01-5200	1/22-1/26 Per Diem Reim	213.00	
				1/24-2/5 ACSA Expense Reim	450.40	
				CA Dual Enroll HMcHugh Reim	550.00	2,447.39
22203081	02/16/2024	PitneyBowes Global Fin Svc	01-4300	Postage Meter Lease		107.24
22203082	02/16/2024	Shadd Janitorial Supply	01-4300	Janitorial Supplies		2,330.22
22203083	02/16/2024	Sutter County Sup of Schools	01-5800	SCCASC Prog LL		600.00
22203084	02/16/2024	Synchrony Bank/Amazon	01-4300	Class Supplies	213.54	
				Counseling Office	406.14	

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## Checks Dated 02/01/2024 through 02/29/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22203084	02/16/2024	Synchrony Bank/Amazon		Eng Class Books	59.93	
				FRC Supplies	358.30	
				Office Supplies	189.94	
				SpEd supplies	96.90	
				Tutoring Lab	179.67	1,504.42
22203085	02/16/2024	Sysco Food Svcs Of Sacramento	01-4300	FBLA Event		3,214.58
22203086	02/16/2024	Taylor, Melissa	01-4300	Lab Supplies Reim		32.06
22203087	02/16/2024	TCSIG	01-9515	WC-T52 Payments FY 23/24		15,821.46
22203088	02/16/2024	Thrifty Rooter	01-5800	Sewer Svc		105.00
22203089	02/16/2024	US Bank Corporate	01-4100	Online eTextbooks	500.00	
			01-4300	Admin Mtg Supplies	254.73	
				Board Supplies	93.04	
				Clicker	47.40	
				Door Sign	17.03	
				Health Office Supplies	125.44	
				SpEd Materials	44.50	
				Stickers	20.38	
			01-5200	Board Expense	173.96	
				NAEHCY lodging	191.25	
			01-5600	Vehicle Glass Svc	773.20	
			01-5800	Beale Lanes Fieldtrip	175.00	
				Zoom	905.82	
			13-4300	Kitchen Gloves	499.82	
			13-4700	Cafeteria Food	7.16	3,828.73
22203090	02/16/2024	Valley Pump & Motor Works Inc	01-5600	Pump Svc		150.00
22203091	02/16/2024	Wellborn, Amanda	01-4300	BR Buddies Reim		58.39
22203225	02/24/2024	123 Office Solutions	01-4300	Copy Paper		3,652.73
22203226	02/24/2024	Advanced Timing	01-5800	Timing of Meet		500.00
22203227	02/24/2024	AirGas USA LLC	01-4300	JET Belt/Disc Sander parts		458.00
22203228	02/24/2024	All Rite Roofing Inc.	01-5600	Roof Inspection		580.00
22203229	02/24/2024	City Of Wheatland	01-5505	Water & Sewer Svc		1,773.70
22203230	02/24/2024	Department Of General Services	35-6200	Alterations/App#02-119295		11,208.29
22203231	02/24/2024	Famand Inc. Indoor Environmental Services	01-5800	HVAC Repairs/Svc		410.00
22203232	02/24/2024	Frank Webb Construction Inc	35-6200	Lease/Retention Payments		45,060.65
22203233	02/24/2024	Hillyard / Sacramento	01-4300	Cleaning Supplies		854.31
22203234	02/24/2024	Jack E Campbell	35-6170	Inspection Svc		375.00
22203235	02/24/2024	Lincoln High School	01-5300	Track Zebras Invitational		300.00

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## Checks Dated 02/01/2024 through 02/29/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22203236	02/24/2024	Pace Supply Corp	01-4300	Maintenance Supplies		528.10
22203237	02/24/2024	Pacific Gas & Electric	01-5501	PG& E Svc FY 23/24		23,615.69
22203238	02/24/2024	Pacific Shredding	01-5800	Document Shredding Svc		181.44
22203239	02/24/2024	Recology Yuba Sutter	01-5502	Waste & Garbage Svc		3,755.20
22203240	02/24/2024	School Steps Inc	01-5800	Stu OT/DHH/BH Services		706.50
22203241	02/24/2024	Synchrony Bank/Amazon	01-4300	Pirate Flags	96.93	
				School Flags	300.00	396.93
22203242	02/24/2024	Truckee High School	01-5300	Truckee High Track Classic		350.00
22203243	02/24/2024	US Bank Corporate	01-4100	Online textbooks	467.06	
			01-4300	Apple.com Supplies	1,290.00	
				Business Cards	100.16	
				Class Supplies	924.47	
				Homeless Prog	331.60	
				Monitor Supplies	380.00	
				MOT Supplies	215.58	
				Shimpo Parts	62.44	
				SpEd Supplies	45.22	
				Timer boxes	1,815.54	
			01-5200	ACSA Region	399.00	
			01-5800	Plan Review	100.80	
				Unpaid Tax	4.49-	6,127.38
22203244	02/24/2024	Wards Natural Sci Inc	01-4300	Science Class Supplies		76.38
22203245	02/24/2024	Western Alliance Bank Attn: Municipal Finance Group	01-7438	Loan 45033	39,122.07	
			25-7439	Loan 45033	47,279.12	86,401.19
22203246	02/24/2024	Whitney High School	01-5300	Meet Entry		250.00
Total Number of Checks					128	1,130,973.08

	Count	Amount
Cancel	2	490.27
Net Issue		1,130,482.81

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	117	451,371.03
13	Cafeteria Special Rev Fund	7	10,485.62

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 02/01/2024 through 02/29/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
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## Fund Recap

Fund	Description	Check Count	Expensed Amount
21	Building Fund	1	100,000.00
25	Capital Facilities Fund	3	49,751.62
35	County School Facilities Fund	4	518,879.03
Total Number of Checks		126	1,130,487.30
Less Unpaid Tax Liability			4.49
Net (Check Amount)			1,130,482.81

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.

# Wheatland Union High School District

## OVERNIGHT FIELD TRIPS APPROVAL PROCESS

Date Submitted: 3/4/24

Approval: ☐ Yes ☐ No

Approval Date: \_\_\_\_\_

Waiver Signed: \_\_\_\_\_

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted 20 days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and Superintendent or Designee will notify the Teacher(s)/Staff of the decision.

Event/Group Title: FCCLA → For FCCLA Annual State Leadership Conference

Teacher(s)/Staff Submitting Request (Trip Supervisor): Jen Rosenthal

2 female students

Supervising Teacher(s)/Staff Email: groscenthal@wheatlandhigh.org

The teacher(s) submitting the request will be designated the Trip Supervisor and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 2 \* Number of adult volunteers: 1

List adult volunteers/chaperones: Jen Rosenthal (just me)

\* For other than athletic events, there must be one adult for every ten students participating.

Date transportation request submitted: \_\_\_\_\_

Funding Source: FCCLA (CTEIG Funds)

Departure Date/Time/Location: April 27th (Sat) - April 30th (Tues)

Schedule Return (include time): Depart 8:25 SMC Airport

Destination (address required): 3400 Market St. Riverside, Ca or 3500 Market St. Riverside, Ca.

Contact Phone Number at Destination (required): (818) 633-6996



# Wheatland Union High School District

## OVERNIGHT FIELD TRIPS APPROVAL PROCESS

Date Submitted: 3/13/24

Approval: ☐ Yes ☐ No

Approval Date: \_\_\_\_\_

Waiver Signed: \_\_\_\_\_

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted 20 days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and Superintendent or Designee will notify the Teacher(s)/Staff of the decision.

Event/Group Title: 2024 California FFA AG Welding State Finals

Teacher(s)/Staff Submitting Request (Trip Supervisor): Emilio Smith

Supervising Teacher(s)/Staff Email: esmith@wheatlandhigh.org

The teacher(s) submitting the request will be designated the Trip Supervisor and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 3-4 \* Number of adult volunteers: 0

List adult volunteers/chaperones: \_\_\_\_\_

\* For other than athletic events, there must be one adult for every ten students participating.

Date transportation request submitted: 3/13/24

Funding Source: AG Mech ASB

Departure Date/Time/Location: 4/26 1:00pm Wheatland High School

Schedule Return (include time): 4/27 8:00pm

Destination (address required): 3600 M ST, Merced CA 95348 (Merced College)

Contact Phone Number at Destination (required): Darol Fishman 209-777-2011

## NOTICE

## NOTICE

### **NOTICE OF PUBLIC HEARING AND OF PROPOSAL FOR IMPLEMENTING SCHOOL FACILITIES FEES AS AUTHORIZED BY EDUCATION CODE SECTION S 17620 AND GOVERNMENT CODES 65995**

PLEASE TAKE NOTICE that immediately following a public hearing on the matter, a proposed resolution(s) will be considered by the Governing Board of Wheatland Union High School District at its regular meeting on March 20, 2024, at 5:00 p.m., which if adopted by the Board will implement development fees established by the District against residential construction and reconstruction at \$2.07 per square foot and against new commercial or industrial construction at \$0.34 per square foot. The proposed fees are authorized by Education Code Section 17620 and Government Code Section 65995. Data pertaining to the cost of school facilities is available for inspection during regular business hours at the District's administrative offices. The fee, if approved by the Governing Board, will become effective on May 20, 2024, which is 60 days after the proposed adoption of the resolution levying such fee by the Governing Board. The Governing Board will also consider its exemption from the requirements of the California Environmental Quality Act ("CEQA") relative to the increase in the fee and the adoption of a Notice of Exemption pursuant to Education Code section 17621, subd. (a). Any interested party may make an oral or written presentation at the public meeting. The Wheatland Union High School District has made available to the public data indicating the amount or estimated amount required to provide the service for which the fee would be levied, and the revenue sources anticipated to provide the service, including general fund revenues. Such data may be obtained at 1010 Wheatland Road, Wheatland, CA, or by contacting Kerri Hubbard, Chief Business Officer at [khubbard@wheatlandhigh.org](mailto:khubbard@wheatlandhigh.org).

**RESOLUTION NO. 23.068 (March 20, 2024, Regular Meeting)**  
**A RESOLUTION OF THE GOVERNING BOARD OF THE**  
**WHEATLAND UNION HIGH SCHOOL DISTRICT**  
**INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY**  
**GOVERNMENT CODE SECTION 65995 (b) 3**

**WHEREAS**, Statute AB 2926 (Chapter 887/Statutes of 1986) authorizes the governing board of any school district to levy a fee, charge, dedication or other form of requirement against any development project for the reconstruction of school facilities; and,

**WHEREAS**, Government Code Section 65995 establishes a maximum amount of fee that may be charged against such development projects and authorizes the maximum amount set forth in said section to be adjusted for inflation every two years as set forth in the state-wide cost index for Class B construction as determined by the State Allocation Board at its January meeting; and,

**WHEREAS**, at its January 24th, 2024, meeting, the State Allocation Board approved the maximum fee authorized by Education Code Section 17620 to \$5.17 per square foot of residential construction described in Government Code Section 65995(b)(1) and \$0.84 per square foot against commercial and industrial construction described in Government Code Section 65995(b)(2); and,

**WHEREAS**, the purpose of this Resolution is to approve and adopt fees on residential projects in the amount of up to \$2.07 per square foot as authorized by Education Code Section 17620; and,

**WHEREAS**, the purpose of this Resolution is to approve and adopt fees on commercial and industrial development projects in the amount of up to \$0.34 per square foot as described in Government Code Section 65995(b)(2). The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.84 per square foot commercial/industrial justification and should be collected at the justified rate of \$0.01 per square foot.

**NOW, THEREFORE, BE IT HEREBY RESOLVED** by the Governing Board of the Wheatland Union High School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled March 20, 2024, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 66016, and a notice, including a statement that the data required by Government Code Section 66016 was available, was mailed at least 14 days prior to the meeting to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees or service charges within the period specified by law. Additionally, at least 10 days prior to the meeting, the District made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Developer Fee Implementation Study dated March 20, 2024 (hereinafter referred to as the "Plan") and which formed the basis for the action taken pursuant to this Resolution.
2. Findings. The Board has reviewed the Plan as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the following findings:
  - A. Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or industrial construction will increase the need for reconstruction of school facilities.
  - B. Without reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;



- C. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;
  - D. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the reconstruction of school facilities as identified in the Plan;
  - E. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;
  - F. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for reconstructed school facilities created by the types of development projects on which the fees are imposed;
  - G. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;
  - H. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for reconstructed school facilities caused by the development;
  - I. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a reconstruction schedule and/or to reimburse the District for expenditures previously made.
  - J. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and resulting from, the construction of new residential and/or commercial/industrial development within the District.
3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of up to \$2.07 per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of up to \$0.34 per square foot for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.84 per square foot commercial/industrial justification and should be collected at the justified rate of \$0.01 per square foot.
4. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.
5. Implementation. For residential, commercial or industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.
6. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).
7. Commencement Date. The effective date of this Resolution shall be May 20, 2024 which is 60 days following its adoption by the Board.
8. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Yuba County and to the Planning Commission and City Council of the City of Wheatland requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after

the date of this Resolution, without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fees is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.

9. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.
10. In the event that the Board takes action in the future to adopt an alternative fee pursuant to Government Code section 65995.5 or 65995.7, commonly known as "Level 2" or "Level 3" fees, respectively, in an amount greater than that authorized by this Resolution, this Resolution shall be held in abeyance during the time in which the greater Level 2 or Level 3 fee is authorized. If, for any reason, any future Board action to adopt a greater Level 2 or Level 3 fee ceases to be effective, this Resolution shall then immediately return into effect unless otherwise specified by the Board.
11. The District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.
12. Developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

APPROVED, PASSED and ADOPTED by the Governing Board of the Wheatland Union High School District this 20th day of March 2024, by the following vote:

	<u><b>Ayes</b></u>	<u><b>Noes</b></u>	<u><b>Abstain</b></u>	<u><b>Absent</b></u>
Tony Lopez	_____	_____	_____	_____
Shawndel Meder	_____	_____	_____	_____
Patricia Agles	_____	_____	_____	_____
Greg Forest	_____	_____	_____	_____
Ryan Belflower	_____	_____	_____	_____
Lukas Chang	_____	_____	_____	_____

ATTEST:

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President, Governing Board  
Wheatland Union High School District

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Secretary, Governing Board  
Wheatland Union High School District

**WHEATLAND UNION HIGH SCHOOL DISTRICT  
BOARD OF TRUSTEES**

**RESOLUTION NO 23.070**

**DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS**

**WHEREAS**, the Wheatland Union High School District makes every effort to recruit fully prepared teachers; and

**WHEREAS**, when fully prepared teachers are not available, the District recruits candidates who qualify for an intern credential; and

**WHEREAS**, the Board of Education recognizes that there are an insufficient number of certificated persons who meet the District's specific employment criteria; and

**WHEREAS**, Title 5 Section 80026 and AB471 (Scott) require that a Declaration of Need for Fully Qualified Educators and resolution by the governing Board be submitted by an employing agency prior to the issuance of any emergency permit and/or limited assignment permit for that agency in a given school year; and

**WHEREAS**, Title 5 Section 80026 and AB471 (Scott) specify that said Declaration of Need for Fully Qualified Educators and resolution be adopted by the governing Board of a school district in a regularly scheduled public meeting of the Board on an annual basis; and

**WHEREAS**, said Declaration of Need for Fully Qualified Educators shall not be adopted by the Board as part of a consent calendar;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education hereby requests that a Declaration of Need for Fully Qualified Educators be submitted to the Commission on Teacher Credentialing for the 2024-25 school year.

	<u><b>Ayes</b></u>	<u><b>Noes</b></u>	<u><b>Abstain</b></u>	<u><b>Absent</b></u>
Tony Lopez	_____	_____	_____	_____
Shawndel Meder	_____	_____	_____	_____
Patricia Agles	_____	_____	_____	_____
Greg Forest	_____	_____	_____	_____
Ryan Belflower	_____	_____	_____	_____
Lukas Chang	_____	_____	_____	_____

\_\_\_\_\_  
Board of Education President

The foregoing is a true copy of the resolution adopted by the Board of Education of the Wheatland Union High School District at a meeting held on March 20, 2024.

**DATE OF ADOPTION:** March 20, 2024

\_\_\_\_\_  
Dr. Nicole Newman, Secretary to the Board

# Workplace Violence Prevention Plan

WHEATLAND UNION HIGH SCHOOL DISTRICT  
1010 WHEATLAND ROAD, WHEATLAND, CA 95692 (530) 633-3100



## **1. Policy Statement**

Wheatland Union High School District (WUHSD) is dedicated to providing a safe, secure, and respectful working and learning environment for all staff, students, parents, and visitors. We strictly enforce a zero-tolerance policy for any acts of violence, threats, harassment, or intimidation within our schools or during any school-related activities. This plan outlines our proactive measures to prevent workplace violence, in accordance with California state law and our unwavering commitment to the safety and well-being of our community.

## **2. Risk Assessment** *(Appendix A)*

An annual risk assessment will be conducted to identify potential risks and vulnerabilities related to workplace violence. This assessment will take into account:

- Analysis of incidents occurring within the last year.
- Consultations with staff, law enforcement, and security experts.
- Examination of school facilities and existing security measures.
- Consideration of external factors, including community safety trends.

## **3. Training and Education**

Mandatory training will be provided to all WUHSD employees, which will include:

- Identification of behavior that may indicate potential for workplace violence.
- Strategies for conflict resolution and de-escalation.
- Detailed review of WUHSD's policies for reporting and managing incidents.
- Comprehensive emergency response protocols, tailored to each school's layout and resources.
- Employee training courses include the following:
  - Threat Assessment Module 1: Identifying Students Who May Pose a Threat
  - Threat Assessment Module 2: Threat Assessment and Management

Trainings will be conducted upon employment and annually thereafter, with additional sessions as needed to address emerging issues.

#### **4. Reporting Procedures**

WUHSD establishes a confidential, accessible reporting system for violence or threats, featuring:

- Diverse reporting channels, including an online portal, “Stay Safe. Speak Up!”, and direct contact with trusted staff members.
  - Stay Safe. Speak Up! Hyperlinks

[ENGLISH](#)

[SPANISH](#)

- Assurance against retaliation for individuals reporting concerns.
- Immediate and appropriate follow-up actions on all reports received.

#### **5. Response Plan**

Upon the report of an incident, WUHSD will:

- Activate immediate measures to secure the safety of all individuals involved.
- Provide necessary medical and psychological support to affected persons.
- Initiate a thorough investigation to ascertain facts and determine necessary disciplinary or corrective actions.
- Communicate with the school community as appropriate, respecting the privacy and confidentiality of those involved.

#### **6. Review and Improvement**

The Workplace Violence Prevention Plan will be reviewed annually or following any significant incident, with adjustments made based on feedback from the school community, insights gained from incident reviews, and changes in legal or policy requirements.

#### **7. Collaboration with Law Enforcement and Community Resources**

WUHSD will collaborate closely with local law enforcement agencies and community organizations to enhance our violence prevention capabilities, through:

- Shared training programs.
- Exchange of relevant safety and security information.
- Access to support and recovery resources for staff and students.

## **8. Documentation and Record-Keeping**

All records of training, incident reports, investigations, and response actions will be maintained confidentially to support compliance, effectiveness assessment, and continuous improvement of the prevention plan.

## **Compliance and Legal Considerations**

This plan has been developed to align with the requirements of California state law and will be regularly reviewed to ensure ongoing compliance with all applicable legal and regulatory mandates. WUHSD commits to upholding the highest standards of safety and respect within our community.

## **Workplace Violence Prevention Risk Assessment Template**

**Introduction:** This document serves as a template for conducting an annual risk assessment aimed at identifying and mitigating potential risks of workplace violence within the Wheatland Union High School District (WUHSD). The purpose of this assessment is to ensure a safe and secure environment for all students, staff, and visitors.

### **Section 1: Data Collection**

#### **1.1 Incident Review:**

- Summary of reported incidents of violence or threatening behavior in the past year.
- Analysis of trends or patterns (e.g., time, location, type of incident).

#### **1.2 Input from School Community:**

- Surveys or interviews with staff, students, and parents about their perceptions of safety and any concerns regarding workplace violence.
- Meetings with school safety committees or teams to discuss observations and suggestions.

#### **1.3 Physical Security Assessment:**

- Inspection of school buildings and grounds to identify security vulnerabilities (e.g., unsecured entrances, lack of surveillance cameras).
- Review of current security measures (e.g., access control systems, emergency communication tools).

#### **1.4 Review of External Factors:**

- Consideration of community safety trends or events that may impact school safety.
- Coordination with local law enforcement for insights on local threats or patterns of violence.



## **Section 2: Risk Analysis**

### **2.1 Identification of Risks:**

- Listing of identified potential risks based on data collected, categorized by likelihood and severity.

### **2.2 Vulnerability Assessment:**

- Evaluation of existing safeguards and their effectiveness in mitigating identified risks.
- Identification of areas lacking sufficient protective measures.

## **Section 3: Action Plan**

### **3.1 Prioritization of Risks:**

- Prioritization of identified risks based on their potential impact on school safety and the likelihood of occurrence.

### **3.2 Development of Mitigation Strategies:**

- Specific actions to address each prioritized risk (e.g., enhancements to physical security, changes to policies or procedures, additional training for staff and students).

### **3.3 Implementation Timeline:**

- Timeline for implementing proposed mitigation strategies, including responsible parties and milestones.

## **Section 4: Monitoring and Review**

### **4.1 Monitoring Procedures:**

- Establishment of processes for ongoing monitoring of risk factors and the effectiveness of implemented mitigation strategies.

### **4.2 Annual Review:**

- Commitment to an annual review of the risk assessment and action plan to ensure they remain relevant and effective, with adjustments made as needed based on new information or changing conditions.

**MEMORANDUM OF UNDERSTANDING**  
**Between the**  
**WHEATLAND UNION HIGH SCHOOL DISTRICT**  
**and**  
**WHEATLAND HIGH EDUCATORS ASSOCIATION OF TEACHERS**

**(Article X.C.2 – Class Coverages)**

This Memorandum of Understanding ("MOU") is agreed to between the Wheatland Union High School District ("District") and the Wheatland High Educators Association of Teachers ("WHEAT") concerning Class Coverages and Evaluations.

**TERMS**


The parties agree to add the following to:

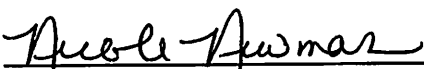
Article X.C:

2. Teachers who provide class coverage by "doubling-up" with their regular teaching period will be credited with one period of Personal Necessity Earned Leave when the "doubling-up" results in a class size over the maximum class size stated in Article XI. Personal necessity obtained in this manner is not eligible for hourly rate payout and will not have an expiration date. Combined class size not to exceed 60 students. Teachers "doubling-up" at Edward P. Duplex (EPD) Continuation High School are exempt from meeting the maximum class size stated in Article XI. Teachers whose work assignment is at EPD will receive "doubling-up" credit when covering for another teacher whose work assignment is also at EPD, whether or not the total students exceed the normal class load for up to 6 periods in a day.

FOR THE WHEATLAND HIGH EDUCATOR  
ASSOCIATION OF TEACHERS

FOR THE WHEATLAND UNION HIGH  
SCHOOL DISTRICT

By:   
Date: 3/6/24

By:   
Date: 1/22/2024



**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT**  
3536 Butte Campus Drive, Oroville, CA 95965

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**GRANT AGREEMENT**  
**K-12 STRONG WORKFORCE PROGRAM**  
**NORTH FAR NORTH REGIONAL CONSORTIUM**

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This Grant Agreement is made and entered into as of the latest date on the signature page of this Grant Agreement by and between the Butte-Glenn Community College District (hereinafter referred to as "District") and **WHEATLAND UNION HIGH SCHOOL DISTRICT** (hereinafter referred to as "Grantee"). District and Grantee may be referred to individually as a "Party" and collectively as the "Parties" in this Grant Agreement.

**RECITALS**

WHEREAS, the District has been designated as the Regional Consortium Fiscal Agent on behalf of the North Far North Regional Consortium (hereinafter referred to as "NFN Regional Consortium") for the purpose of implementing the K-12 Strong Workforce Program (hereinafter referred to as "K12 SWP") established by Education Code §§ 88827-88833.

WHEREAS, the District shall receive K12 SWP funds allocated for the NFN Regional Consortium from the California Community Colleges Chancellor's Office (hereinafter referred to as "Sponsor"), and is responsible to distribute funding and monitor sub-grants once funding decisions have been authorized by the NFN Regional Consortium pursuant to Education Code §§ 88827-88833.

WHEREAS, the NFN Regional Consortium has been approved by the California Community Colleges Chancellor's Office.

WHEREAS, the Grantee is one or more, or any combination, of the following: (1) School district; (2) County office of education; (3) Charter school; (4) Regional occupational center or program operated by either a joint powers authority or by a county office of education; is located within the boundaries of the NFN Regional Consortium; and desires to engage in regional efforts to align workforce, employment and education services.

NOW, THEREFORE, the parties mutually agree as follows:

1. **SCOPE OF WORK.** The Grantee shall perform the work set forth in Exhibit A, the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program, which is attached hereto and incorporated by reference in this Grant Agreement (hereinafter referred to as "Work").
2. **K12 SWP SPECIFIC TERMS AND CONDITIONS.** The Grantee shall comply with the terms and conditions in Exhibit B, (1) K12 Strong Workforce Program: Grantee Guidelines and Requirements; (2) K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions; (3) Guidelines, Definitions and Allowable Expenditures and (4) Regional Funding Distribution Based on ADA, which is attached hereto and incorporated by this reference in this Grant Agreement. The terms and conditions provide further guidance for the administration of this Grant Agreement.
3. **PERIOD OF PERFORMANCE.** The period of performance for this Grant Agreement shall commence on **January 1, 2024** and shall expire on **June 30, 2026**, unless extended by written amendment to this Grant Agreement or terminated earlier in accordance with the termination provisions of this Grant Agreement.

4. **KEY PERSONNEL.** The performance under this Grant Agreement shall be under the direction of the respective Party's Authorized Representative for Technical Matters as specified in the Authorized Representatives provision of this Grant Agreement.
5. **AWARD OF FUNDS.** The total amount of funds made available for payment to Grantee for Work performed under this Grant Agreement are awarded at **\$1,562,665.00** (hereinafter referred to as the "Grant Award"). The awarded amount is fixed and based upon the amounts specified in Exhibit A, the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program. In no event shall the District be liable for payment to Grantee which would result in cumulative payment under this Grant Agreement exceeding the total allocated funds unless this Grant Agreement is modified in writing in accordance with this Grant Agreement.
6. **BUDGET.** The costs and categories of costs approved to fund the Grantee's performance of the Work are detailed in Exhibit A, the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program.
7. **ALLOWABLE COSTS.** The allowability of costs under this Grant Agreement shall be determined in accordance with the terms of this Grant Agreement and the terms set forth in Exhibit B, Guidelines, Definitions, and Allowable Expenditures.
8. **INVOICING.**
  - A. The Grantee shall submit an invoice for an advance payment of seventy percent (70%) of the total amount of the Grant Award after this Grant Agreement is fully executed.
  - B. The Grantee shall submit an invoice and accompanying documentation as required by NFN Regional Consortium upon completion of all reports due at the time the invoice is submitted for a progress payment of twenty percent (20%) of the total amount of this Grant Award.
  - C. The Grantee shall submit an invoice and accompanying documentation as required by the NFN Regional Consortium upon completion of all reports due at the time the invoice is submitted for the final payment of ten percent (10%) of the total amount of the Grant Award.
  - D. Grantee's invoices must be submitted to the District's Authorized Representative for Business Matters for approval.
9. **PAYMENT.** District will make payment on all approved invoices in accordance with the terms of this Grant Agreement. A progress payment of twenty percent (20%) will be made upon review of Quarterly Expenditure and Progress Reports and Grantee's expenditure of seventy percent (70%) of total Grant Award. Payment of the final ten percent (10%) will be made upon review and approval by the NFN Regional Consortium of Quarterly Expenditure and Progress Reports and the end-of-project Final Report. Payment shall be contingent upon the receipt of funding from the Sponsor and upon the Grantee's compliance with the terms and conditions of this Grant Agreement. All payments shall be subject to correction and adjustment upon audit or any disallowance. The Grantee is solely responsible for reimbursing the District for amounts paid the Grantee but (i) disallowed under the terms of this Grant Agreement or (ii) upon termination of this Grant Agreement, unexpended or unobligated balance of funds advanced.
10. **SEPARATE ACCOUNTING.** The Grantee will establish a separate account for each project application specified in this Grant Agreement and will use the funds as allowed under the K12 SWP to perform the Work specified in this Grant Agreement. As applicable, the Grantee shall also establish and maintain such accounting and documentation of matching expenditures of the Grantee to satisfy the requirements of the Sponsor.

11. **USE OF FACILITIES AND EQUIPMENT.** The Grantee will furnish the facilities and equipment necessary to perform and complete the Work under this Grant Agreement, and District has rights to inspect facilities furnished.
12. **AUDIT.** Grantee agrees that the District, the Sponsor, the Bureau of State Audits, and other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Grant Agreement. Grantee agrees to maintain such records for possible audit for a minimum of three (3) years after the final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of District, the Sponsor, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s), to audit records and interview staff in any subcontract related to the performance of this Grant Agreement.
13. **PROGRESS REPORTS.** The Grantee shall submit progress and fiscal reporting as outlined in Exhibit B, K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020, Section 4 Reporting Requirements.
14. **AUTHORIZED REPRESENTATIVES.** For the purpose of this Grant Agreement, the individuals identified below are hereby designated representatives of the respective parties.

For the District.	Technical Matters:	Blaine Smith Executive Director NFN Regional Consortium Butte-Glenn Community College District 3536 Butte Campus Dr. Oroville, CA 95965
	Business Matters:	Allison Travis-Bee Program Coordinator NFN Regional Consortium Butte-Glenn Community College District 3536 Butte Campus Dr. Oroville, CA 95965
	Authorized Official:	Andrew B. Suleski Asst Superintendent/Vice President for Administration Butte-Glenn Community College District 3536 Butte Campus Drive Oroville, CA 95965
For the Grantee.	Technical Matters:	Nicole Newman Wheatland Union High 1010 Wheatland Rd. Wheatland, CA 95692
	Business Matters:	Kerri Hubbard Wheatland Union High 1010 Wheatland Rd. Wheatland, CA 95692

Authorized Official: Nicole Newman  
Wheatland Union High  
1010 Wheatland Rd.  
Wheatland, CA 95692

15. **INDEPENDENT CONTRACTOR.** For the purpose of this Grant Agreement and all work and services specified herein, the Parties shall be, and shall be deemed to be, independent contractors and not agents or employees of the other party.
16. **ASSIGNMENT.** The Grantee may not assign, transfer, or subcontract any part of this Grant Agreement, any interest herein or claims hereunder, without the prior, written approval of the District and Sponsor.
17. **CANCELLATION.** Either of the Parties may at any time cancel this Grant Agreement, with or without cause, by giving thirty (30) days advance written notice to the other Party which shall commence on the date of mailing of the written notice by certified mail or personal delivery. Thereafter, this Grant Agreement shall become null and void except for the portion or portions of payment herein agreed upon for which expenses have been necessarily incurred in the performance of this Grant Agreement.
18. **APPROPRIATED FUNDS.** The continuation of this Grant Agreement shall be subject to sufficient appropriated funds being received by District to administer and support the K12 SWP. In the event sufficient funds are not available or are discontinued at any time, the District may immediately cancel this Grant Agreement by delivering written notice to the Grantee.
19. **GENERAL RELEASE.** The Grantee's acceptance of payment of the final invoice under this Grant Agreement shall release the District from all claims of the Grantee, and from all liability to the Grantee concerning the Work, except where such claims or liabilities arise from any negligent act, error or omission of the District.
20. **USE OF NAME.** Neither of the Parties shall make use of this Grant Agreement, or use the other's name or that of any member of the other's staff for publicity or advertising purposes without prior written approval of the other Party. This restriction shall not include internal documents available to the public that identify the existence of the Grant Agreement.
21. **AMENDMENTS.** The Parties may make changes to the terms of this Grant Agreement. Any such changes shall be in the form of a written amendment signed by authorized representatives of the Grantee and the District.
22. **INDEMNIFICATION.**
  - A. The Grantee shall defend, indemnify and hold District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Grant Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions or willful misconduct of Grantee, its officers, employees, or agents.
  - B. The District shall defend, indemnify and hold Grantee, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Grant Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions or willful misconduct of District, its officers, employees or agents.

C. This indemnification provision shall survive termination of the Agreement and remain in effect.

23. **INSURANCE.** The Grantee at its sole cost and expense, shall insure its activities in connection with this Grant Agreement and maintain in force for the duration of this Grant Agreement insurance policies and requirements as follows.

- A. Commercial General Liability insurance with a limit of not less than \$1,000,000 per occurrence for bodily injury, property damage, personal injury, products and completed operations, and blanket contractual coverage.
- B. Automobile Liability insurance with a combined single limit of not less than \$1,000,000 per accident for bodily injury and property damage with respect to the Grantee's owned, hired, and non-owned vehicles.
- C. Workers' Compensation insurance as required under California State law.
- D. Employer's Liability insurance with limits of not less \$1,000,000 each accident, \$1,000,000 each employee, \$1,000,000 policy limit for bodily injury or disease.
- E. Professional Liability insurance covering acts, errors, mistakes, and omissions arising out of the work or services performed by Grantee, or any person employed by the Agreement, with a limit of not less than \$1,000,000 each claim.
- F. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the District and the Grantee against other insurable risks relating to performance of this Agreement.
- G. Insurance shall be issued by an insurance company(ies) licensed in California with a current A.M. Best rating of A:VII or better.
- H. The Commercial General Liability and Auto Liability coverages shall be endorsed to name "Butte-Glenn Community College District, its trustees, officers, agents, employees, and volunteers" as additional insureds as their interest may appear.
- I. All insurance policies shall be endorsed to provide for thirty (30) days' advance written notice to the District of cancellation, suspension, or any material change of the required insurance coverage.
- J. The Grantee's insurance must be primary, and any insurance or self-insurance maintained by the District shall not contribute to it. The coverages required under this Section shall not limit the Grantee's liability. If any part of this Grant Agreement is assigned or subcontracted, these insurance requirements also apply to all assignees and subcontractors.
- K. The Grantee may fulfill its insurance obligations under this paragraph by self-insurance pursuant to an established plan operated in accordance with accepted insurance practices.
- L. Prior to commencing the Work under this Grant Agreement, Grantee shall furnish District with certificates of insurance and original endorsements evidencing the coverage, limits, and conditions required by this Grant Agreement.

24. **NOTICES.** Any notice required or permitted by this Grant Agreement shall be in writing and shall be delivered by (i) personal delivery; (ii) certified mail; or (iii) electronic mail to the respective party's Authorized Official.

25. **APPLICABLE LAW.** This Grant Agreement shall be interpreted and governed by applicable federal laws and State of California laws.
26. **ENTIRE AGREEMENT.** This Grant Agreement, together with the Exhibits attached hereto, express the complete agreement of the Grantee and the District and supersedes all prior understandings regarding the Work.
27. **COUNTERPARTS AND ELECTRONIC SIGNATURES.** This Grant Agreement may be executed in one or more counterparts, and counterparts may be exchanged by facsimile, electronic mail or other electronic transmission, each of which will be deemed an original, but all of which together constitute one and the same instrument.

**SIGNATURE PAGE FOLLOWS**



IN WITNESS WHEREOF, the respective parties have executed this Grant Agreement on the dates indicated below.

**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT**

**WHEATLAND UNION HIGH SCHOOL DISTRICT**

By: \_\_\_\_\_  
(Signature of authorized official of District.)

Name: Andrew B. Suleski

Title: Vice President for Administration

Date: \_\_\_\_\_

By: Nicole Newman  
(Signature of authorized official of Grantee.)

Name: Nicole Newman

Title: Superintendent

Date: 3/8/2024

**Exhibits**

- A -** Scope of Work: Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program
- B -** Request for Applications K12 Strong Workforce Program 2023
  - Appendix A: K12 Strong Workforce Program: Grantee Guidelines and Requirements
  - Appendix B: K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions
  - Appendix C: Guidelines, Definitions, and Allowable Expenditures
  - Appendix D: Regional Funding Distribution Based on ADA

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	NFNRC	Preparer's Name & ID:	ALLISON TRAVIS-BEE 3005411	Phone:	2830
Vendor Name:	Wheatland Union High School District		Vendor ID:	3496037	
PO Description (Max. 25 characters):	K12 Strong Workforce Program, Year 6 Allocation				
Budget Code:	12.241.500.1.601023.55100		PO Amount:	\$1,562,665.00	
Contract Monitor Name (Person Who Approves Invoices):	ALLISON TRAVIS-BEE			Phone:	2830
Dept. Dean/Director Initials:			Dept. Vice President Initials:		
<b>Business Contracts Approval:</b>			<b>Purchase Order Number:</b>		

**GRANT AGREEMENT  
K-12 STRONG WORKFORCE PROGRAM  
EXHIBIT A**

**SCOPE OF WORK**

Grantee shall furnish all the necessary services, qualified personnel, material, equipment, and facilities as needed to perform all tasks specifically set forth in the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program, which is attached hereto and incorporated by reference in this Grant Agreement.

K12 Strong Workforce Program  
Plans (Grant: K12 SWP Round 6 (2023-24))

Produced: Feb 28, 2024, 06:24 PM UTC - By Becca Mortimer

## Ag Mechanics Production Technologies CERTIFIED

### Details

#### Pathway Improvement Name \*

Ag Mechanics Production Technologies

#### Region within which applying

North/Far North

#### Start Date

12/31/2023

#### End Date

06/29/2026

### Assurances

#### This Pathway/Program Work Plan is:

✓

In compliance with K12 SWP legislation ([Ed Code 88827](#)) - 88828(c)(8)(C):

- All partners will report outcomes and financials in the NOVA and Cal-PASS Plus Systems.

✓

Aligned with your district(s)/partner district(s) 2023-24 LCP

✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program Regional Plan and planning efforts occurring through the Strong Workforce Program.

✓ Informed by Labor Market Information and regional priorities.

✓ Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

#### All LEAs will:

✓

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCO for information sharing on K-12 data:

1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
3. Upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

✓ Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

## Lead Agency

### Wheatland Union High

#### Lead LEA Type

High School District

#### Agency Information

##### Address

1010 Wheatland Road | Wheatland, CA | 95692-9798

##### Region

North/Far North

##### Website

<http://www.wheatlandhigh.org>

#### Community College District

Yuba CCD

#### Part of a Rural School District

Yes

#### Unemployment Rate

5.5%

#### Total ADA (Average Daily Attendance)

1032.68

### K12 SWP 2022-23 Award/Role

#### Was your organization awarded funds in 2022-23?

Yes

#### If yes, what is your organization's role in this work (as Lead or K-12 Partner Agency)? \*

For 22-23, we were the Lead for 3 applications:

- Pirates Arts, Media, and Entertainment
- Pirates Animal Science - Veterinarian Technology Pathway
- Pirates Pipeline to Public Services (Fire and Police)

### CTEIG Award

#### Was your organization awarded CTEIG funds in 2022-23?

Yes



Will your organization apply for CTEIG funds in 2023-24?

Yes

### Participating Schools

School
Wheatland Union High (58727695838305) - High School
Edward P. Duplex (58727690133751) - High School

### Primary Contact(s)

Name	Role	Email
Nicole Newman	Project Lead Contact	nnewman@wheatlandhigh.org
Dr. Celeste Boggs	Project Lead Alternate Contact	cboggs@wheatlandhigh.org

## K12 Partner Agencies (optional)

No K12 Partner Agencies added.

### Historical Performance

Select the checkbox next to each Lead LEA's or Partner Agency's historical Pathway Improvement that is similar in scope to this application.

If no Pathway Improvements are similar to this application, no action is required.

Selected	Year Funded	Lead or Partner Agency	Pathway Improvement	ID	Amount Funded
	2019	Tri-County ROP	<a href="#">Tri-County ROP/CTE Consortium</a>	7154	\$974,903
	2021	Wheatland	<a href="#">Equity, Engagement &amp; Excellence in 7-12 CTE</a>	11054	\$539,604
	2020	Wheatland	<a href="#">Helping us Grow by Building Strong Roots Expanded</a>	9000	\$465,706
	2019	Wheatland	<a href="#">Helping Us Grow by Building Strong Roots</a>	7190	\$231,817
	2023	Wheatland Union High	<a href="#">Pirates Animal Science - Veterinarian Technology Pathway</a>	20366	\$995,544
	2023	Wheatland Union High	<a href="#">Pirates Arts, Media, and Entertainment Pathway</a>	20365	\$915,549
	2023	Wheatland Union High	<a href="#">Pirates Pipeline to Public Services (Fire and Police)</a>	20367	\$985,668
	2022	Wheatland Union High	<a href="#">Edward P. Duplex Continuation School WBL and Career Counseling</a>	15452	\$325,772
	2022	Wheatland Union High	<a href="#">Pirates Educator Pathway (PEP)</a>	15451	\$970,791

Selected	Year Funded	Lead or Partner Agency	Pathway Improvement	ID	Amount Funded
	2022	Wheatland Union High	<a href="#">Pirates Patient Care Pathway (PPCP)</a>	15453	\$785,685
	2021	Wheatland Union High	<a href="#">Pirates at SEA (Scholars' Enrichment Academies) a Voyage to College and Career Readiness</a>	11061	\$992,773
	2021	Wheatland Union High	<a href="#">Workability Employees - Wheatland's Occupations' Regional Knowledge Center ("WE WORK Center")</a>	11063	\$561,072
	2020	Wheatland Union High	<a href="#">Get Focused Stay Focused Initiative (GFSF) and Building a Bridge to Your Future (BBYF)</a>	8993	\$533,244
	2020	Yuba Co. Office of Education	<a href="#">Yuba County Schools Agriculture and Natural Resources Pathway Collaboration</a>	9052	\$214,139

### Positive Considerations

If any of the following options are selected, be sure to reference specifically how these populations are served in your application.

Select the unduplicated pupils with whom are served by the proposed CTE Program/Pathway

- ✓ English Learners
- ✓ Students who qualify for free or reduced-price meals
- ✓ Foster youth

Select the K-12 students that are defined as special populations per Perkins V with whom are served by the proposed CTE Program/Pathway

- ✓ Individuals with disabilities
- ✓ Low-income youth
- ✓ Individuals preparing for nontraditional fields
- ✓ Single parents, including single pregnant women
- ✓ Out-of-workforce individuals
- ✓ English Learners
- ✓ Homeless individuals
- ✓ Youth who are in, or have aged out of, the foster care system
- ✓ Youth with a parent who is an active duty member of the armed forces

## Underserved Student Populations

### Annual Adjusted Statewide Grades 9-12 Dropout Rate

Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?

Yes

Will proposed CTE program(s) serve the following unduplicated pupils?

Yes

Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?

Yes

## ADA Totals

Name	ADA	Agency Type
Wheatland Union High	1,032.68	High School District



## Higher Education Partners

### Yuba College

#### Higher Education Partner Agency Type

College

#### Agency Information

##### Address

##### Region

North/Far North

##### Website

N/A

#### Community College District

Yuba CCD

#### Contacts

Name	Role	Email
Dr Tawny Dotson	Project Viewer	tdotson@yccd.edu

## Collaborative Partners (optional)

No K12 Collaborative Partners added.

## Problem Statement

Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address. \*

The Wheatland Union High School District (WUHSD) faces a pressing challenge rooted in the local labor market dynamics, as revealed by the North (Greater Sacramento) Center of Excellence's April 2023 labor market analysis.

**Alignment with Regional Labor Market Data:** The local labor market in the Greater Sacramento subregion indicates a substantial demand for middle-skilled careers in the agricultural mechanics sector, specifically in occupations such as Farm Equipment Mechanics and Service Technicians (49-3041), Mobile Heavy Equipment Mechanics, Except Engines (49-3042), Outdoor Power Equipment and Other Small Engine Mechanics (49-3053), and Industrial Machinery Mechanics (49-9041). In 2021, there were 2,631 agricultural mechanic jobs, projected to increase by 14% over the next five years, with 337 annual openings anticipated.

**Potential Workforce Shortage:** Despite this evident demand for skilled workers, the analysis highlights a potential shortage in the supply of qualified individuals to meet the workforce needs of the Greater Sacramento subregion. Existing community college

programs conferred an average of 22 awards (certificates and associate degrees) in related programs over the last three academic years, while 337 annual job openings are projected, indicating a significant gap.

**Wage Opportunities:** The analysis further demonstrates that agricultural mechanic occupations offer entry-level wages above the single adult living wage of \$14.53 per hour. With hourly wages ranging from \$17.86 to \$28.22, these occupations present promising wage opportunities for individuals pursuing careers in this sector.

**Undersupply of Workers:** Comparing the average annual awards conferred by community colleges to the projected annual job openings reveals an undersupply of workers, particularly in occupations like mobile heavy equipment mechanics and industrial machinery mechanics. Although the gap is smaller for farm equipment and small engine mechanics, there are fewer programs catering to these specific occupations.

**Opportunity for Community College Training:** Between 33% and 50% of incumbent workers in agricultural mechanic occupations possess educational attainment levels consistent with community college offerings (some college or associate degrees). These occupations also require moderate to long-term on-the-job training, making them ideal candidates for community college training programs.

**Alignment with Yuba College:** To address this regional challenge, WUHSD aims to create alignment with its Community College partner, Yuba College, to establish a robust K12 Strong Workforce Program (K12 SWP). This program will bridge the gap between high school education and the needs of the Agriculture Mechanics industry, ensuring that students are well-prepared for high-wage, high-demand careers.

**Equity Gaps:** WUHSD acknowledges equity gaps in student access to and participation in high-potential Career Technical Education (CTE) programs, particularly in Agriculture Mechanics. Demographic, enrollment, and completion data reveal disparities among student subgroups. Underserved populations, including minority students, those from lower socioeconomic backgrounds, and unduplicated pupils, experience limited access, reduced opportunities, and lower completion rates within CTE programs related to Agriculture Mechanics.

These inequities underscore the urgent need for targeted interventions and the development of a comprehensive K12 SWP that addresses the identified gaps in equity, ensuring that all students, regardless of race, gender, socioeconomic status, or background, have equal access to and success within high-potential CTE programs. The K12 SWP efforts will focus on closing these gaps and preparing a diverse student population for successful careers in the Agriculture Mechanics industry.

## Project Objectives

**Provide clear, concrete objectives, which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) is using the K12 SWP funds to help meet those objectives. Avoid statements of lofty goals. \***

The Wheatland Union High School District (WUHSD) has formulated a set of clear and comprehensive project objectives that directly address the challenges outlined in the problem statement, while also aligning with regional labor market data and the recommendations provided by the North (Greater Sacramento) Center of Excellence. Leveraging K12 SWP funds, WUHSD commits to achieving the following concrete objectives:

- 1. Alignment with Regional Demand:** WUHSD will actively develop and enhance Agriculture Mechanics programs within the district to align with the significant demand for skilled workers in the Greater Sacramento subregion. K12 SWP funds will be instrumental in creating and updating curriculum materials, providing professional development opportunities for educators, and establishing seamless pathways that connect high school programs to community college offerings.
- 2. Closing the Workforce Gap:** The district is committed to bridging the workforce gap by substantially increasing the number of qualified graduates who are fully prepared for careers in agricultural mechanics. WUHSD aims to significantly boost the rate of students completing Agriculture Mechanics programs, with the ultimate goal of channeling these graduates into the local workforce. This contribution will play a pivotal role in fostering regional economic growth.
- 3. Promoting Equity:** Recognizing the historical disparities faced by certain student populations in accessing high-quality education and career opportunities, WUHSD will implement a set of equity-driven strategies. These strategies will ensure that all students, particularly those from underserved backgrounds, have equitable access and opportunities for success. Key measures include targeted outreach initiatives, academic support structures, mentorship programs, and work-based learning opportunities.

**4. Community College Partnerships:** To facilitate a seamless transition for students from K12 programs to postsecondary education in Agriculture Mechanics, WUHSD is dedicated to enhancing its partnerships with Yuba College. K12 SWP funds will be employed to facilitate collaborative efforts that result in curricular alignment, streamlined articulation agreements, and the provision of dual enrollment opportunities. This strategic alignment will ensure that students have a clear and uninterrupted pathway to further education and career success.

**5. Program Diversification:** In recognition of the diverse spectrum of opportunities within the agricultural mechanics field, WUHSD will expand the existing Agriculture Mechanics Pathway offered and diversify its CTE program offerings. This comprehensive approach will provide students with an array of pathways that cater to the specific needs of the local labor market.

By pursuing these objectives, WUHSD is determined to be a proactive contributor to resolving the identified workforce shortage, while simultaneously offering valuable career opportunities to its students. The district firmly believes that this initiative will not only empower individual students but also contribute to the overall economic vitality and resilience of the Greater Sacramento subregion.

## Local/Regional Economies

### Unemployment Rates & Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
Wheatland Union High	Yes	5.5% 

## Industry Sectors & Pathways

### Targeted Industry Sectors

#### California Department of Education Industry Sectors

✓ AGRICULTURE AND NATURAL RESOURCES SECTOR (AGR) (CDE)

#### Crosswalk California Community Colleges

✓ Agriculture, Water & Environmental Technologies (CCCCO)

## Pathways & Design Purpose

✗ Create a New Pathway(s)

✓ Expand and/or Scale an Existing Pathway(s)

### Pathway(s) Involved

- AGRICULTURE AND NATURAL RESOURCES SECTOR (AGR): Agricultural Mechanics (Pathway 101)

✗ Implement Cross-Sector Work

× Middle School Career Exploration

## Work Plan

### K14 Pathway Quality Strategies

- × Curriculum and Instruction
- × College and Career Exploration
- × Postsecondary Transition and Completion
- ✓ Work-Based Learning

### K14 Pathway Quality Strategies: Work-Based Learning

#### Describe work and project activities to be funded by K12 SWP \*

The proposed CTE Pathway work plan prioritizes WBL as a critical strategy to bridge the gap between classroom education and workforce demands in the Ag Mechanics sector. K12 SWP funds will enhance and support various WBL activities designed to provide students with real-world industry exposure, addressing the needs outlined in the Problem Statement and advancing the stated Project Objectives.

- 1. Strengthening of Industry Partnerships:** WUHSD will initiate and nurture strong partnerships with local agricultural mechanics businesses and industries. These collaborations are fundamental to creating meaningful WBL opportunities aligned with regional workforce demands.
- 2. Identification of Suitable WBL Placements:** Our Director of CTE and College Readiness will match students with appropriate WBL opportunities within the AG Mechanics sector. This ensures that students' interests and career goals align with the chosen WBL experiences. These WBL opportunities will outline clear learning objectives, expectations, and assessment criteria, with input from industry professionals to ensure integration with classroom instruction.
- 3. Student Preparation and Training:** K12 SWP funding will support classroom labs with industry level equipment so students have the opportunity to learn using real-world equipment and tools, ensuring they are ready to enter the workforce or postsecondary training institutions with the most up-to-date knowledge and skills.
- 4. Mentorship Programs:** The program will establish mentorship programs, facilitated by industry experts. These mentors will guide and mentor students throughout their WBL experiences, offering insights into the industry, career advice, and opportunities for skill development.
- 5. Monitoring and Assessment:** Robust monitoring and assessment systems will be implemented. Data collection will track student progress, workplace satisfaction, and skill development, allowing for ongoing program improvements and alignment with stated Project Objectives.
- 6. Documentation and Showcase:** The program will support the documentation and showcasing of student achievements during WBL experiences. This may include creating portfolios, presentations, certifications, or other artifacts that highlight acquired skills and competencies, enhancing students' employability.

By funding these work-based learning activities, the CTE Program/Pathway work plan aims to ensure that students are well-prepared for high-wage, high-demand careers in the AG Mechanics sector.

#### Describe and provide a list of expected, measurable outcomes \*

The implementation of the Work-Based Learning (WBL) strategy within the CTE Pathway work plan is expected to yield measurable outcomes, with specific targets that signify meaningful changes and improvements in various aspects of student

preparedness, industry alignment, and equity in accessing high-skill, high-wage CTE opportunities. The following is a list of expected outcomes along with their corresponding measurable targets:

**1. Increased Student Engagement:**

- Measurable Outcome: A 20% increase in student participation rates in WBL experiences.

**2. Enhanced Workforce Readiness:**

- Measurable Outcome: A 25% improvement in students' ability to apply acquired skills and knowledge in real-world settings as measured by number of students successfully completing Career Ready certificates through Career Safe.

**3. Skill Development:**

- Measurable Outcome: 100% of students earn industry recognized certification.

**4. Increased Industry Partnerships and Mentorship Engagement:**

- Measurable Outcome: Engage 10 additional industry professionals in student mentorship programs.

**5. Higher Completion Rates:**

- Measurable Outcome: Achieve a 30% increase in the completion rate of AG Mechanics career pathways.

**6. Equitable Access:**

- Measurable Outcome: Achieve parity with school demographic percentages.

**7. Portfolio and Artifact Development:**

- Measurable Outcome: 80% of students create portfolios or artifacts showcasing their achievements and tangible evidence of their skills and competencies.

**8. Seamless Transition to Postsecondary Education:**

- Measurable Outcome: 25% of program graduates transition to postsecondary education in AG Mechanics.

**9. Increased Dual Enrollment Credits Earned:**

- Measurable Outcome: Students earn an average of 3 dual enrollment/ articulation credits.

These specific measurable targets reflect the ambitious yet achievable goals of the WBL strategy, signifying the impact it will have on students, industry partnerships, safety, equity, and educational continuity. Meeting these targets will play a crucial role in addressing the identified workforce shortage, enhancing student employability, and fostering a more equitable and inclusive educational environment.

**Identify partner roles and responsibilities \***

Partner roles and responsibilities within the context of the Work-Based Learning (WBL) strategy in the CTE Pathway work plan are pivotal to the success of the project. These partners, including WUHSD and Yuba College each bring unique contributions and fulfill specific roles and responsibilities:

**1. WUHSD:**

- **Role:** As the K12 partner, WUHSD is responsible for coordinating and overseeing the implementation of its AG Mechanics career pathways.

- **Responsibilities:**

- **Program Development:** WUHSD will develop and enhance AG Mechanics programs, curriculum, and course offerings that align with industry demands.

Concentrator: AG Mech. Production Technologies 1; Capstone: AG Mech. Production Technologies 2; CTSO Participation

- **Student Engagement & Equity:** Actively engage students in WBL experiences, encouraging participation and guiding them throughout the process, implement outreach and support programs to ensure equitable access for all student subgroups.



- Safety: WUHSD will prioritize student safety by ensuring that classroom labs and WBL sites comply with safety regulations and provide necessary safety equipment.
- Data Collection & Assessment: The K12 partner will collect and analyze data to monitor student progress and the effectiveness of WBL initiatives, making data-driven improvements.
- DE Coordination: WUHSD will collaborate with Yuba College to facilitate dual enrollment/articulation opportunities for students, enabling them to earn college credits while in high school.

## **2. Yuba College:**

- **Role:** Yuba College serves as the community college partner and plays a vital role in creating a seamless pathway for students from K12 to postsecondary education.

### **- Responsibilities:**

- Articulation Agreements: Yuba College will work with WUHSD to expand articulation/ dual enrollment agreements that facilitate the transfer of credits earned in high school to college programs.
- Curriculum Alignment: Yuba College will align its AG Mechanics programs with the curriculum and competencies developed by WUHSD.
- Credit Transfer: Yuba College will facilitate the seamless transfer of credits earned by students in high school to their college programs, recognizing students' prior learning.

Collectively, these partner roles and responsibilities create a collaborative ecosystem that bridges the gap between education and the workforce, ensuring that students are well-prepared for high-wage, high-demand careers in the AG Mechanics industry.

**Identify the total number of students (unduplicated headcount) and/or teachers to be served and describe the way they will be impacted by each strategy. Provide justification for requested funds and address plans for sustainability. (Return on Investment) \***

- The goal is to provide WBL opportunities to approximately 90 high school students per academic year, (3-4 sections per year) within the AG Mechanics career pathways at WUHSD.
- This strategy will serve 1 educator who will receive professional development and training related to supervising and mentoring students during WBL experiences.

### **Impact on Students:**

1. Experiential Learning: Students participating in WBL will benefit from hands-on, real world experiential learning, gaining practical skills that are directly applicable to the AG Mechanics industry.
2. College and Career Readiness: Through dual enrollment/articulation opportunities, students will have the chance to earn college credits while in high school. This will make college more accessible and affordable for students, setting them on a path toward successful careers.
3. Equity and Access: The strategy prioritizes equity by ensuring that students from all backgrounds, including underserved populations, have equal access to WBL experiences. Targeted outreach and support services will help address historical disparities and ensure equitable participation.
4. Safety and Compliance: Students' safety will be a paramount concern during WBL experiences. By complying with safety regulations and providing appropriate safety equipment, the strategy ensures that students can participate safely and gain confidence in their skills.

### **Impact on Educators:**

1. Professional Development Aligned with Industry: Our teacher will receive professional development and training to ensure alignment with up to date industry practices. This training will enhance their instructional skills and capacity to facilitate real-world learning experiences.

### **Justification for Requested Funds:**

- The requested funds are justified by the need to provide students with meaningful WBL experiences, dual enrollment opportunities, and access to safety certification. These funds support program development, safety compliance, and professional development for educators, all of which are essential for the success of the WBL strategy.

#### **Plans for Sustainability:**

- To ensure the sustainability of the CTE pathway beyond the initial funding period, WUHSD will explore various avenues, including seeking additional grants, partnerships with local businesses, and community support.
- Building long-term relationships with employer partners will also contribute to sustainability, as these partnerships can continue to provide WBL opportunities in subsequent years.

#### **Describe the student supports activities designed to improve access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. \***

- 1. Targeted Outreach:** To reach disproportionately impacted students, the project will implement targeted outreach efforts. These efforts will ensure that students who may not have previously considered CTE opportunities in AG Mechanics are made aware of the available pathways.
- 2. Academic Counseling:** Academic counselors will be available to guide students through their educational journey within the AG Mechanics pathways. They will assist students in course selection, career planning, and navigating the transition from high school to postsecondary education especially for students who may face academic or logistical challenges.
- 3. Tutoring Services:** The project will offer tutoring services to provide academic support to students. Tutors will be available before, during and after school hours to assist with coursework, particularly in areas where students may require additional help to excel.
- 4. Mentoring by Professionals:** Mentors will guide students, share their experiences, and offer advice on career paths and skill development. Mentorship programs will be designed to foster meaningful connections between students and industry experts.
- 5. Work-Based Learning (WBL):** WBL experiences, including internships, apprenticeships, and on-the-job training, will be a cornerstone of student support. This bridges the gap between education and employment, making students more job-ready upon graduation.
- 6. Dual Enrollment Opportunities:** The project will facilitate dual enrollment/ articulation opportunities, allowing high school students to earn college credits while completing their CTE coursework. This not only reduces the cost of postsecondary education but also accelerates students' progress toward a degree or certification, making higher education more attainable.
- 7. Support for English Learners (ELs) and Students with IEPs/504s:** Tailored support will be provided to ELs and students with IEPs/504s to address their unique academic, development and language-related challenges. This may include additional language assistance, adaptive technologies, and individualized learning plans.

These student support activities are integral to the project's commitment to equity and inclusion. They are designed to remove barriers, enhance student engagement, and create pathways to success for all students, particularly those who have been disproportionately impacted by educational disparities.

### **Leveraged Funds**

- ✓ Perkins V (Strengthening Career and Technical Education for the 21st Century Act)
- ✓ CTEIG (California Technical Education Incentive Grant)
- ✓ Agricultural Career Technical Education Incentive Grant
- ✗ CTEFP (Career Technical Education Facilities Program/Prop 51)
- ✗ CPA (California Partnership Academies grants)
- ✗ SSP (Specialized Secondary Programs grant)
- ✗ SWP (Strong Workforce Program)

X Other

## Budget & Match

### Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	\$0
2000 - Classified Salaries	\$0
3000 - Employee Benefits	\$0
4000 - Books and Supplies	\$78,634
5000 - Services and Other Expenditures	\$0
6000 - Capital Outlay	\$428,712
7000 - Indirect Costs	\$20,293 (4.0%)
<b>Total Grant Funds Budgeted</b>	<b>\$527,639</b>

### Financial Match Summary

Expenditure Type	Financial Match
1000 - Certificated Salaries	\$115,000
2000 - Classified Salaries	\$75,000
3000 - Employee Benefits	\$76,000
4000 - Books and Supplies	\$85,000
5000 - Services and Other Expenditures	\$30,000
6000 - Capital Outlay	\$675,000
7000 - Indirect Costs	\$0
<b>Total Financial Match</b>	<b>\$1,056,000</b>

### Wheatland Union High: Budget



**Budget Funds**

Expenditure Type	2023-24	2024-25	2025-26	Totals
1000 - Certificated Salaries	\$0	\$0	\$0	\$0
2000 - Classified Salaries	\$0	\$0	\$0	\$0
3000 - Employee Benefits	\$0	\$0	\$0	\$0
4000 - Books and Supplies	\$78,634	\$0	\$0	\$78,634
5000 - Services and Other Expenditures	\$0	\$0	\$0	\$0
6000 - Capital Outlay	\$428,712	\$0	\$0	\$428,712
7000 - Indirect Costs	\$20,293	\$0	\$0	\$20,293
<b>Total Budget</b>	<b>\$527,639</b>	<b>\$0</b>	<b>\$0</b>	<b>\$527,639</b>

**Wheatland Union High: Expenditure Descriptions****4000 - Books and Supplies \***

(YEAR 1: Supplies listed in Table below; TOTAL: \$78,634)

Laptops	14	\$4,200.00	\$58,800.00
Lightburn Software	15	\$120.00	\$1,800.00
Job Box	1	\$599.00	\$599.00
Grinders	6	\$110.00	\$660.00
Student Safety Pack	6	\$300.00	\$1,800.00
Suitcase Welder	1	\$4,500.00	\$4,500.00
Retractable Torch Hose Reel	1	\$325.00	\$325.00
Air Compressor	1	\$2,000.00	\$2,000.00
Retractable Air Hose Reel	1	\$300.00	\$300.00
Swivel Vise	1	\$350.00	\$350.00
Torch Set up	1	\$1,000.00	\$1,000.00
Lock-n-charge laptop cabinet	1	2000	\$2,000.00
General Metal Supplies	1	4500	\$4,500.00

**6000 - Capital Outlay \***

(YEAR 1: Expenses listed in Table below; TOTAL: \$428,712.98)

HAAS TM-2P Mill	1	\$88,000.00	\$88,000.00
Powder Coating Set Up	1	\$120,000.00	\$120,000.00
<a href="#">AP Laser SN1812</a>	1	\$17,727.90	\$17,727.90
Sand Blaster	1	\$10,000.00	\$10,143.78
Plasma Table	1	\$70,000.00	\$70,000.00
Laser Fume Extractors	2	\$6,000.00	\$12,000.00
Makerbot 3D Printer (2 pack) 2	2	\$5,071.89	\$10,143.78
Conex Box 40' for Storage	1	\$10,000.00	\$10,000.00
Welding Trailer for CTSO Contests	1	\$8,000.00	\$8,000.00
Miller Welder 325	1	\$10,000.00	\$10,000.00
<a href="#">AP Laser SN2816</a>	1	\$32,166.70	\$32,166.70
<a href="#">AP Laser SN4024</a>	1	\$40,530.82	\$40,530.82






**7000 - Indirect Costs \***

(YEAR 1: 4% of \$507,346.98 = \$20,293.88) = TOTAL: \$20,293.88

**Wheatland Union High: Match****Financial Match Funds**

Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	\$115,000	LCFF (Portion of CTE Director, Teacher Salaries)
2000 - Classified Salaries	\$75,000	LCFF (Paras, Academic Techs - Supporting Pathway)
3000 - Employee Benefits	\$76,000	LCFF (Portion of CTE Director, Teacher Salaries, Paras, Academic Techs - Supporting Pathway)
4000 - Books and Supplies	\$85,000	Impact Aid & DODEA, Lottery
5000 - Services and Other Expenditures	\$30,000	Transportation
6000 - Capital Outlay	\$675,000	Construction of Facilities for Pathway (Developer Fees); Van for Pathway
7000 - Indirect Costs		
<b>Total Financial Match</b>	<b>\$1,056,000</b>	

## Supporting Documents

Document Title	Type	Uploaded	Comment
K12-SWP Application 2023-24: Ag Mechanics Production Technologies  <a href="#">View PDF</a>  <a href="#">View HTML</a>	K12 SWP Application	10/5/2023, 4:04:14 PM	This file was automatically generated on application submittal
 <a href="#">SWP K12 Community College Partnership letter for Wheatland Union High Sept 2023.pdf</a>	Letter of Commitment	10/5/2023, 4:02:14 PM	N/A
 <a href="#">SWP K12 Community College Partnership letter for Wheatland Union High Sept 2023.pdf</a>	Letter of Commitment	10/2/2023, 2:36:21 PM	N/A
 <a href="#">Attachment 1 23-24 HQ Program Evaluation WUHSD.pdf</a>	High-Quality CTE Program Evaluation	10/2/2023, 2:33:07 PM	N/A

## Certification

### Certifying Authority

Tanya Meyer  
K12 SWP TAP-NFN  
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Approved

01/18/2024 05:29 PM PST



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K12 Strong Workforce Program  
Plans (Grant: K12 SWP Round 6 (2023-24))

Produced: Feb 28, 2024, 06:24 PM UTC - By Becca Mortimer

## Graphic Production Technologies CERTIFIED

### Details

#### Pathway Improvement Name \*

Graphic Production Technologies

#### Region within which applying

North/Far North

#### Start Date

12/31/2023

#### End Date

06/29/2026

### Assurances

#### This Pathway/Program Work Plan is:

✓

In compliance with K12 SWP legislation ([Ed Code 88827](#)) - 88828(c)(8)(C):

- All partners will report outcomes and financials in the NOVA and Cal-PASS Plus Systems.

✓

Aligned with your district(s)/partner district(s) 2023-24 LCP

✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program Regional Plan and planning efforts occurring through the Strong Workforce Program.

✓ Informed by Labor Market Information and regional priorities.

✓ Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

#### All LEAs will:

✓

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCO for information sharing on K-12 data:

1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
3. Upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.



✓ Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

## Lead Agency

### Wheatland Union High

#### Lead LEA Type

High School District

#### Agency Information

##### Address

1010 Wheatland Road | Wheatland, CA | 95692-9798

##### Region

North/Far North

##### Website

<http://www.wheatlandhigh.org>

#### Community College District

Yuba CCD

#### Part of a Rural School District

Yes

#### Unemployment Rate

5.5%

#### Total ADA (Average Daily Attendance)

1032.68

### K12 SWP 2022-23 Award/Role

#### Was your organization awarded funds in 2022-23?

Yes

#### If yes, what is your organization's role in this work (as Lead or K-12 Partner Agency)? \*

For 22-23, we were the Lead for 3 applications:

- Pirates Arts, Media, and Entertainment
- Pirates Animal Science - Veterinarian Technology Pathway
- Pirates Pipeline to Public Services (Fire and Police)

### CTEIG Award

#### Was your organization awarded CTEIG funds in 2022-23?

Yes

Will your organization apply for CTEIG funds in 2023-24?

Yes

### Participating Schools

School
Wheatland Union High (58727695838305) - High School
Edward P. Duplex (58727690133751) - High School

### Primary Contact(s)

Name	Role	Email
Nicole Newman	Project Lead Contact	nnewman@wheatlandhigh.org
Dr. Celeste Boggs	Project Lead Alternate Contact	cboggs@wheatlandhigh.org

## K12 Partner Agencies (optional)

No K12 Partner Agencies added.

### Historical Performance

Select the checkbox next to each Lead LEA's or Partner Agency's historical Pathway Improvement that is similar in scope to this application.

If no Pathway Improvements are similar to this application, no action is required.

Selected	Year Funded	Lead or Partner Agency	Pathway Improvement	ID	Amount Funded
	2019	Tri-County ROP	<a href="#">Tri-County ROP/CTE Consortium</a>	7154	\$974,903
	2021	Wheatland	<a href="#">Equity, Engagement &amp; Excellence in 7-12 CTE</a>	11054	\$539,604
	2020	Wheatland	<a href="#">Helping us Grow by Building Strong Roots Expanded</a>	9000	\$465,706
	2019	Wheatland	<a href="#">Helping Us Grow by Building Strong Roots</a>	7190	\$231,817
	2023	Wheatland Union High	<a href="#">Pirates Animal Science - Veterinarian Technology Pathway</a>	20366	\$995,544
	2023	Wheatland Union High	<a href="#">Pirates Arts, Media, and Entertainment Pathway</a>	20365	\$915,549
	2023	Wheatland Union High	<a href="#">Pirates Pipeline to Public Services (Fire and Police)</a>	20367	\$985,668
	2022	Wheatland Union High	<a href="#">Edward P. Duplex Continuation School WBL and Career Counseling</a>	15452	\$325,772
	2022	Wheatland Union High	<a href="#">Pirates Educator Pathway (PEP)</a>	15451	\$970,791



Selected	Year Funded	Lead or Partner Agency	Pathway Improvement	ID	Amount Funded
	2022	Wheatland Union High	<a href="#">Pirates Patient Care Pathway (PPCP)</a>	15453	\$785,685
	2021	Wheatland Union High	<a href="#">Pirates at SEA (Scholars' Enrichment Academies) a Voyage to College and Career Readiness</a>	11061	\$992,773
	2021	Wheatland Union High	<a href="#">Workability. Employees - Wheatland's Occupations' Regional Knowledge Center ("WE WORK Center")</a>	11063	\$561,072
	2020	Wheatland Union High	<a href="#">Get Focused Stay Focused Initiative (GFSF) and Building a Bridge to Your Future (BBYF)</a>	8993	\$533,244
	2020	Yuba Co. Office of Education	<a href="#">Yuba County Schools Agriculture and Natural Resources Pathway Collaboration</a>	9052	\$214,139

## Positive Considerations

If any of the following options are selected, be sure to reference specifically how these populations are served in your application.

**Select the unduplicated pupils with whom are served by the proposed CTE Program/Pathway**

- ✓ English Learners
- ✓ Students who qualify for free or reduced-price meals
- ✓ Foster youth

**Select the K-12 students that are defined as special populations per Perkins V with whom are served by the proposed CTE Program/Pathway**

- ✓ Individuals with disabilities
- ✓ Low-income youth
- ✓ Individuals preparing for nontraditional fields
- ✓ Single parents, including single pregnant women
- ✓ Out-of-workforce individuals
- ✓ English Learners
- ✓ Homeless individuals
- ✓ Youth who are in, or have aged out of, the foster care system
- ✓ Youth with a parent who is an active duty member of the armed forces

**Underserved Student Populations****Annual Adjusted Statewide Grades 9-12 Dropout Rate**

**Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?**

Yes

**Will proposed CTE program(s) serve the following unduplicated pupils?**

Yes

**Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?**

Yes

**ADA Totals**

Name	ADA	Agency Type
Wheatland Union High	1,032.68	High School District

## Higher Education Partners

### Yuba College

#### Higher Education Partner Agency Type

College

#### Agency Information

##### Address

##### Region

North/Far North

##### Website

N/A

#### Community College District

Yuba CCD

#### Contacts

Name	Role	Email
Dr Tawny Dotson	Project Viewer	tdotson@yccd.edu

## Collaborative Partners (optional)

No K12 Collaborative Partners added.

## Problem Statement

Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address. \*

#### Alignment with SWP Regional Plan and Labor Market Information:

The proposed K12 SWP plan should be rooted in a thorough understanding of the region's labor market needs. Data from the North(Greater Sacramento) Center of Excellence for Labor Market Research reveals a significant demand for middle-skilled careers, particularly in manufacturing technology. In 2021, the subregion had 131 manufacturing technology jobs, with a projected 30% growth over the next five years, creating 39 new job openings by 2026. These jobs pay \$8 to \$15 above the single adult living wage. Therefore, the K12 SWP plan must address this demand by equipping students with the skills needed to excel in manufacturing technology and meet these workforce needs.

#### Challenges, Needs, and Opportunities:

WUHSD stands at an educational crossroads. On one side, there's a resounding demand for professionals trained in Graphic Production Technologies, while on the other, we grapple with the absence of a dedicated pathway addressing this need. To bridge the gap between occupational demand and educational supply, our K12 SWP plan emphasize the need for alignment with community colleges in the region. While data indicates that North(Greater Sacramento) community colleges have conferred an average of 13 awards (certificates and associate degrees) in Manufacturing and Industrial Technology programs over the last three academic years, there is room for growth. The plan should encourage collaboration between K12 institutions and community colleges to expand existing programs in manufacturing technology and ensure that students have access to high-quality education that prepares them for these in-demand careers. Our regional industries are echoing a consistent narrative — the urgent requirement for professionals who are adept with the nuances of Graphic Production Technologies.

#### **K12 and Yuba College Synergy:**

Collaboration is the cornerstone of comprehensive education. Yuba College, renowned for its specialized courses, presents a golden opportunity for synergy. However, a closer look at transition patterns reveals the hurdles students face due to the misalignment at the K12 level. By introducing the Graphic Production Technologies pathway, we envision a cohesive, streamlined educational trajectory, fostering not only academic success but also ensuring career readiness.

#### **Equity and Access Gaps:**

To promote equity in education and workforce opportunities, the K12 SWP plan should also use data to identify disparities among student subgroups, including those based on race, gender, socioeconomic, and unduplicated status. By analyzing demographic, enrollment, and completion data, the plan should substantiate the targeted student populations that are currently underserved or face disproportionate barriers to accessing and completing coursework aligned with high-potential CTE programs. This data-driven approach will enable the plan to develop targeted strategies to reduce these equity gaps and ensure that all students have equal access to opportunities in manufacturing technology and related fields.

#### **The Way Forward:**

The introduction of the Graphic Production Technologies pathway isn't a mere addition to our curriculum; it's a recalibration of our educational ethos. It's about tuning into regional needs, bridging existing gaps, fostering collaborations, and above all, championing equitable access to opportunities. This pathway serves as a testament to WUHSD's commitment to its students, ensuring they're not just future-ready but also equipped to lead and excel in their chosen fields.

## **Project Objectives**

**Provide clear, concrete objectives, which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) is using the K12 SWP funds to help meet those objectives. Avoid statements of lofty goals. \***

### **1. Graphic Production Technologies Pathway Establishment:**

- Outcome: Within 18 months, successfully establish and operationalize a Graphic Production Technologies pathway in WUHSD.
- Measurable Indicator: The pathway is fully functional, offering courses and opportunities for students. Increase of 20% of student participation in a CTE pathway.

### **2. Seamless Transition Program with Yuba College:**

- Outcome: By the end of the academic year, create a seamless transition program with Yuba College to prepare WUHSD graduates in the Graphic Production Technologies pathway for higher education.
- Measurable Indicator: A structured transition program is in place with clear alignment between high school and postsecondary curriculum. Up to 2 courses will have articulation agreements for college credit.

### **3. Equity Initiatives for Underrepresented Students:**

- Outcome: Increase enrollment of Hispanic or Latino students and other disproportionately impacted students in the Graphic Production Technologies pathway to reflect parity with student population within 2 years.
- Measurable Indicator: Achieve parity with our current student population.

### **4. Enhanced Academic Support for Unduplicated Pupils:**



- Outcome: Implement a robust academic support system resulting in a 20% improvement in CTE completion rates among unduplicated pupils within two years.

- Measurable Indicator: Course completion rates among unduplicated pupils increase by 20%.

#### 5. Work-Based Learning Opportunities for Students:


- Outcome: Offer 100% of students in the Graphic Production Technologies pathway an opportunity to engage in WBL, internships, apprenticeships, or live project sessions with regional industries within two academic years in the Capstone course.

- Measurable Indicator: 100% of students in the pathway participate in work-based learning opportunities.

These measurable outcomes are strategically designed to address the challenges outlined in the problem statement. They provide clear, quantifiable benchmarks for the success of the initiatives. By aligning programs with the SWP Regional Plan, leveraging Labor Market Information, and focusing on equity, academic support, and work-based learning, WUHSD is working toward building a future-ready workforce and ensuring high-skill/high-wage opportunities for all its students.

### Local/Regional Economies

#### Unemployment Rates & Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
Wheatland Union High	Yes	5.5% 

### Industry Sectors & Pathways

#### Targeted Industry Sectors

##### California Department of Education Industry Sectors

✓ MANUFACTURING AND PRODUCT DEVELOPMENT SECTOR (MAN) (CDE)

##### Crosswalk California Community Colleges

✓ Advanced Manufacturing (CCCCO)

### Pathways & Design Purpose

✓ Create a New Pathway(s)

#### Pathway(s) Involved

• MANUFACTURING AND PRODUCT DEVELOPMENT SECTOR (MAN): Graphic Production Technologies (Pathway 210)

✗ Expand and/or Scale an Existing Pathway(s)

✗ Implement Cross-Sector Work

✗ Middle School Career Exploration

## Work Plan

### K14 Pathway Quality Strategies

- × Curriculum and Instruction
- × College and Career Exploration
- × Postsecondary Transition and Completion
- ✓ Work-Based Learning

### K14 Pathway Quality Strategies: Work-Based Learning

Describe work and project activities to be funded by K12 SWP \*

#### Work and Project Activities Funded by K12 SWP for the Graphic Production Technologies Pathway

##### 1. Industry Immersion:

Partnerships: Collaborate with local graphic production businesses for internships and mentorships. Students gain first-hand insights into the industry.

Industry Visits: Facilitate trips to graphic production firms, enabling students to witness their classroom lessons in action.

##### 2. Infrastructure Enhancement:

Graphic Studio: Establish a graphic design studio, equipped with industry-relevant software and tools for hands-on training.

Expert Workshops: Organize sessions with industry leaders to impart skills and emerging trends in graphic production.

##### 3. Curriculum Integration:

Real-world Projects: Incorporate live projects from local businesses into the coursework, bridging theoretical and practical knowledge.

Portfolio Reviews: Host semi-annual reviews where professionals assess students' work, offering guidance and feedback.

##### 4. Student Support:

Mentorship: Introduce a program where students are mentored by industry professionals, enhancing their career trajectory.

Academic Support: Implement tutoring sessions focused on graphic production skills, catering especially to underrepresented student demographics.

##### 5. Community Engagement:

Business Collaborations: Team up with local enterprises for branding and design initiatives, giving students a taste of real-world challenges.

Exhibitions: Organize yearly showcases to exhibit student work, fostering community connections.

##### 6. Educator Development:

Training: Regularly update faculty on graphic production advancements, ensuring up-to-date instruction.

##### 7. Feedback & Improvement:

Industry Input: Seek regular advice from industry stakeholders on curriculum alignment and work initiatives.

Student Insights: Use periodic surveys to understand students' feedback on learning activities, refining as needed.

By intertwining academics with real-world exposure and insights, this approach addresses our Problem Statement and Project Objectives, ensuring students are prepared both academically and professionally in the Graphic Production Technologies pathway.

**Describe and provide a list of expected, measurable outcomes \*****Expected Measurable Outcomes for the Graphic Production Technologies Pathway****1. Increased CTE Enrollments:**

- Target: 25% enrollment increase over two years.
- Measurement: Compare student enrollment numbers before and after the initiative.

**2. CTE Completion Rates:**

- Target: Boost rates to 90% in three years.
- Measurement: Yearly comparison of completion rates.

**3. Graduation Rates for CTE Completers:**

- Target: Increase by 20% graduation rate for CTE completers.
- Measurement: Annual graduation statistics specific to CTE completers.

**4. Early College Credits:**

- Target: 70% of CTE completers earn early college credits by year two.
- Measurement: Monitor students securing early college credits through the community college partnership.

**5. WBL Participation:**

- Target: Offer 100% of Capstone students WBL experiences by year three.
- Measurement: Track student participation in WBL.

**6. Industry Certifications:**

- Target: 40% of CTE completers achieve industry certifications in two years.
- Measurement: Count of students with industry-recognized certifications.

**7. Reduction in Equity Gaps:**

- Target: Achieve demographic parity in enrollment of underrepresented demographics in two years.
- Measurement: Analyze demographic-specific enrollment data.

**8. Community & Industry Partnerships:**

- Target: Establish 5 new partnerships in two years.
- Measurement: Record of collaborations and their contribution to student experiences.

**9. Feedback & Improvement:**

- Target: 85% positive feedback from students and industry partners.
- Measurement: Periodic surveys to assess satisfaction and improvement areas.

These outcomes are tailored to address challenges in the problem statement and drive forward the program objectives efficiently.

**Identify partner roles and responsibilities \*****Roles and Responsibilities of Partners in the Graphic Production Technologies Pathway Project****1. WUHS:**

**Role:** WUHSD's role encompasses the development and maintenance of pathway curriculum, provision of infrastructure and faculty training, active promotion of student enrollment, and ongoing monitoring of student progress with collaboration from industry experts for program enhancement.

**Responsibilities:**

- **Curriculum and Instruction:** WUHSD will lead the development of the Graphic Production Technologies pathway's curriculum, defining the essential skills and knowledge necessary for student success.
- **Infrastructure and Resources:** The K12 partner will ensure the availability of necessary infrastructure, including classrooms, labs, and equipment, to support the Graphic Production Technologies program.
- **Faculty Training:** WUHSD will provide comprehensive training for instructors teaching in the pathway, equipping them to deliver high-quality education aligned with industry standards.
- **Student Engagement:** The K12 partner will actively promote and encourage student enrollment in the Graphic Production Technologies pathway within the district, fostering a strong and engaged student body.
- **Progress Monitoring:** WUHSD will track student progress and program success, collecting data on course completion rates. They will collaborate with industry experts to continually assess and enhance the program's effectiveness.

**1. Yuba College:**

**Role:** As an anchor in post-secondary education, Yuba College plays a pivotal role in ensuring that the curricula and skills taught at the K12 level are closely mapped to industry needs and higher academic requirements.

**Responsibilities:**

- **Curriculum Integration:** Collaborate with K12 educators to integrate the latest trends in Graphic Production Technologies into the curriculum.
- **Faculty Exchange Programs:** Facilitate joint training sessions, allowing K12 educators to understand the complexities and depth of college courses.
- **Resource Allocation:** Extend access to specialized equipment and software for K12 students, replicating a college-level environment at school.
- **Feedback Mechanism:** Establish a feedback loop for continuous assessment and improvement of the program.

By intertwining academic expertise with practical industry insights, this three-way partnership is poised to produce graduates who are not only academically sound but also industry-ready, filling the gap in the Graphic Production Technologies sector.

**Identify the total number of students (unduplicated headcount) and/or teachers to be served and describe the way they will be impacted by each strategy. Provide justification for requested funds and address plans for sustainability. (Return on Investment) \***

**Student and Teacher Impact, Justification, and Sustainability for the Graphic Production Technologies Pathway Project**

**Overview:**

In the 2024-25 academic year, this initiative will serve to 140 students, fostered by one newly hired teacher dedicated to the Graphic Production Technologies Pathway.

**Impact on Students:**

**Short-Term Benefits:**

- **Expanded Academic Opportunities:** With access to A-G courses, students receive the dual benefit of vocational skills and collegiate preparedness.
- **Real-World Experience:** The capstone provides invaluable hands-on industry interaction, bridging theoretical knowledge with tangible applications.

**Long-Term Prospects:**



- **Continuous Academic Enrichment:** The pledge to maintain A-G status promises students both skill training and a gateway to higher education.
- **Career Pathways:** Persistent collaborations with Yuba College and local employers guarantee courses' relevance and direct alignment with evolving industry needs.

#### **Impact on Teachers:**

- **Immediate:** The newly onboarded educator in 2024-25 ensures students receive specialized instruction tailored to industry standards.

#### **Funding Justification:**

**Resource Allocation:** The funds are pivotal for:

- The specialized recruitment and retention of qualified educators.
- Procurement of contemporary resources and tools for an industry-relevant curriculum.

**Rationale:** Considering the ambitious scope of the program and the projected number of beneficiaries, the fund request is both crucial and reasonable.

#### **Sustainability & Return on Investment (ROI):**

- **Post-Grant Scenario:** Leveraging LCFF funds assures the program's continued vitality, even after the grant's conclusion.
- **Board Assurance:** The board's decision to persistently back the A-G status of CTE courses fortifies the program's academic and industrial objectives.
- **ROI Proposition:** An upfront investment in this program provides the community with a skilled workforce, thus catalyzing local industries, and attracting further investments.

This initiative offers a cohesive strategy to enhance student pathways and establish a lasting legacy of industry excellence.

**Describe the student supports activities designed to improve access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. \***

To enhance students' educational and career readiness in WUHSD, we propose a comprehensive approach:

#### **1. Work-Based Learning Opportunities:**

- Offer internships with local businesses for hands-on experience.
- Foster project collaborations between students and businesses.
- Organize industry site visits for practical insights.

#### **2. Professional Mentorship Programs:**

- Host industry experts for talks and Q&A sessions.
- Pair students with mentors for guidance and shadowing.

#### **3. Soft Skill Development Workshops:**

- Teach communication, leadership, and teamwork skills.
- Encourage problem-solving through industry-related challenges.
- Participation in Skills USA (CTSO).
- Career Ready Certifications through Career Safe.

#### **4. Enhanced Academic Supports:**

- Provide expanded hours for targeted tutoring in key CTE subjects. Tutors will be trained to address the specific needs of the students.

- Establish after-school homework clubs for collaboration.

#### 5. Tailored Outreach Programs:

- Conduct outreach informational sessions in school and communities to introduce CTE pathways.
- Run media campaigns for awareness.

This multifaceted approach bridges the gap between academia and the real world, preparing students for successful careers while addressing academic disparities and reaching underserved communities.

### Leveraged Funds

- ✓ Perkins V (Strengthening Career and Technical Education for the 21st Century Act)
- ✓ CTEIG (California Technical Education Incentive Grant)
- ✓ Agricultural Career Technical Education Incentive Grant
- × CTEFP (Career Technical Education Facilities Program/Prop 51)
- × CPA (California Partnership Academies grants)
- × SSP (Specialized Secondary Programs grant)
- × SWP (Strong Workforce Program)
- × Other

### Budget & Match

#### Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	\$0
2000 - Classified Salaries	\$0
3000 - Employee Benefits	\$0
4000 - Books and Supplies	\$177,297
5000 - Services and Other Expenditures	\$30,000
6000 - Capital Outlay	\$35,000
7000 - Indirect Costs	\$9,691 (4.0%)
<b>Total Grant Funds Budgeted</b>	<b>\$251,988</b>

**Financial Match Summary**

<b>Expenditure Type</b>	<b>Financial Match</b>
1000 - Certificated Salaries	\$0
2000 - Classified Salaries	\$0
3000 - Employee Benefits	\$79,000
4000 - Books and Supplies	\$0
5000 - Services and Other Expenditures	\$0
6000 - Capital Outlay	\$425,000
7000 - Indirect Costs	\$0
<b>Total Financial Match</b>	<b>\$504,000</b>

**Wheatland Union High: Budget****Budget Funds**

<b>Expenditure Type</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>Totals</b>
1000 - Certificated Salaries	\$0	\$0	\$0	\$0
2000 - Classified Salaries	\$0	\$0	\$0	\$0
3000 - Employee Benefits	\$0	\$0	\$0	\$0
4000 - Books and Supplies	\$171,297	\$3,000	\$3,000	\$177,297
5000 - Services and Other Expenditures	\$0	\$10,000	\$20,000	\$30,000
6000 - Capital Outlay	\$35,000	\$0	\$0	\$35,000
7000 - Indirect Costs	\$8,251	\$520	\$920	\$9,691
<b>Total Budget</b>	<b>\$214,548</b>	<b>\$13,520</b>	<b>\$23,920</b>	<b>\$251,988</b>

**Wheatland Union High: Expenditure Descriptions****4000 - Books and Supplies \***

YEAR 1: Supplies listed in Table = \$171,297)=(YEAR 2: Skills USA Supplies=\$2,000)+(YEAR 3: Skills USA Supplies=\$2,000)=  
TOTAL= \$177297

4 station 4 color silk screen printing machine	8	\$700.00	\$5,600.00
Heat Press	8	\$550.00	\$4,400.00
110 volt silk screen drying cabinet	10	\$550.00	\$5,500.00
UV light box for setting silk screen patterns	10	\$550.00	\$5,500.00
Emulsion scoop coater for Silk Screen	40	\$30.00	\$1,200.00
Emulsion Remover (128 fl oz.)	8	\$55.00	\$440.00
Screen printing ink	100	\$32.00	\$3,200.00
Screen Printing Emulsion (gallon)	4	\$90.00	\$360.00
Embroidery Thread	20	\$50.00	\$1,000.00
Rulers & Guides	50	\$15.00	\$750.00
Embroidery Stabilizer	10	\$32.00	\$320.00
Tweezers, Scissors, Misc. Tools	30	\$20.00	\$600.00
Heat press sheets	8	\$24.00	\$192.00
ink cleaner	5	\$70.00	\$350.00
platten adhesive	15	\$15.00	\$225.00
Cricuts	4	\$500.00	\$2,000.00
screens aluminum frame	60	\$20.00	\$1,200.00
Cricut Mats Set	4	\$20.00	\$80.00
heat gun	8	\$50.00	\$400.00
squeegees	16	\$5.00	\$80.00
Cricut Engraving Tips	16	\$25.00	\$400.00
Cricut Adhesive Vinyl	20	\$20.00	\$400.00
Cricut Heat Press 12x10	2	\$200.00	\$400.00
Cricut Heat Press	2	\$50.00	\$100.00

Mini			
heat transfer vinyl	20	\$20.00	\$400.00
Graphic Production Laptops	35	\$1,800.00	\$63,000.00
Printers Epson Sure color wideformat 36"	2	\$3,000.00	\$6,000.00
white screen tape	50	\$20.00	\$1,000.00
screen tape dispensers	10	\$30.00	\$300.00
clear screen tape	10	\$20.00	\$200.00
screenprinting output film roll 24" 100'	5	\$150.00	\$750.00
pressure washer	2	\$150.00	\$300.00
Shirt Dryer	5	\$3,000.00	\$15,000.00
Fabric for screen printing	1	\$4,000.00	\$4,000.00
Fabric for embroidery	1	\$3,000.00	\$3,000.00
Fabric for vinyl/heat transfer	1	\$3,000.00	\$3,000.00
Die Cutter	1	\$1,500.00	\$1,500.00
Wire Binder	1	\$500.00	\$500.00
XTool 55W	1	\$4,500.00	\$4,500.00
<a href="#">Paper folder</a>	1	\$2,000.00	\$2,000.00
Fastbind Secura/Elite Hot Melt Perfect Binder	1	\$4,000.00	\$4,000.00
Storage Cabinet	4	\$500.00	\$2,000.00
Paper Oragnizer Sorter	2	\$200.00	\$400.00
Sewing Machine	1	\$250.00	\$250.00
Thread	1	\$100.00	\$100.00
Needles/pins	1	\$50.00	\$50.00
<a href="#">Rolling Tables for equipment</a>	8	\$350.00	\$2,800.00
Large Color Laser Printer	1	\$4,000.00	\$4,000.00

Paper pallette	1	\$2,900.00	\$2,900.00
Heavy cover stock	1	\$1,500.00	\$1,500.00
Lock-n-charge laptop cabinet	2	\$2,000.00	\$4,000.00
Rolling Tables for classroom	8	\$500.00	\$4,000.00
Chairs	32	\$100.00	\$3,200.00
<a href="#">Counter height workstation</a>	3	\$650.00	\$1,950.00

**5000 - Services and Other Expenditures \***

YEAR 2: CTSO Trips Travel (15 students 2 staff) = \$10,000)+(YEAR 3: CTSO Trips Travel (30 students 3 staff) =\$20000) TOTAL= \$30,000

**6000 - Capital Outlay \***

YEAR 1: TOTAL = \$35,000

8 color 8 station silk screen printing machine	1	\$12,000.00	\$12,000.00
Commercial Embroidery Machine	2	\$6,500.00	\$13,000.00
Conex Box 40"	1	\$10,000.00	\$10,000.00

**7000 - Indirect Costs \***

(YEAR 1: 4% of \$206,297.00 = \$8,251.88 )+(YEAR 2: 4% of \$13,000.00 = \$520.00)+(YEAR 3: 4% of \$23,000.00 =\$920.00 ) =  
TOTAL: \$9,691.88

**Wheatland Union High: Match**

## Financial Match Funds

Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries		
2000 - Classified Salaries		
3000 - Employee Benefits	\$79,000	CTE Teacher paid from LCFF; Portion of College and Career Counselor LCFF
4000 - Books and Supplies		
5000 - Services and Other Expenditures		
6000 - Capital Outlay	\$425,000	Portable for Pathway (including DSA) - Developer Fees
7000 - Indirect Costs		
Total Financial Match	\$504,000	

## Supporting Documents

Document Title	Type	Uploaded	Comment
K12-SWP Application 2023-24: Graphic Production Technologies  <a href="#">View PDF</a>  <a href="#">View HTML</a>	K12 SWP Application	10/5/2023, 4:06:56 PM	This file was automatically generated on application submittal
 <a href="#">SWP K12 Community College Partnership letter for Wheatland Union High Sept 2023.pdf</a>	Letter of Commitment	10/5/2023, 4:06:22 PM	N/A
 <a href="#">SWP K12 Community College Partnership letter for Wheatland Union High Sept 2023.pdf</a>	Letter of Commitment	10/2/2023, 2:35:48 PM	N/A
 <a href="#">CTEIG 23-24 HQ Program Evaluation WUHSD.pdf</a>	High-Quality CTE Program Evaluation	9/12/2023, 4:45:10 PM	N/A



## Certification

### Certifying Authority

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K12 SWP TAP-NFN

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Approved

01/18/2024 05:29 PM PST



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K12 Strong Workforce Program  
Plans (Grant: K12 SWP Round 6 (2023-24))

Produced: Feb 28, 2024, 06:24 PM UTC - By Becca Mortimer

## Pirate Automotive and EV Pathway CERTIFIED

### Details

#### Pathway Improvement Name \*

Pirate Automotive and EV Pathway

#### Region within which applying

North/Far North

#### Start Date

12/31/2023

#### End Date

06/29/2026

### Assurances

#### This Pathway/Program Work Plan is:

✓

In compliance with K12 SWP legislation ([Ed Code 88827](#)) - 88828(c)(8)(C):

- All partners will report outcomes and financials in the NOVA and Cal-PASS Plus Systems.

✓

Aligned with your district(s)/partner district(s) 2023-24 LCP

✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program Regional Plan and planning efforts occurring through the Strong Workforce Program.

✓ Informed by Labor Market Information and regional priorities.

✓ Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

#### All LEAs will:

✓

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCCO for information sharing on K-12 data:

1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
3. Upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

✓ Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

## Lead Agency

### Wheatland Union High

#### Lead LEA Type

High School District

#### Agency Information

##### Address

1010 Wheatland Road | Wheatland, CA | 95692-9798

##### Region

North/Far North

##### Website

<http://www.wheatlandhigh.org>

#### Community College District

Yuba CCD

#### Part of a Rural School District

Yes

#### Unemployment Rate

5.5%

#### Total ADA (Average Daily Attendance)

1032.68

### K12 SWP 2022-23 Award/Role

#### Was your organization awarded funds in 2022-23?

Yes

#### If yes, what is your organization's role in this work (as Lead or K-12 Partner Agency)? \*

For 22-23, we were the Lead for 3 applications:

- Pirates Arts, Media, and Entertainment
- Pirates Animal Science - Veterinarian Technology Pathway
- Pirates Pipeline to Public Services (Fire and Police)

### CTEIG Award

#### Was your organization awarded CTEIG funds in 2022-23?

Yes

**Will your organization apply for CTEIG funds in 2023-24?**

Yes

**Participating Schools**

School
Wheatland Union High (58727695838305) - High School
Edward P. Duplex (58727690133751) - High School

**Primary Contact(s)**

Name	Role	Email
Nicole Newman	Project Lead Contact	nnewman@wheatlandhigh.org
Dr. Celeste Boggs	Project Lead Alternate Contact	cboggs@wheatlandhigh.org

**K12 Partner Agencies (optional)**

No K12 Partner Agencies added.

**Historical Performance**

Select the checkbox next to each Lead LEA's or Partner Agency's historical Pathway Improvement that is similar in scope to this application.

If no Pathway Improvements are similar to this application, no action is required.

Selected	Year Funded	Lead or Partner Agency	Pathway Improvement	ID	Amount Funded
	2019	Tri-County ROP	<a href="#">Tri-County ROP/CTE Consortium</a>	7154	\$974,903
	2021	Wheatland	<a href="#">Equity, Engagement &amp; Excellence in 7-12 CTE</a>	11054	\$539,604
	2020	Wheatland	<a href="#">Helping us Grow by Building Strong Roots Expanded</a>	9000	\$465,706
	2019	Wheatland	<a href="#">Helping Us Grow by Building Strong Roots</a>	7190	\$231,817
	2023	Wheatland Union High	<a href="#">Pirates Animal Science - Veterinarian Technology Pathway</a>	20366	\$995,544
	2023	Wheatland Union High	<a href="#">Pirates Arts, Media, and Entertainment Pathway</a>	20365	\$915,549
	2023	Wheatland Union High	<a href="#">Pirates Pipeline to Public Services (Fire and Police)</a>	20367	\$985,668
	2022	Wheatland Union High	<a href="#">Edward P. Duplex Continuation School WBL and Career Counseling</a>	15452	\$325,772
	2022	Wheatland Union High	<a href="#">Pirates Educator Pathway (PEP)</a>	15451	\$970,791



Selected	Year Funded	Lead or Partner Agency	Pathway Improvement	ID	Amount Funded
	2022	Wheatland Union High	<a href="#">Pirates Patient Care Pathway (PPCP)</a>	15453	\$785,685
	2021	Wheatland Union High	<a href="#">Pirates at SEA (Scholars' Enrichment Academies) a Voyage to College and Career Readiness</a>	11061	\$992,773
	2021	Wheatland Union High	<a href="#">Workability Employees - Wheatland's Occupations' Regional Knowledge Center ("WE WORK Center")</a>	11063	\$561,072
	2020	Wheatland Union High	<a href="#">Get Focused Stay Focused Initiative (GFSE) and Building a Bridge to Your Future (BBYF)</a>	8993	\$533,244
	2020	Yuba Co. Office of Education	<a href="#">Yuba County Schools Agriculture and Natural Resources Pathway Collaboration</a>	9052	\$214,139

## Positive Considerations

If any of the following options are selected, be sure to reference specifically how these populations are served in your application.

**Select the unduplicated pupils with whom are served by the proposed CTE Program/Pathway**

- ✓ English Learners
- ✓ Students who qualify for free or reduced-price meals
- ✓ Foster youth

**Select the K-12 students that are defined as special populations per Perkins V with whom are served by the proposed CTE Program/Pathway**

- ✓ Individuals with disabilities
- ✓ Low-income youth
- ✓ Individuals preparing for nontraditional fields
- ✓ Single parents, including single pregnant women
- ✓ Out-of-workforce individuals
- ✓ English Learners
- ✓ Homeless individuals
- ✓ Youth who are in, or have aged out of, the foster care system
- ✓ Youth with a parent who is an active duty member of the armed forces

**Underserved Student Populations****Annual Adjusted Statewide Grades 9-12 Dropout Rate**

Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?

Yes

Will proposed CTE program(s) serve the following unduplicated pupils?

Yes

Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?

Yes

**ADA Totals**

Name	ADA	Agency Type
Wheatland Union High	1,032.68	High School District

## Higher Education Partners

### Yuba College

#### Higher Education Partner Agency Type

College

#### Agency Information

##### Address

##### Region

North/Far North

##### Website

N/A

#### Community College District

Yuba CCD

#### Contacts

Name	Role	Email
Dr Tawny Dotson	Project Viewer	tdotson@yccd.edu

## Collaborative Partners (optional)

No K12 Collaborative Partners added.

## Problem Statement

Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address. \*

Wheatland Union High School District (WUHSD) is committed to addressing the workforce challenges faced by our community, as identified in the region's Strong Workforce Program (SWP) Regional Plan and Labor Market Information (LMI) provided by the region's Centers of Excellence. The problem at hand is a misalignment between the skills and opportunities available to our students and the demands of the local and regional job market.

**1. Alignment with SWP Regional Plan:** Our Problem Statement is directly informed by and aligned with the SWP Regional Plan, which highlights the growing demand for skilled workers in the transportation sector. However, this demand is not adequately met due to a shortage of well-prepared students entering career pathways in Systems Diagnostics and Service.

**Occupational Demand:** The demand for Electric Vehicle Technicians in the region is substantial, with 594 annual job openings. Statewide data on Automotive Service Technicians and Mechanics also indicate a positive trend, with a projected increase in



employment from 66,800 in 2020 to 69,400 in 2030, representing a 3.9% growth. This statewide projection aligns with the regional demand, emphasizing the industry's need for skilled professionals.

**2. Sector/Industry Challenge:** The primary challenge we aim to address is the shortage of skilled technicians in the transportation sector, with a specific focus on the Systems Diagnostics and Service pathway. Local and regional labor market data indicates a high demand for automotive service technicians, especially those with expertise in electric vehicles, as the industry transitions towards sustainability and clean energy. Wage rates in this sector are competitive and can provide students with sustainable career opportunities.

**Wages:** In the region, entry-level earnings for Electric Vehicle Technician Occupations are promising, averaging \$25.13 per hour. Statewide, the median hourly wage for Automotive Service Technicians and Mechanics is \$25.21, with a median annual wage of \$52,428. These wage figures demonstrate that careers in this field offer competitive compensation, making them attractive options for students.

**Skills and Certifications:** The demand for specialized skills and certifications, such as Automotive Service Excellence (ASE) Certification, is consistent both regionally and statewide. These certifications are essential for career advancement and align with industry standards. Our program will offer courses that includes Dual Enrollment with Yuba College and credit will apply towards ASE Certification.

**Supply and Demand Analysis:** Regionally, the supply and demand analysis highlights an undersupply of workers, with 594 annual job openings and only 107 postsecondary degrees awarded. Statewide, the data reveal a projected numeric change of 2,600 jobs in this field from 2020 to 2030, reinforcing the industry's growth. The statewide analysis further supports the notion that there is a consistent demand for skilled professionals in both traditional automotive and electric vehicle technology.

**3. Community College Alignment:** Statewide data emphasize that a postsecondary non-degree award is typically required for Automotive Service Technicians and Mechanics. This requirement underscores the importance of specialized training beyond high school, aligning with the proposed K12 SWP plan's objectives. An agreement with Yuba College is in place. Our K12 SWP plan will align with Yuba College, to bridge the gap between high school and postsecondary education. This alignment will ensure that our students are adequately prepared to pursue further education and training in the transportation sector, creating a seamless pathway from high school to college.

**4. Equity Gaps:** Demographic, enrollment, and completion data reveal significant equity gaps in how student subgroups access and complete high school coursework aligned with high-potential CTE programs. Students from underserved backgrounds, including those from lower socioeconomic status and historically marginalized racial and ethnic groups, have limited access to these opportunities. This disparity results in unequal representation and completion rates among student subgroups. Our goal is to address these disparities by providing targeted support and resources to underserved student populations. We aim to ensure that all students, regardless of their background, have equitable access to high-quality CTE programs and opportunities. Closing these equity gaps is a fundamental objective of our project.

In summary, the proposed K12 SWP plan at WUHS aligns with both regional and statewide data, addressing the increasing demand for skilled workers in the Automotive & Electric Vehicle Technician Occupations and related fields. The combination of regional and statewide data underscores the relevance and importance of this initiative in preparing students for high-wage, high-demand careers in the automotive industry as we move to greener options for this industry.

## Project Objectives

**Provide clear, concrete objectives, which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) is using the K12 SWP funds to help meet those objectives. Avoid statements of lofty goals. \***

Our project objectives are carefully crafted to not only address the challenges identified in our Problem Statement but also to directly align with our overarching goals. By utilizing K12 Strong Workforce Program (SWP) funds, we are dedicated to achieving the following objectives while striving to meet our specific goals:

**1. Alignment with SWP Plan and LMI:** Our pathway will be aligned with the SWP Regional Plan and LMI sourced from the Centers of Excellence. We will ensure that our project's goals and actions remain in sync with the dynamic demands of the transportation sector, as well as our unique goals of increasing CTE pathway completion and enhancing ethnic diversity and participation from

students from low SES backgrounds. We will closely monitor regional employment trends and adjust our curriculum to match the evolving needs, such as the growing demand for electric vehicle technicians, all while keeping our overarching goals in sight.

**2. Measurable Outcomes for Career Pathways:** We recognize the importance of concrete metrics that directly connect our career pathways with Yuba College courses. These tailored outcomes will provide us with the means to systematically gauge our progress and bring us closer to achieving our overarching goals.

We will track the percentage increase in CTE pathway completion over the grant period with a goal of increasing by 25% as well as increasing our number of students graduating College and Career Ready. This will serve as a tangible measure of our success in equipping students with the skills they need for high-wage, high-demand careers in the transportation sector. In each year of the pathway, students will receive college credit that will apply towards an ASE certification program.

We will closely monitor the demographics of our participating students, with a focus on increasing ethnic diversity and engaging socioeconomically disadvantaged students. By tracking the enrollment and participation of underrepresented groups, we can measure our progress toward creating a more inclusive and equitable learning space.

Course Sequence Aligned with Yuba College Courses:

Year 1 (Concentrator):

- Semester 1: In the initial semester, students will embark on their educational journey with an introduction to general high school-level auto shop, where they will gain foundational knowledge. This semester also includes essential safety training through OSHA-10 and an exploration of small engines.
- Semester 2: Building upon their foundational skills, students will enroll in Yuba College's Auto-21 course. This course offers a more comprehensive understanding of automotive technology, preparing students for more advanced coursework.

Year 2 (Capstone):

- Semester 3: As students progress into their second year, they will delve deeper into their education with Yuba College's Auto 51.2 course. This advanced course equips them with the knowledge and skills necessary to excel in the automotive industry.
- Semester 4: In the final semester, students will explore the cutting-edge field of electric vehicles (EV) through a specialized curriculum that includes practical experience with EVs, further enhancing their readiness for the workforce.

All students would have the opportunity to participate in a CTSO, Skills USA.

**3. Closing Equity Gaps:** Our unwavering commitment to equity is inextricably tied to our overarching goals. As part of our project's multifaceted approach to narrowing equity gaps, we will actively work to engage students from diverse ethnic backgrounds and those facing socioeconomic disadvantages. This includes targeted outreach programs and initiatives aimed at increasing participation from these groups. For instance, we will implement outreach strategies designed to attract and retain students from underrepresented backgrounds in our transportation-related courses and programs. We will also bolster our support systems, offering tutoring and mentoring sessions led by industry professionals that are accessible to all students, regardless of their background. Students will have options to further practice skills through participation in a CTSO (Skills USA). Furthermore, we will emphasize the importance of work-based learning experiences as a means to engage and prepare students for future success in a growing and fast-changing industry.

In summary, our project objectives are a clear reflection of our overarching goals. We aspire to increase CTE pathway completion by 25% by the end of the three-year grant period while simultaneously enhancing the ethnic diversity and participation of socioeconomically disadvantaged students in our programs. Our commitment to these objectives is underpinned by data-driven decision-making, alignment with regional priorities, and our dedication to fostering an equitable educational environment. Through these objectives, we aim to empower our students to thrive in the transportation industry and beyond, regardless of their background or circumstances.

## Local/Regional Economies

## Unemployment Rates &amp; Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
Wheatland Union High	Yes	5.5% 

## Industry Sectors &amp; Pathways

## Targeted Industry Sectors

## California Department of Education Industry Sectors

✓ TRANSPORTATION SECTOR (TRA) (CDE)

## Crosswalk California Community Colleges

✓ Advanced Transportation &amp; Logistics (CCCCO)

## Pathways &amp; Design Purpose

✓ Create a New Pathway(s)

## Pathway(s) Involved

- TRANSPORTATION SECTOR (TRA): Systems Diagnostics, Service, and Repair (Pathway 221)
- ✗ Expand and/or Scale an Existing Pathway(s)
- ✗ Implement Cross-Sector Work
- ✗ Middle School Career Exploration

## Work Plan

## K14 Pathway Quality Strategies

- ✗ Curriculum and Instruction
- ✗ College and Career Exploration
- ✗ Postsecondary Transition and Completion
- ✓ Work-Based Learning

## K14 Pathway Quality Strategies: Work-Based Learning

**Describe work and project activities to be funded by K12 SWP \***

The proposed CTE Program/Pathway work will predominantly emphasize the K14 Pathway Quality Strategy of Work-Based Learning, with a special focus on the final semester, where students will have the opportunity to construct their own electric vehicle from a kit.

Our work plan will encompass the following components:

- 1. Hands-On Labs and Activities:** Throughout the program, students will engage in hands-on labs and activities using real-world automotive and electric vehicle repair scenarios. These activities will allow students to apply theoretical knowledge in practical situations, fostering a deeper understanding of the subject matter. Students will disassemble and reassemble vehicle components, diagnose issues, and perform repairs under the guidance of the instructor. These labs will provide students with essential skills and confidence in their abilities.
- 2. Electric Vehicle Construction:** The culminating experience of our program, funded by K12 SWP, will be the construction of electric vehicles from kits. In the final semester, students will work collaboratively to assemble these vehicles, gaining valuable insights into electric vehicle technology, systems diagnostics, and repair. This hands-on project will allow them to see the tangible results of their learning.
- 3. Safety Protocols:** We will ensure that students are well-versed in safety protocols and procedures related to automotive and electric vehicle work. K12 SWP funds will support safety training, ensuring that students can work in a secure environment.
- 4. Tools and Equipment:** To facilitate hands-on learning, we will invest in up-to-date tools and equipment, which will be funded by K12 SWP. These resources will enable students to perform tasks with precision and accuracy.
- 5. Guest Speakers with Industry Experts:** We will arrange guest speaking opportunities with industry experts who will share their experiences and insights with students. These sessions will provide students with exposure to real-world challenges and solutions in the transportation sector.

Our CTE Pathway work plan places a strong emphasis on hands-on learning, particularly in the final semester when students will have the unique opportunity to construct their electric vehicles. This approach aligns with our broader project objectives and goals, ensuring that students are well-prepared for successful careers and a seamless transition into postsecondary education in the transportation sector.

**Describe and provide a list of expected, measurable outcomes \***

Our CTE Program/Pathway is designed to yield a series of measurable outcomes that align with our project objectives and signify significant improvements resulting from our efforts. These expected outcomes encompass:

- 1. 25% Increase in CTE Pathway Completion:** Our goal is to boost CTE pathway completion rates by 25% within the grant period, demonstrating effective student retention and guidance.
- 2. Increased College Credits:** A higher percentage of high school students will earn college credits through articulation and Dual Enrollment agreements, providing them with a head start in their postsecondary education.
- 3. Improved Postsecondary Readiness:** Students will demonstrate improved readiness for postsecondary education, as evidenced by higher participation rates in dual enrollment classes and increased college enrollment rates.
- 4. Enhanced Diversity and Participation:** We anticipate greater diversity and participation in our CTE coursework, specifically among students from ethnically diverse backgrounds and socioeconomically disadvantaged groups.
- 5. Improved Student Engagement:** Hands-on learning experiences, including constructing electric vehicles, are expected to significantly enhance student engagement and enthusiasm.
- 6. Higher Graduation Rates:** Relevant and engaging CTE programs are projected to contribute to higher high school graduation rates.
- 7. Skill and Knowledge Advancement:** Students completing our program will demonstrate enhanced skills and knowledge in automotive technology and electric vehicle repair, measured through assessments and evaluations.

**8. Positive Impact on the Transportation Sector:** Graduates entering the workforce will bolster the transportation sector with their skills. Skill-specific certifications in tasks like oil changes, tire rotations, and fluid checks will further enhance their readiness for employment.

**9. Successful EV Vehicle Construction:** Students will showcase their competence in electric vehicle assembly and repair, a valuable skill for a changing job market readiness.

**10. Increased Industry Collaboration:** Stronger connections with industry partners will be reflected in the number of collaborations, internships, and mentorship programs.

These outcomes serve as evaluative benchmarks, underscoring our commitment to delivering high-quality CTE opportunities and assessing the effectiveness of our strategic initiatives. They align with regional job market needs and illustrate the positive changes our program aims to bring about.

#### **Identify partner roles and responsibilities \***

Our partnership with Yuba College plays a pivotal role in the success of this project, and each partner has distinct roles and responsibilities:

##### **Wheatland Union High School District Responsibilities:**

- Curriculum Development: WUHSD will collaborate with Yuba College to develop a comprehensive curriculum that aligns with Yuba College courses, ensuring seamless articulation between high school and college coursework.
- Program Implementation: WUHSD will execute the CTE Pathway at the high school level, providing students with the necessary foundational knowledge and skills, and participation in Skills USA.
- Access to Facilities: WUHSD will provide access to facilities, classrooms, and equipment for hands-on learning experiences.
- Student Recruitment: WUHSD will actively recruit students for the program, ensuring equitable access to CTE opportunities.
- Certification: WUHSD will facilitate student access to industry-recognized certifications, including OSHA10, enhancing their employability.

##### **Yuba College Responsibilities:**

- Curriculum Alignment: Yuba College will ensure the course sequence is aligned with its automotive technology courses, ensuring a smooth transition for students.
- College Credits: Yuba College will offer college credits to students who successfully complete high school courses, providing an incentive for students to pursue postsecondary education.
- Faculty Expertise: Yuba College instructors will bring their expertise, delivering high-quality instruction and guidance.
- Articulation/DE Agreements: Yuba College and WUHSD have existing Articulation and Dual Enrollment agreements in place. These will be expanded to cover this new pathway. Year 1: second semester will be DE with Auto 21; Year 2 first semester will be DE with Auto 51.2 for a total of 6 college units upon Pathway completion.
- Certification: Yuba College will facilitate student access to industry-recognized certifications, including SB2, enhancing their employability. Additionally, coursework completed at WUHS will be transferable to Yuba College's ASE Certification program.
- Equipment: Yuba College will provide various equipment, tools, and parts to be utilized in classroom labs

Through this partnership, WUHSD and Yuba College will create a seamless educational pathway that empowers students to excel in the transportation sector. Each partner's contributions are integral to the project's success, ensuring that students receive a well-rounded and industry-relevant education.

**Identify the total number of students (unduplicated headcount) and/or teachers to be served and describe the way they will be impacted by each strategy. Provide justification for requested funds and address plans for sustainability. (Return on Investment) \***

Wheatland Union High School District (WUHSD) enrolls a total of 1,122 students in the 2023-24 school year, encompassing 9th through 12th graders. Our proposed project aspires to serve a significant portion of these students by expanding CTE pathways.

We estimate that up to 650 students could benefit from dual enrollment opportunities in college-level CTE courses each year. With this Automotive Service & Diagnostics pathway we intend to serve up to 112 students annually, organized into 4 sections of 28 students each.

**Students and teachers will benefit from the following:**

- 1. Dual Enrollment:** High school students will have the opportunity for dual enrollment in Yuba College's college-level CTE courses, taught by qualified instructors, meeting industry standards.
- 2. Career Pathway Development:** Our project is committed to expanding CTE pathways in areas like transportation and automotive technology, providing students structured routes to high-wage, high-demand careers.
- 3. Academic and Career Counseling:** Students will receive comprehensive counseling, helping them set educational and career goals, and make informed decisions.
- 4. Technical Skills:** Our project focuses on equipping students with technical and employability skills for immediate employment or postsecondary training. Students will participate in Skills USA.

Teachers will benefit from Professional Development and Curriculum Alignment.

**The funds we request for our K12 SWP project are justified for two primary reasons:**

- 1. Program Expansion:** These funds will support the significant expansion of CTE pathways and dual enrollment opportunities for high school students, addressing the industry's demand for skilled workers in the transportation sector.
- 2. Equity and Access:** We aim to narrow equity gaps by providing equal access to college-level CTE courses for all students, making these funds essential for improving outcomes among underrepresented student subgroups.

To ensure long-term success and a strong return on investment for our initiative, we have a comprehensive strategy in place: DE/Articulation Agreements, Community Engagement, Student Success Monitoring, Grant Leveraging, & Integration with Regional Plan.

In summary, our requested funds are a strategic investment in our students and workforce development. Our plans for sustainability include long-term partnerships, data-driven decision-making, and alignment with regional initiatives, ensuring a strong return on investment for our community and region.

**Describe the student supports activities designed to improve access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. \***

Our project is dedicated to comprehensive student support, enhancing access to high-skill/high-wage CTE opportunities, especially for disproportionately impacted students. This includes:

- 1. Equity-Centered Outreach:** Engaging underrepresented students and families through informational sessions and workshops to inform them about CTE pathways.
- 2. Mentoring by Professionals:** Collaborating with industry mentors to guide students, particularly those from disadvantaged backgrounds, offering career insights and academic advice.
- 3. Tutoring Services:** Providing accessible tutoring support for all students both during school hours and after-school, with a focus on those needing help in CTE coursework.
- 4. Work-Based Learning:** Facilitating internships, apprenticeships, and local business partnerships to provide hands-on experience.
- 5. Resource Accessibility:** Ensuring equitable access to essential CTE materials and technology, irrespective of socioeconomic backgrounds.
- 6. Career Counseling:** Offering guidance to help students explore career pathways and set informed goals.
- 7. Parent and Family Engagement:** Involving families in students' educational journey through regular communication and informative sessions.
- 8. Monitoring and Intervention:** Close monitoring and early intervention to support students at risk of falling behind.

These activities create an inclusive, supportive environment, promoting equitable access to CTE opportunities and fostering academic success and career readiness for all students.

## Leveraged Funds

- ✓ Perkins V (Strengthening Career and Technical Education for the 21st Century Act)
- ✓ CTEIG (California Technical Education Incentive Grant)
- ✗ Agricultural Career Technical Education Incentive Grant
- ✗ CTEFP (Career Technical Education Facilities Program/Prop 51)
- ✗ CPA (California Partnership Academies grants)
- ✗ SSP (Specialized Secondary Programs grant)
- ✗ SWP (Strong Workforce Program)
- ✗ Other

## Budget & Match

### Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	\$87,964
2000 - Classified Salaries	\$0
3000 - Employee Benefits	\$35,186
4000 - Books and Supplies	\$61,333
5000 - Services and Other Expenditures	\$28,306
6000 - Capital Outlay	\$540,133
7000 - Indirect Costs	\$30,116 (4.0%)
<b>Total Grant Funds Budgeted</b>	<b>\$783,038</b>



**Financial Match Summary**

<b>Expenditure Type</b>	<b>Financial Match</b>
1000 - Certificated Salaries	\$380,000
2000 - Classified Salaries	\$165,000
3000 - Employee Benefits	\$185,000
4000 - Books and Supplies	\$57,000
5000 - Services and Other Expenditures	\$30,000
6000 - Capital Outlay	\$750,000
7000 - Indirect Costs	\$0
<b>Total Financial Match</b>	<b>\$1,567,000</b>

**Wheatland Union High: Budget****Budget Funds**

<b>Expenditure Type</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>Totals</b>
1000 - Certificated Salaries	\$0	\$43,982	\$43,982	\$87,964
2000 - Classified Salaries	\$0	\$0	\$0	\$0
3000 - Employee Benefits	\$0	\$17,593	\$17,593	\$35,186
4000 - Books and Supplies	\$57,333	\$2,000	\$2,000	\$61,333
5000 - Services and Other Expenditures	\$5,306	\$8,000	\$15,000	\$28,306
6000 - Capital Outlay	\$540,133	\$0	\$0	\$540,133
7000 - Indirect Costs	\$24,110	\$2,863	\$3,143	\$30,116
<b>Total Budget</b>	<b>\$626,882</b>	<b>\$74,438</b>	<b>\$81,718</b>	<b>\$783,038</b>

**Wheatland Union High: Expenditure Descriptions****1000 - Certificated Salaries \***

(YEAR 2= .66 FTE Teacher 66% of \$57,983.28 = (\$38,268.96); CTSO Advisor Stipend per Contract (\$5,713.34) = TOTAL \$43,982.30)+(YEAR 3= .66 FTE Teacher 66% of \$57,983.28 = (\$38,268.96); CTSO Advisor Stipend per Contract (\$5,713.34) = TOTAL \$43,982.30)= \$87,964.60

**3000 - Employee Benefits \***

(YEAR 2= 40% of Certificated Salaries (43982.30)= \$17,592.92)+(YEAR 3= 40% of Certificated Salaries (43982.30)= \$17,592.92)= \$35,185.84

#### 4000 - Books and Supplies \*

(YR 1: Supplies in table = \$57,333

115 MultiMeter 15@\$240; Grinder w Stone and Wire Wheel 2@\$100.00; Solvent Tank 2@\$150; Storage Cab 2@\$500; Air Comp.\$4,000; Hard Tool Carry Case 15@\$52.53; Cable 25' Otrd Ext Cord 2@\$36; Storage Cabinet 2@\$100; USB Charger block 2@\$14; LED Work light 4@\$26; under hood work light 2@\$172; 4-1/4 Gal portable oil drain pan 4@\$27; All in one Auto Diagn. Scanner \$4000; Ext prot plan 2@\$459; Oil Drain Ped \$353; Funnel Set 3pc 2@\$10; Prf Shop seat 6@690; Wheel Socket Set 2@\$55; 50'Air Hose Reel 3@\$100; Misc. Tools & Supplies 10@\$100; Dust Cover 5@\$431; Dust Cover \$457; Forklift Bars \$250; Second Key for Engine Bench \$359; Insulated Gloves 16@ \$30; Insulated Tool Set 4@\$1,741; Rubber Mats 8@\$95; Safety Rescue Hook \$500; 300lb Capacity low-Prof Creeper 6@\$240; 3-ton Long Reach flr jack 2@\$500; CarScan code Reader 2@\$530; Tool Box \$2,000; Thread Pitch Gauge 2@\$16; 1/2" Square Drive Torque Angle Gauge \$122; Digital Caliper \$104; 0-6" Dial Caliper 3@\$132; Ring Comp Set 2@\$100; Self adj wire stripper 4@\$60; Socket Rail with 1/4" Clips 50@\$5; Socket Rail with 3/8" Clips 50@\$5; Oil Filter Pliers 7@\$55; Wheel Weight Tool 2@\$65; Inline Spark Tester 2@\$30; Ignition Spark Tester 2@\$18; Spk Plug boot pliers 2@\$40; Auto Comp Test Set 2@\$320; Comp Gauge Adaptor 2@\$63; Antifreeze Hydrometer 2@\$24; Charge Check Battery Tester 2@\$19; 12v Basic Battery System Tester \$380; Battery Load Tester \$82; Battery Conductance Tester \$272; 18" Precision Straight Edge 2@\$155; 25 pc SAE & Metric Feeler Gauge Set 7@\$17; Telescoping gauges 7@\$182; 1" Micrometer 28@\$53; 6 pc Outside Micrometer Set 7@\$395; 1/2" Drive Air Impact Wrench \$385; 21pc HSS Drill bit set 2@\$90; 14.4 3/8" Microlithium Cordless Drill Kit \$586; 18V 1/2" Lithium Cordless Hammer Drill \$382; 14.4 V and 18V Dual Bay Charger \$120; 18v Ah Monster Li Ion Slide on Battery 2@\$217; Disc Break Micrometer 2@\$185; 3/8" Drive Flex-Head TechAngle Torque Wrench \$705; 1/3" Drive Flex-Head TechAngle Torque Wrench \$720; Tire Pressure Gauge/Inflator 2@\$191; Crimping Tool 4@\$65; 5pc plyer and cutter set 7@\$150; Socket Rail 1/2" Clips 25@\$5; Battery Charger/Engine Starter \$450; 12v Engine Starter Plus with AGM \$440; 4pc Locking Pliers set 2@\$100; 1/2" Drive Air Impact Wrench 2@\$400; 6" Electronic Brake Rotor Caliper \$270; Universal Valve Spring Comp 2@\$320)

(YR 2: Skills USA Supplies = \$2,000)+(YR 3: Skills USA Supplies = \$2,000)=TOTAL: \$61,333

#### 5000 - Services and Other Expenditures \*

(YEAR 1= PD Training Costs (\$2,806.00), PD Travel (\$2,500) = \$5,306)+( YEAR 2= CTSO Trips Travel (15 students 2 staff) (\$8,000)+( YEAR 3= CTSO Trips Travel (30 students 3 staff)= \$15,000) TOTAL= \$28,306

#### 6000 - Capital Outlay \*

(YEAR 1: See table below for detailed item description TOTAL: \$540,133)

Car Lift Installed	1	\$15,000.00	\$15,000.00
SwitchLab EV Kits	2	\$67,000.00	\$134,000.00
SwitchLab EV Kit	2	\$80,000.00	\$160,000.00
Starting Station, Engine + Swivel Stand	1	\$28,195.00	\$28,195.00
Additional stand	6	\$8,970.00	\$53,820.00
Conex Box 40' for Storage	1	\$10,000.00	\$10,000.00
Ohm's Law & DC Circuits Classroom package	1	\$36,618.00	\$36,618.00
BriggsStratton OHV950 Engine Training Kit	3	\$15,000.00	\$45,000.00
Snap on Tool Set 5	1	\$30,000.00	\$30,000.00
Snap on Swing Arm Tire Changer	1	\$16,000.00	\$16,000.00
Snap on Mortorized wheel balancer	1	\$11,500.00	\$11,500.00

**7000 - Indirect Costs \***

(YEAR 1: 4% of \$602,772.45 = \$24,110.90 )+(YEAR 2: 4% of \$71,575.22 = \$2,863.01)+(YEAR 3: 4% of \$78,575.22 = \$3,143.01 ) =  
TOTAL: \$30,116.92

**Wheatland Union High: Match**

**Financial Match Funds**

<b>Expenditure type</b>	<b>Financial Match</b>	<b>Source of Match Funds (100 char max)</b>
<b>1000 - Certificated Salaries</b>	\$260,000	LCFF (Portion of CTE Director, Teacher Salaries; Counseling)
<b>2000 - Classified Salaries</b>	\$165,000	LCFF (Paras, Academic Techs - Supporting Pathway; CTE Sec)
<b>3000 - Employee Benefits</b>	\$125,000	LCFF (Portion of CTE Dir, CTE Sec; Teacher Salaries, Paras, Academic Techs - Supporting Pathway)
<b>4000 - Books and Supplies</b>	\$57,000	Tools/Materials and Supplies-Lottery
<b>5000 - Services and Other Expenditures</b>	\$30,000	Transportation
<b>6000 - Capital Outlay</b>	\$750,000	Construction of Facilities for Pathway (Developer Fees); Van for Pathway-CTSOs
<b>7000 - Indirect Costs</b>		
<b>Total Financial Match</b>	<b>\$1,387,000</b>	

**Higher Education Partners****Yuba College: Match**

**Financial Match Funds**

Expenditure type	Financial	
	Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	\$120,000	Career Counseling Salaries for serving High School Students Services; Instructor Salaries Capstone
2000 - Classified Salaries		
3000 - Employee Benefits	\$60,000	Career Counseling Benefits for serving High School Students Services
4000 - Books and Supplies		
5000 - Services and Other Expenditures		
6000 - Capital Outlay		
7000 - Indirect Costs		
Total Financial Match	\$180,000	

**Supporting Documents**

Document Title	Type	Uploaded	Comment
K12-SWP Application 2023-24: Pirate Automotive and EV Pathway  <a href="#">View PDF</a>  <a href="#">View HTML</a>	K12 SWP Application	10/6/2023, 11:50:02 AM	This file was automatically generated on application submittal
K12-SWP Application 2023-24: Pirate Automotive and EV Pathway  <a href="#">View PDF</a>  <a href="#">View HTML</a>	K12 SWP Application	10/5/2023, 4:08:01 PM	This file was automatically generated on application submittal
 <a href="#">SWP K12 Community College Partnership letter for Wheatland Union High Sept 2023.pdf</a>	Letter of Commitment	10/5/2023, 4:07:37 PM	N/A
 <a href="#">SWP K12 Community College Partnership letter for Wheatland Union High Sept 2023.pdf</a>	Letter of Commitment	10/2/2023, 2:22:59 PM	N/A
 <a href="#">Attachment I 23-24 HQ Program Evaluation WUHSD.pdf</a>	High-Quality CTE Program Evaluation	10/2/2023, 1:30:09 PM	N/A

## Certification

### Certifying Authority

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Approved

01/18/2024 05:28 PM PST



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**GRANT AGREEMENT  
K-12 STRONG WORKFORCE PROGRAM  
EXHIBIT B**

**K12 SWP SPECIFIC TERMS AND CONDITIONS**

The Grantee shall comply with the terms and conditions: (1) K12 Strong Workforce Program: Grantee Guidelines and Requirements; (2) K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions; (3) Guidelines, Definitions and Allowable Expenditures and (4) Regional Funding Distribution Based on Average Daily Attendance (ADA) which are attached hereto and incorporated by this reference in this Grant Agreement.



# California Community Colleges

## APPENDIX A: GRANTEE REQUIREMENTS AND GUIDELINES

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### A. ALIGNMENT WITH GUIDING POLICY PRINCIPLES TO SUPPORT K-14+ PATHWAYS

The California Workforce Pathways Joint Advisory Committee (CWPJAC) developed the Guiding Policy Principles to Support K-14+ Pathways to help prioritize a policy pivot towards purposeful integration of the student experience across systems and into college and career, while addressing industry workforce needs. The CWPJAC recommends incorporating the following Guiding Policy Principles in K12 SWP implementation:

- ❖ **Focus on a Student-Centered Delivery of Services** for all K-14+ college and career pathways, which accommodates multiple entry points to facilitate students' needs to build their skills as they progress along a continuum of education and training or advance in a sector-specific occupation or industry.
- ❖ **Promote Equity and Access** by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations.
- ❖ **Achieve System Alignment** in the economic regions of the state in order to create a comprehensive and well-defined system of articulation of high-quality K- 14+ pathway courses (i.e., both in-person and online) and work-based learning opportunities with a specific emphasis on career technical education. Bring greater coherence to programming, common use of terminology, appropriate data collection and sharing and attainment of student outcomes in a timely way that lead to upward mobility in California's industry sectors.
- ❖ **Support the Continuous Improvement and Capacity Building** at all levels and components to ensure smooth transitions in the system and focus efforts on implementation of state standards, attainment of student outcomes and a strengthening of California's regional economies.

### B. LEVERAGING PARTNERSHIPS AND CTE FUNDING SOURCES

#### (a) Examples of Leveraging SWP at Partnering Community Colleges

Following are a few examples of how LEAs can leverage a partnering community college's existing SWP efforts.

- ❖ The partnering community college offers dual enrollment and articulated courses as part of K-14 CTE pathways so that high school students can earn early college credit and enter college CTE programs with advanced standing.
- ❖ The partnering community college can share course syllabi and collaborate with K-



# California Community Colleges

12 to create vertical alignment in CTE pathways.

- ❖ The partnering community college counselors and the K–12 counselors collaborate so that students stay on their chosen pathway as they transition from secondary to postsecondary education.
- ❖ The partnering community college has an SWP-funded CTE coordinator, who is responsible for outreach and marketing of CTE programs, including promoting the K–14 pathways at secondary schools and ROCs. The CTE coordinator can host open houses, provide college tours, speak to high school students and their parents, and share marketing collateral with the high school community.
- ❖ The partnering community college offers its college students apprenticeships and work-based learning opportunities through its relationships with industry. Additional work-based learning opportunities for high school CTE pathways can be established with the same industry organizations.

## (b) Working Norms for Intersegmental Partnerships

Providing students with a seamless CTE pathway from K–12 through postsecondary education is a central component of the K12 SWP objectives. To support intersegmental partnerships between K–12 LEAs, institutions of higher education and Collaborative Partners, the CWPJAC recommends these working norms in building student-centered, high-quality, K–14 college and career pathways:

1. Frequent, open, and intentional communication between educational agencies, workforce agencies and employers.
2. A mindset shift from insular to coordination of planning and from independent to interdependent implementation of systems to make better use of and maximize scarce public funds.
3. A continual scan for opportunities to leverage, build upon, and/or replicate effective models and practices in order to benefit from the scale of the state.
4. An understanding of the existing eco-system as a basis to build a new culture for our institutions and incentivize behaviors and relationships.
5. Ongoing alliances through sustained funding and mutual agreements in order to “stay the course” despite governance changes.
6. A commitment to the work to create stability and sustainability of the K–14+ college and career pathway system.





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## C. LEVERAGING MULTIPLE CTE FUNDING SOURCES

LEAs are expected to support their CTE programs and pathways primarily through funds from the Local Control Funding Formula (LCFF), ensuring that the programs and pathways are integral to the LEAs' programs of study. K12 SWP is intended to assist LEAs in building their capacity to leverage funds from their LCFF and other possible Federal and State CTE funding sources—such as Perkins V and CTEIG—to build strong pathway programs. In doing so, LEAs are demonstrating a commitment to improve CTE opportunities for students through high-quality programs and pathways.

Following is an example of how LEAs can leverage funding sources.

*A high school plans to expand its CTE program, and it strategically leverages its different funding sources: Funds from LCFF are budgeted for the hiring of a new CTE teacher; CTEIG funds support professional development and the purchase of new equipment; Perkins V funds support student services for special populations and increased recruitment of such students; while K12 SWP funds support modifying the “A-G” curriculum with an industry focus on career pathways and skills, building connections with its local community college to provide dual enrollment courses and establishing work-based learning opportunities with local businesses.*

## D. PROGRAM OUTCOME MEASURES

The long-term measures of success for the K12 SWP are the students completing high school, transitioning successfully into an aligned postsecondary program, graduating with a degree or credential in a high-demand field and securing employment successfully. The K12 SWP Metrics are designed to measure student-level outcomes from K–12 to postsecondary education and employment. Only four metrics measure K–12 student-level outcomes, while the remaining metrics apply to postsecondary student-level outcomes and employment outcomes.

The K12 SWP Metrics that measure **K–12 student-level outcomes**:

- Completed 2+ CTE courses in high school in the same program of study.
- Completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning, or third-party certification.
- Graduated high school.
- Enrolled in a CA Community College within one year of leaving secondary school.

The K12 SWP Metrics that measure **postsecondary student-level outcomes**:

- Entered registered apprenticeship after participation in high school pre-apprenticeship program.
- Enrolled in another form of job training (other than CA Community College).
- Completed 9+ CTE units in first year of CA Community College.



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- Attained a CA Community College certificate/degree or journey-level status.
- Transferred to a four-year institution after exiting CA Community College.

The K12 SWP Metrics that measure **employment student-level outcomes**:

- Employed in a job closely related to field of study after exiting CA Community College.
- Median annual earnings of students after exiting CA Community College.

## E. REPORTING REQUIREMENTS

### a) Program Outcome Measures Reporting

**As a K12 SWP grant recipient, LEAs must collect extra data elements in addition to those required by CDE.** The K12 SWP grant recipients (both Lead and K-12 Partner Agencies) must submit the required end-of-the-year files to CalPASS Plus by November 1, immediately following the fiscal year for which data are being reported.

Grant recipients must also notify their region's K-14 Technical Assistance Provider that data has been reported by the due date. The Regional Consortium may end contracts and grants from grantees that do not provide the required outcomes-based data.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to upload end-of-year data files to CalPASS Plus, as applicable and required by K12 SWP.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both Lead LEA and K-12 Partner Agencies, are **required** to do the following:

1. Ensure an active MOU is on file with Cal-PASS Plus throughout the life of the awarded grant and
2. Submit and/or ensure all required Progress and Fiscal and Cal-PASS Plus reports are submitted on behalf of all K-12 Partner Agencies (see Table 9 for details).

### b) Progress and Fiscal Reporting (see Table 7 for details)

To ensure the successful implementation of the K12 SWP, grant recipients are required to submit:

- five (5) Progress and Expenditure Reports via the NOVA Reporting System,
- three (3) Annual Course Data Reports via Cal-PASS Plus, and
- one (1) Final Report K12 Expenditure Report and Outcomes via the NOVA Reporting System.





# California Community Colleges

The required reports demonstrate that grant recipients have met the dollar-for-dollar match requirement and are providing program deliverables using the K12 SWP funds pursuant to Education Code, Section 88828. It is the responsibility of the lead LEA to ensure that all K-12 Partner Agencies on the project submit mid-year progress and expenditure reports either on their own or to the lead LEA to submit on their behalf. Failure to submit required reports or evidence that deliverables have been met could result in the loss and/or remittance of all awarded funds.

The following reports are to be submitted by the due dates indicated. Extensions of reporting deadlines may be made with the approval of the Regional Consortium. Due dates are subject to change, pending announcement from the CA Community College Chancellor's Office.

**Table 7. K12 SWP Progress and Expenditure Report Due Dates**

Date	Reports Due	Reporting System	Time Period
<b>August 31, 2024</b>	First Progress and Expenditure Report	NOVA	January 2024 through June 2024
<b>February 29, 2025</b>	Second Progress and Expenditure Report	NOVA	July 2024 through December 2024
<b>August 30, 2025</b>	Third Progress and Expenditure Report	NOVA	January 2025 through June 2025
<b>February 28, 2026</b>	Fourth Progress and Expenditure Report	NOVA	July 2025 through December 2025
<b>August 29, 2026</b>	Fifth Progress and Expenditure Report	NOVA	January 2026 through June 2026
<b>November 28, 2026</b>	Final K12 SWP Expenditure Report and Outcomes	NOVA	January 2024 through June 2026
<b>November 1, 2024</b>	Annual Course Data Report	Cal-PASS Plus	January 2024 through June 2024
<b>November 1, 2025</b>	Annual Course Data Report	Cal-PASS Plus	July 2024 through June 2025
<b>November 1, 2026</b>	Annual Course Data Report	Cal-PASS Plus	July 2025 through June 2026



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## APPENDIX B: Appendix Program-Specific Legal Terms, and Conditions

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### A. COST AND PAYMENTS

In consideration of satisfactory performance of the services described in the Grantee's application, the applicable Strong Workforce Program Career Technical Education Regional Consortium (hereinafter Regional Consortium) agrees to pay the Grantee a total amount not to exceed the "Grant Funds" amount stated on the fully executed Grant Agreement. Payment should be made as follows:

Beginning in 2021, an advance payment of 70% of the total amount of this Grant Agreement will be paid, upon receipt of an invoice, after the Grant Agreement is fully executed.

Grantee may request progress payment(s) up to 20% of the total amount of this Grant Agreement upon submission of an invoice and accompanying documentation as required by the Regional Consortium and completion of all reports due at the time the invoice is submitted. Payment of the final 10% will be made upon receipt of an invoice and accompanying documentation as required by the Regional Consortium, and review and approval by the Regional Consortium of expenditure/progress reports and the final report.

### B. WORK TO BE PERFORMED

The Grantee shall complete the tasks described in the Grantee's application and funds shall be expended in compliance with the requirements for the funding source and Grant Agreement with the Regional Consortium.

### C. MODIFICATION/BUDGET CHANGES

Grantee may request modifications to the work to be performed. **All such requests must be submitted in writing to the Regional Consortium prior to the modification being made.** The Regional Consortium may require that a Grant Amendment be processed if the Regional Consortium determines that the change would materially affect the project outcomes or the term of this Grant Agreement.

Grantee may make changes to any budget category amounts up to 10% of the total award amount per line item without the approval of the Regional Consortia so long as budget categories are not added or deleted, the total dollar amount of the Grant Agreement is not affected, and the outcomes of the Grant Agreement will not be materially affected. Grantee may add or delete budget categories subject to the prior approval of the Regional Consortium.





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Grant amendments are required for budget changes when there are changes in the total dollar amount of the Grant Agreement and/or the outcome of the Grant Agreement is materially affected. The process for requesting and approving grant amendments are determined by the Regional Consortium. Budget changes or amendments are subject to applicable program limitations and require approval of the Regional Consortium. No extensions to the performance period will be granted.

Grantees are required to fully expend their grants by the end of the expenditure period. If a grantee projects that they will be unable to do so, they should contact the Regional Consortium and arrange to have their grant reduced to a level which the grantee is confident can be fully spent within the expenditure period. **If a Regional Consortium has reason to question whether a grantee can fully expend their grant within the expenditure period, it may request that the grantee provide evidence that it will be able to do so.**

## **D. ASSURANCES, CERTIFICATES, TERMS, AND CONDITIONS**

Assurances, certifications, terms, and conditions are requirements of applicants and grantees as a condition of receiving funds. The certified K12 SWP application is a commitment to comply with the assurances, certifications, and terms and conditions associated with the grant as described in the K12 SWP Request for Applications and K12 SWP legislation (Education Code, Sections 88820-88833).

As a condition of receiving funds, funded applicants shall do the following:

- Enter into a grant agreement with the applicable Strong Workforce Program Regional Consortium that may include terms and conditions provided by the Chancellor's Office and the applicable Regional Consortium.
- Certify that all identified partners are aware of this grant application and agree to its submission.
- Be responsible for the performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations.
- Certify to the K12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.
- Make expenditure data on career technical education programs available for
- Purposes of determining if the grant recipients have met the matching funds requirement specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.
- Every year, the awarded grantees (Lead LEAs and K-14 Partners) must provide student-level data necessary to evaluate K12 SWP as required by Legislation and submit required end-of-year data files.



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## APPENDIX C: GUIDELINES, DEFINITIONS, AND ALLOWABLE EXPENDITURES

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### A. DETERMINING IF A COST IS ALLOWABLE

All allowable costs must meet three primary criteria: (1) Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations; (2) The cost must be allocable to the funding source activities; and (3) The cost must not be a general expense required to carry out the grantee overall responsibilities (not supplanting). However, even if the costs meet the prior three criteria, the costs must be approved within the statement of work/budget of the individual fiscal agent; otherwise, they are not allowable within that year without changes to the statement of work/budget. In addition, the Regional Consortium has the discretion to impose special conditions beyond the funding source that would also determine allowability of cost.

#### **While the proposed cost is allowable under the funding source, is it also reasonable?**

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Systems that can guide this definition are necessary for the performance of the grant; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

#### **What are the guidelines of allocable?**

Allocable is defined by the dictionary as capable of being allocated or assigned. A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the funding source/program. An example would be that a Project Director works 80% on the funded program (only 80% of the salary and benefits can be charged in the grant application). Beyond this definition, allocable also means that the cost must be related to the statement of work/budget that has been approved by the Consortium.





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## What is supplanting?

Strong Workforce K12 funds must supplement and not supplant state or local funds. Funding may not result in a decrease in state or local funding that would have been available to conduct the activity had these funds not been received. Strong Workforce K12 funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without Strong Workforce K12 dollars. You must be able to demonstrate that Strong Workforce K12 funds are added to the amount of state and local funds that would, in absence of Strong Workforce K12 funds, be made available for uses specified in your plan. Allocation recipients and sub-recipients must use grant funds to provide extra goods, services, materials, staff coordination positions, etc. that would not otherwise be purchased with state, local, or other non-Strong Workforce K12 funds.

## Allowable General Costs

There are permissible activities within K12 Strong Workforce Program funds. In addition, there are criteria for what can be funded while doing those activities. The following table is a synopsis of rules to determine allowability of costs.

**Table 8. Allowable and Non-Allowable Activities and Costs**

Allowable	Allowable with Prior Approval	Unallowable
		Advertising and Public Relations
		Alcoholic Beverages
		Alumni Activities
		Audit Costs
		Bad Debts
		Commencement and Convocation Costs
	Communication Costs (telephone, telegrams, postage, messenger)	
Compensation for Personnel Services (salary, wages, fringe benefits)		
		Contingencies



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Allowable	Allowable with Prior Approval	Unallowable
		Contributions or Donations Given or Paid Out (cash, property, services)
		Entertainment Costs <sup>1</sup>
Equipment <sup>2</sup> (low value assets with a value greater than \$250 - \$4,999)		Equipment <sup>2</sup>
		Fines and Penalties <sup>3</sup>
		Fundraising and Investment Costs
		Gifts of Public Funds are never allowed (memorabilia, honoraria, gifts, souvenirs, etc.) <sup>4</sup>
		Goods & Services for Personal Use
		Improvements <sup>5</sup>
Indirect or Administrative Expenditures ( <i>rate approved by the Chancellor's Office</i> )		
		Lobbying
		Losses on Other Sponsored Agreements or Contracts
Materials & Supply Costs (only those actually used for performance of sponsored agreement)		
Meetings and Conferences <sup>6</sup>		
	Memberships <sup>7</sup>	
Professional and Consultant Services		
		Proposal Costs





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Allowable	Allowable with Prior Approval	Unallowable
Publication and Printing Costs (printing and publication costs related only to funded project activities)		
Maintenance & Repair Costs <sup>8</sup> (keeping in efficient operating condition)		Maintenance & Repair Costs <sup>8</sup> (construction, remodeling, increasing value)
		Student Expenses, Activities or Direct Services
		Selling and Marketing <sup>9</sup>
Travel <sup>10</sup>	Out-of-State Travel <sup>10</sup>	Out-of-Country Travel <sup>10</sup>

<sup>1</sup> **Entertainment Costs:** Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

<sup>2</sup> **Equipment:** For the purposes of the K-12 SWP, equipment includes low value assets of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of the capitalization level established by the institution for financial statement purpose. **Equipment with a value higher \$5,000 must obtain prior approval before purchase from the Regional Consortia.** Any equipment requested within the K12 SWP grant will be closely scrutinized to determine purchases meet the intent of the funding and show long-term sustainability.

**General Purpose Equipment** – General purpose equipment furnishings, modular offices, telephone, networks, information technology equipment systems, air conditioning equipment, reproduction and printing equipment, motor vehicles, etc. are unallowable unless the awarding agency approves them in advance.

<sup>3</sup> **Fines and Penalties:** Costs resulting from violations of, or failure of the institution to comply with, Federal, State, and local or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the authorized official of the sponsoring agency authorizing in advance such payments.

<sup>4</sup> **Gifts of Public Funds:** If it looks like a gift, it is. You are not allowed to purchase pencils, pens, mouse pads, t-shirts, etc. and give them out (under the marketing banner). This would still be considered a gift of public funds. Awards and honorarium would also be considered a gift of public funds and not allowed.



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<sup>5</sup> **Improvements:** Improvements for land, buildings, or equipment that materially increases their value or useful life are unallowable as a direct cost.

<sup>6</sup> **Meetings and Conferences:** Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information or leadership, CTE competitions, CTSO opportunities (and the like) for students, are allowable. This includes costs of meals, transportation, rental of facilities, and other items incidental to such meetings or conferences. Be aware not to cross over into entertainment costs. Must obtain prior approval from the Regional Consortium.

**NOTE:** Food is only allowed at meetings/conferences that require a working breakfast, lunch, or dinner and disseminate technical information to participants. The meeting must have an agenda that shows a working meal; must have a sign-in sheet for participants; and cannot go over the fiscal agent's per diem guidelines for food purchases.

<sup>7</sup> **Memberships:** Only institutional memberships are allowed (not individual memberships). If the K12 SWP applicant requests any (institutional) membership costs, the application must justify why the statement of work cannot be accomplished without paying for such membership(s). Grantee must demonstrate how they will sustain the membership beyond the term of the grant. Business, technical, and professional organization or periodical memberships are allowed. Civic or community, or country club or social or dining club memberships are not allowed.

<sup>8</sup> **Maintenance and Repairs:** Activities such as construction and remodeling, which increase the value of an asset or appreciably extend its useful life, are not allowed unless authorized by the funding source. Maintenance of equipment that neither adds to the permanent value of the property nor appreciably prolongs its intended life, but keeps it in an efficient operating condition, is allowable.

<sup>9</sup> **Selling and Marketing:** Cost of selling and marketing any products or services of the institution are unallowable.

<sup>10</sup> **Travel:** Only travel necessary for the project is allowed. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business for the grant. Such costs will be based on the fiscal agent's per diem rates. These costs shall be considered reasonable and allowable only to the extent such costs do not exceed charges normally allowed by the institution in its regular operations as the result of the institution's written travel policy.

**OUT-OF-STATE TRAVEL:** Out-of-state travel will be closely scrutinized and must be disclosed in the Budget summary. After the application is fully executed, any further out-of-state travel requires prior approval of the Regional Consortia by submitting the necessary (as determined by the Regional Consortia) documentation for approval. The Regional Consortium reserve the right to limit out-of-state travel. **Refer to AB 1887 [HERE](#)** regarding prohibited travel states.





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**OUT-OF-COUNTRY TRAVEL:** Out-of-country travel will not be allowable via this funding source.

Cost must be necessary, reasonable, allocable, and not supplanting, and any additional cost restrictions listed in the RFA would supersede allowable costs within this summary.





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## APPENDIX D: REGIONAL FUNDING DISTRIBUTION BASED ON AVERAGE DAILY ATTENDANCE (ADA)

Within each of the eight regions, funding distribution to the applicants is based on ADA as presented in Table 1 (Education Code, Section 88827(c)(2)).

Table 9. Regional Funding Distribution Based on Average Daily Attendance<sup>3</sup>

Total Applicants' ADA	Percentage of a Region's Allocation
Less than or equal to 140	4%
141 – 550	8%
More than 550	88%

A K12 Selection Committee, in consultation with its Regional Consortium, has the discretion to adjust the percentages of a region's allocation, as needed. For example, if LEAs with less than 140 ADA account for substantially less than 4 percent of the region's total ADA, a portion of the 4 percent of funds allocated to that distribution level may be added to another level.

### Statewide Funding Allocations to the Regions

The California Legislature (Education Code, Section 88827(c)(1)(A-B)) appropriated statewide funding of \$150 million that is apportioned annually by the Chancellor's Office to the fiscal agent of each of the eight Regional Consortia based on the following weighted factors in each region:

- The unemployment rate. (33 percent of the allocation formula)
- The region's total Average Daily Attendance (ADA) for pupils in grades 7 through 12, inclusive.<sup>3</sup> (33 percent of the allocation formula)
- The proportion of projected regional job openings. (34 percent of the allocation formula)

<sup>3</sup> Source: California Community Colleges Chancellor's Office and the California Department of Education, 2021