

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

Wednesday, January 15, 2025

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	_____
Mr. Ryan Belflower, Clerk	_____
Mr. Greg Forest, Member	_____
Mr. Peter Gryn, Member	_____
Mr. Zach Zapata, Member	_____
Miss Liliana Saldana, Student Board Member	_____

4. CONFIRMATION OF THE AGENDA

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

- Students of the Month
- Staff of the Month

6. OPPORTUNITY FOR SCHOOL AFFILIATED ORGANIZATIONS TO ADDRESS THE BOARD

- BAFB Liaison – Mrs. Annette Goodly

7. 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.

8. 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*

• **CONFERENCE WITH LABOR NEGOTIATOR**

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

9. RECONVENE TO OPEN SESSION

10. ACTION ON CLOSED SESSION ITEMS IF ANY

11. PRESENTATIONS

11.1 Discipline Report – 1st Semester 2024-25 – Mr. Brandon Moore

11.2 Grade Report – 1st Semester 2024-25 – Mr. Brandon Moore

12. SUPERINTENDENT’S REPORT

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

13. PRINCIPAL’S REPORT – Mr. Brandon Moore, Ms. Schandia Edwards, Ms. Wendy Simpson

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

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 – Ms. Lilliana Saldana

17. 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,

- *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.*

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.

18. CONSENT AGENDA

ACTION NO. 24.038

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 December 16, 2024, Regular Board Meeting.
- B. Approve bills and warrants for December 2024 in the amount of \$736,803.52.
- C. Williams Uniform Complaint Report (*October, November, December 2024*).
- D. Approve Fagen Friedman & Fulfroost, LLP Agreement for Legal Services.
- E. Approve Governance Handbook updated January 2025.
- F. Approve overnight field trip for the Wrestling team to attend San Ramon Valley High School Wrestling Tournament, January 17-28, 2025, in Danville, California.
- G. Approve hiring of the following confidential employee:
 - Mike Bartolomei, Director of Capital Facilities Projects, MOT (effective 2025-26 school year)
 - Lydia Gonzales, School Health Medical Billing and Accounting Specialist
 - Randi Morales, Instructional Coach (effective 2025-26 school year)

19. DEFERRED CONSENT ITEMS

20. ACTION ITEMS

20.1 APPROVE WHEATLAND UNION HIGH SCHOOL'S 2023-24 SCHOOL ACCOUNTABILITY REPORT CARD (SARC) – Mr. Brandon Moore

ACTION NO. 24.039

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

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

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

20.2 APPROVE EDWARD P. DUPLEX CONTINUATION HIGH SCHOOL'S 2023-24 SCHOOL ACCOUNTABILITY REPORT CARD (SARC) – Ms. Schandia Edwards

ACTION NO. 24.040

- *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.

20.3 APPROVE WHEATLAND COMMUNITY DAY SCHOOL'S 2023-24 SCHOOL ACCOUNTABILITY REPORT CARD (SARC) – Mr. Brandon Moore

ACTION NO. 24.041

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

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

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

20.4 APPROVE E-RATE BID AWARD TO DATA CENTER WAREHOUSE (DCW) IN THE AMOUNT OF \$47,263.62 – Ms. Kerri Hubbard

ACTION NO. 24.042

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

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

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

20.5 CONSIDER APPROVAL OF SUNSHINE PROPOSAL FROM THE WHEATLAND HIGH EDUCATION ASSOCIATION OF TEACHERS (W.H.E.A.T.) TO THE WHEATLAND UNION HIGH SCHOOL DISTRICT – Dr. Nicole Newman

ACTION NO. 24.043

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

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

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

20.6 CONSIDER ADOPTION OF WHEATLAND UNION HIGH SCHOOL DISTRICT'S INITIAL PROPOSAL TO THE WHEATLAND HIGH EDUCATION ASSOCIATION OF TEACHERS (W.H.E.A.T.) FOR A SUCCESSOR AGREEMENT, BEGINNING WITH THE 2025-26 SCHOOL YEAR – Dr. Nicole Newman

ACTION NO. 24.044

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

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

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

20.7 APPROVE CERTIFICATED EMPLOYEE’S RETIREMENT INCENTIVE FOR THE 2024-25 SCHOOL YEAR – Dr. Nicole Newman

ACTION NO. 24.045

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

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

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

20.8 APPROVE CLASSIFIED EMPLOYEE’S RETIREMENT INCENTIVE FOR THE 2024-25 SCHOOL YEAR – Dr. Nicole Newman

ACTION NO. 24.046

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. BOARD MEMBER REPORTS / COMMENT

22. ITEMS TO BE AGENDIZED FOR THE NEXT REGULAR MEETING

23. ADJOURNMENT

ACTION NO. 24.047

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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 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: February 19, 2025

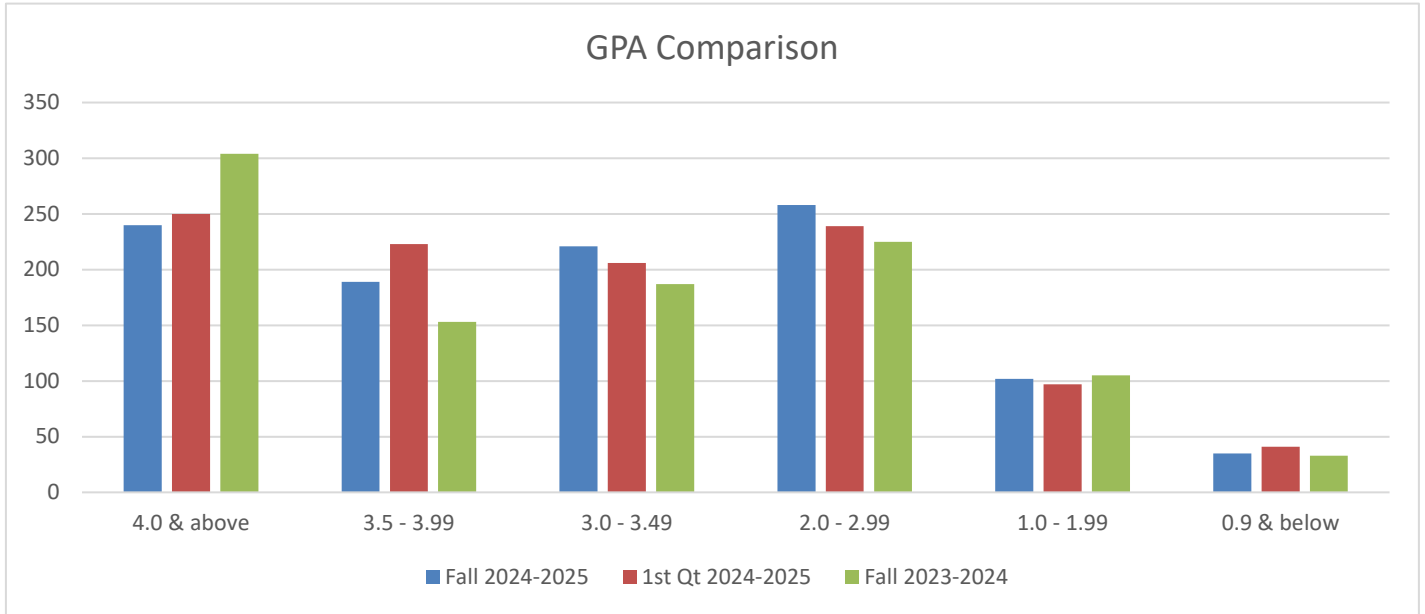
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Posted: 1/10/2025 MH

Wheatland Union High School GPA by Mark

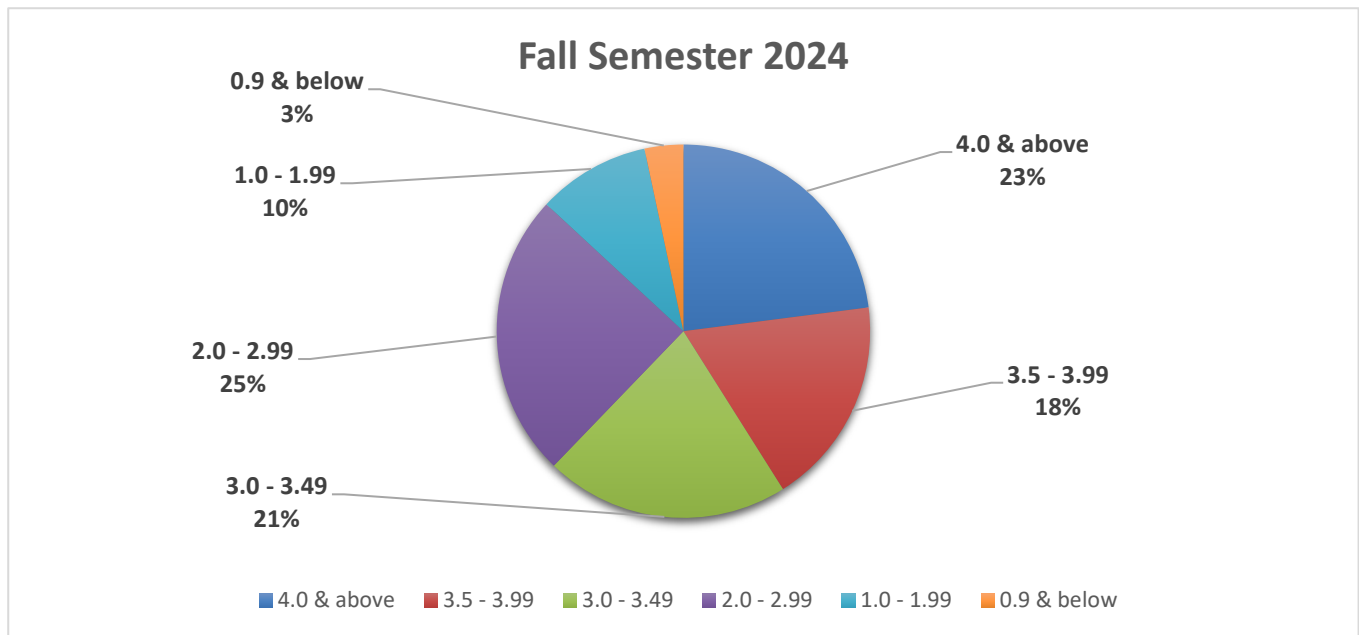
Fall 2024-2025
1st Qt 2024-2025
Fall 2023-2024

4.0 & above	3.5 - 3.99	3.0 - 3.49	2.0 - 2.99	1.0 - 1.99	0.9 & below
240	189	221	258	102	35
250	223	206	239	97	41
304	153	187	225	105	33



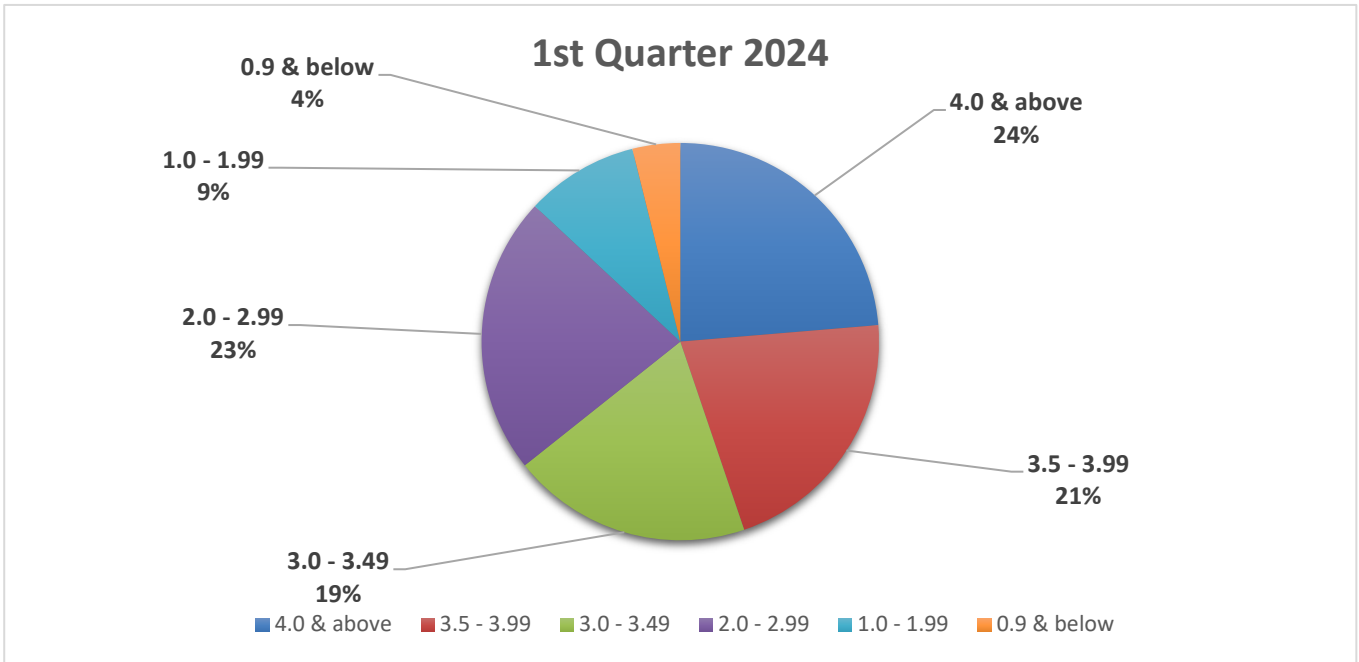
Fall Semester 2024

4.0 & above	3.5 - 3.99	3.0 - 3.49	2.0 - 2.99	1.0 - 1.99	0.9 & below
240	189	221	258	102	35



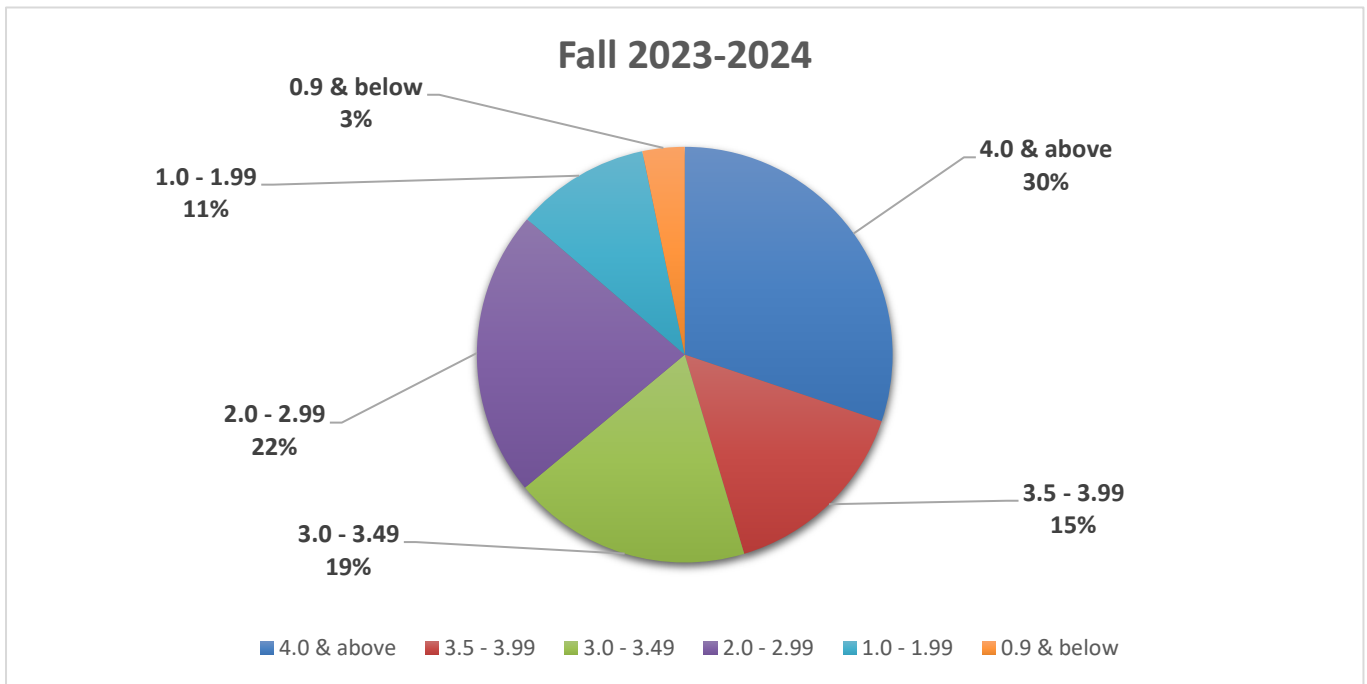
1st Quarter 2024

4.0 & above	3.5 - 3.99	3.0 - 3.49	2.0 - 2.99	1.0 - 1.99	0.9 & below
250	223	206	239	97	41



Fall 2023-2024

4.0 & above	3.5 - 3.99	3.0 - 3.49	2.0 - 2.99	1.0 - 1.99	0.9 & below
304	153	187	225	105	33



Board Update

Meeting Date; **January 15, 2025**

FMOT Department

Capital Projects:

- District Master Plan.
- T-Mobile Cell Tower **(Received DSA approved plans # 02-121457 on 8-10-23)**
- Multipurpose Building. **(Received DSA Application # 02-121816 on 9-21-23.)**
- North side Solar. **(Received DSA Application # 02-122379 on 4-5-24.)**
- Power upgrade for the North-West Campus. (Switchgear parts have been ordered, they have a long lead time, June-July 2025.) **(Received DSA Application # 02-122379 on 4-5-24.)**
- Wheatland High Counseling Center. (In Planning with CASA.)
- Artificial Turf. **(In the legal review process.)**

North Side Solar Project:

- Solar portion of this project is completed. **(Done)**
- A switchgear planning meeting was held January 15 with Collins Electric, PG&E, SiteLogiq and the District. Topics discussed were, conduit pathways, PG&E needs, connections and the project timeline. I was out of the area, Brian Miller & Mike Bartolomei attended in my place.
- We (district & IOR) have submitted the forms to “suspend” the switchgear part of this project. We will re-open the project when we have a date for the backordered parts to arrive.

Artificial turf in the Sports Complex: **(This project is currently on hold pending a legal review.)**

- Still working on punch list corrections and close out.
- AstroTurf hired the Track Doctor to complete the work in the D-Zone. (They still needs to return “again” for the D Zone color coat and field box repairs. We are working with AstroTurf, but there is no schedule yet.
- The G-Force testing was done, results are in. I questioned conflicting test results, this upset Astroturf, now they are seeking council from their “legal team”. We requested their legal team’s contact information.

Multipurpose Building:

- This project is currently in planning, we have reviewed the 90% plans now approved by DSA. We are exploring funding. Final plan review will be done prior to releasing plans to contractors. We have several pending changes marked on the plans.
- DSA Application number has been assigned 02-121816.
- This job is on hold till early 2025.

Wheatland High Counseling Building:

- This project is currently in planning, we are working with CASA. The first draft of plans have been reviewed and returned.
- Site prep has started, we removed the Italian Cypress trees, and plan on installing the building the pad once we have the exact location determined.
- This project will be sent to DSA for ADA access compliance and should start early 2025.

Cell Tower:

- This project is almost ready to start. We are waiting on back ordered construction materials.
- 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 and upsize the switchgear to accommodate future building projects.

Next steps for the cell tower include:

- Contract review and approval.
- 100% Plans were sent to and approved by DSA. (Approved 8-10-23)
- Looks like construction can start as early as April 2025.

Update on property donation from CALITERRA RANCH:

- CALITERRA is pushing the map through the city right now and hopeful it will get it approved by February.
- Once that is approved, they will be able to prepare the revised map for recording which will create the final parcel which will be donated to the district.
- This is important because we have easements going through that parcel for the T-Mobile cell tower.

District Operations, Manny Corona, Supervisor

Operational Regulatory and Custodial items for the end of year:

- Fire Marshal kitchen inspection in Dec came with a list of about 10 corrections. We are working on them now and will report back after they are completed.
- District wide facility asbestos checks are due in December. **(Done)**
- Fire sprinkler replacement (good for 50 years) **(Done)**
- Fire riser inspections are due in December. **(Done)**
- Kitchen hood inspections are due in February 2025.
- Schedule crews for deep cleaning over Christmas Break. **(Done)**

Maintenance and Facilities, Brian Miller, Supervisor

General Projects:

- Roof repair over food service areas (Scheduled Jan 15). **(Done)**
- Remove cabinets and paint/repair wall in food service areas. **(Done)**
- Replace broken DI cover behind welding shop. **(Done)**
- Lighting repair and electrical safety in food service areas. (Contract awarded, PPP)
- District wide HVAC service and filter changes are due in December. **(Done)**
- Work with City and PG&E to get the light pole moved at ambulance entrance in the sports complex.
- Install surfacing for long and triple jump runs. (New runways are onsite and ready to install.)
- Fix the handrail at the east DO door.
- Move lockable Conex box to a discreet area on the Plumas Lake High School. We will be in contact with Steve to find the best location.
- Abate asbestos and replace cafeteria floor. **(Done)**
- Install extra Bollard near HS office to save planters. **(Done)**
- Provide storage building for P-1 & P-2 athletic equipment. **(Done)**
- Repair brick planters, school sign, and brick wall near the east side of the band room. (OTB)

Transportation, Mike Bartolomei, Supervisor:

- Bus accident on November 1st, it happened in a bus borrowed from Wheatland Elementary School District. There were no students on board, the driver had minor injuries and will have a follow up Dr's appointment on Jan 15th. We are still working with WESD to help anyway we can. Last follow up with WESD was Jan 9th.
- Faber Communications to start installing Live GPS and child tracking, it's a wireless system that also has route software. We will be able to install HD cameras next summer. Mikes working with Rebecca Faber, Lawrence and Dalton on coming out the 2nd week of Christmas break to install the last 8 GPS/ Child tracking as well as new HD live stream camera system in Buses 9 & 10. **(Done)**
- Our new Bus 2 is due back from the repair shop 12-11. They had to fix the rear suspension. **(Done)**

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

Monday, December 16, 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 Monday, December 16, 2024.

Trustees in attendance included Mr. Tony Lopez, Mr. Ryan Belflower, Mr. Greg Forest, Mr. Peter Gryn, Mr. Zach Zapata, and Miss Lilliana Saldana

Also Present: Nicole Newman, Kerri Hubbard, Terry Biladeau, Schandia Edwards, Lauren Link, Wendy Simpson, Melissa Taylor, Alyssa Chun, Laura Holley, Robert Lopez, Kathy Lopez, Mona Hood, students, parents, and community members.

1. CALL MEETING TO ORDER

Superintendent Newman called the meeting to order at 5:00 p.m.

2. PLEDGE OF ALLEGIANCE TO THE FLAG

Member Ryan Belflower led the pledge of allegiance.

3. ESTABLISHMENT OF A QUORUM

Mr. Tony Lopez, Member	P
Mr. Ryan Belflower, Member	P
Mr. Greg Forest, Member	P
Mr. Peter Gryn, Member	P
Mr. Zach Zapata, Member	P
Miss Lilliana Saldana, Student Board Member	P

4. CONFIRMATION OF THE AGENDA

Superintendent Newman moved Consent Agenda item “C. Approve the 2025-26 School Calendar” to Deferred Consent Items to allow for Board discussion.

5. OATH OF OFFICE

Mr. Tony Lopez administered the Oath of Office to the board members elected during the November 5, 2024 General Election: Mr. Greg Forest, Mr. Peter Gryn, and Mr. Zach Zapata.

6. ANNUAL ORGANIZATION MEETING OF THE BOARD OF TRUSTEES

The Board took action at the November 13, 2024 board meeting that the Annual Organizational Meeting would be held on December 16, 2024 at 5:00 p.m. The law requires the Board to elect a President and Clerk from its members. The Board should also elect a Trustee Representative to the Special Education Council (SELPA).

The Superintendent presides over the election of the President. The new President presides over the remaining elections and assumes responsibility of the meeting at that time.

Organization of the Board of Trustees should be as follows (one action item for A-D below):

A. Election of President, Clerk, Trustee Representative to the Yuba County Trustee Council (SELPA)

1. Election of President (presided over by Superintendent Newman)
Nomination made by Ryan Belflower, seconded by Greg Forest to name Tony Lopez as the Governing Board President.
2. Election of Clerk
Nomination made by Greg Forest, seconded by Peter Gryn to name Ryan Belflower as Clerk.
3. Select Board representative to the Yuba County Trustee Council (SELPA)
Greg Forest was selected as the Governing Board representative to the Yuba County Trustee Council (SELPA).
4. Select Board representatives to the Facilities Committee
Tony Lopez and Greg Forest were selected as the Governing Board representatives to the Facilities Committee.
5. Select Board representative to the Safety Committee
Peter Gryn was selected as the Governing Board representative to the Safety Committee.
6. Select Board representatives to the Career and Technical Education (CTE) Advisory Committee
Zach Zapata was selected as the Governing Board representative to the Career and Technical Education (CTE) Advisory Committee.
7. Select Board representatives to the Community Schools Advisory Committee
Ryan Belflower was selected as the Governing Board representative to the Community Schools Advisory

B. Set Time, Date and Place of Regular meetings

The 2025 calendar year dates agreed upon are included on the attached calendar. No regular meeting was scheduled for July 2025. Meetings will begin at 5:00 p.m. in Room P-8 on the Wheatland Union High School Campus.

C. Authorization of Superintendent, Secretary to the Board, to sign on behalf of the Board of Trustees

D. Authorize Superintendent and Chief Business Officer to Sign Warrants, Contracts, and other Documents

The Board authorized the Superintendent and the Chief Business Officer to sign warrants, contracts, and other documents.

ACTION NO. 24.030

MOTION by Greg Forest, seconded by Lilliana Saldana to approve A-D above.

Belflower - Aye	Forest - Aye
Gryn - Aye	Lopez - Aye
Zapata - Aye	Saldana - Aye

Vote: (6 Ayes, 0 Absent) Motion carries

7. STUDENT AND STAFF RECOGNITIONS

- Students of the Month - **CONFIDENT**
 - 9th Grade – Kyleigh Lucero
 - 10th Grade – Makayla Renshaw
 - 11th Grade – Tristan Lopez
 - 12th Grade – Ty Linker
- EPD Student of the Quarter - **OPTIMISM**
 - Izamar Santillan
- Staff of the Month
 - Certificated – Melissa Taylor
 - Classified – Alyssa Chun

8. OPPORTUNITY FOR SCHOOL AFFILIATED ORGANIZATIONS TO ADDRESS THE BOARD

- **BAFB Liaison** – not present

- **Wheatland Athletic Foundation**

Laura Holley, President of the Wheatland Athletic Foundation, reported that as of last month, the Foundation is fully approved as a 501(c)(3). The board members and positions held were announced. Fundraising for the Meet the Pirates Dinner scheduled for August 2025, will begin in January.

9. RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD

No one addressed the board.

10. CLOSED SESSION - 5:31 PM

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*

11. RECONVENE TO OPEN SESSION – 6:38 PM

12. ACTION ON CLOSED SESSION ITEMS IF ANY

President Lopez reported no action was taken during closed session.

13. SUPERINTENDENT’S REPORT

Superintendent Newman reported the following:

- The Board was asked to consider attending the culminating meeting to the Governance Workshop Series. The meeting will be held April 6, 2025, at the annual SSDA State Conference in Sacramento.
- President Lopez encouraged Board members to participate in the CSBA Masters in Governance program. Training is available beginning next month.
- EPD students are selling succulents grown in the school greenhouse. Chef Kuulei will also be utilizing the greenhouse by growing herbs used in the cafeteria.
- Superintendent Newman compiled a document for the board which lists every law Governor Newsom has signed to go into effect on January 1, 2025. The information is broken down into categories with links to the appropriate Education Code(s).
- The district is working on an improved smartphone policy for the Boards' consideration which will provide more support for teachers as they restrict student smartphone use on campus in compliance with AB 3216.
- Shout-out to Angie Conway who has recouped approximately 700+ days of student absences resulting in a large savings to the district.
- The district has posted a position for a School Health Medical Billing and Accounting Specialist. Interviews will be held later this week.
- Shout-out to Kerri Hubbard, Lauren Link, Joyce Willey, and Mike Bartolomei who will be recognized at the ACSA CSY Administrators of the Year celebration on February 28th at the Hard Rock. Region II Awards will be held on March 21st. More information to follow.

14. PRINCIPAL'S REPORT

- Wheatland Union High School
 - Winter Destress Fess and annual Cocoa and Cram events are proving to be enjoyed by students and staff alike.
 - The counseling department hosted a Cash for College event today with seniors.
 - Fall sports ended with a lot of success this year. We are proud of our student athletes and coaches for their hard work and dedication. Football won our first Pioneer Valley League title and had a 9-2 record. With several returning players it looks like the tide is changing in the football program.
 - Girls' Volleyball and Flag Football teams both made the playoffs after successful seasons.
 - Four Girls' Volleyball players, 5 Girls' Flag Football players, and 18 Football players received All League recognition. For the Fall Varsity sports, 62 athletes were represented on the All-Academic A team for the Pioneer Valley

League. We are so proud of them and excited to continue that success into the next season with our Winter Sports program that has already begun.

- The first indoor rally was held last Friday and was well received by the students. Thank you to Ms. Atkinson, Ms. Kelly Phillips, and the Leadership students for a great event.
- Finals start Wednesday of this week.
- Edward P. Duplex Continuation High School
 - There will be 19 early graduates. The most of any year.
- Community Day School
 - Currently 10 students are enrolled. Next semester will begin with 5 students.
 - Students are hatching duck eggs for their science class and created holiday flower arrangements last week.
 - The winter garden is in full swing
 - All students are caught up with credits and most are ahead.

15. DIRECTOR OF CAPITAL PROJECTS, MOT (attachment)

In addition to the attached report, Mr. Biladeau updated the board on the following:

- Counseling Building – The initial drawings are complete and have been sent to Mobile Modular.
- Cell Tower – Pre-construction walkthrough will be held this Thursday. The start date has been moved up to the end of January or early February.

16. CHIEF BUSINESS OFFICER'S REPORT

- Annual Developer Fee Report – not all the information needed to complete the monthly report was available; therefore, the January report will cover two months.
- 2023-24 Annual Financial Report / Audit (attachment)
 - There were no audit findings or adjustments.

17. STUDENT BOARD REPRESENTATIVE REPORT

Lilliana Saldana reported the following:

- FFA – traveled to Indiana for the National FFA competition.
- FBLA – attended LDI in Visalia. Good feedback was received from the students.
- Miss Saldana attended the CSBA Student Board training in Anaheim earlier this month. She reported learning a lot about the student board representative position.
- Attended the Disney Imagination Campus at Disneyland. This was a great networking opportunity.
- Thank you to Mrs. Simpson for making the first indoor rally possible for the students.
- The After-School Program has received many positive comments from the students.

- Students have reported a few concerns regarding the facilities such as lights not turning off in certain classrooms and the need for privacy guard strips in the bathrooms. Maintenance has developed a fix for the privacy guard issue and will be installing metal strips.

18. RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD

No one present addressed the board.

19. CONSENT AGENDA

ACTION NO. 24.031

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 November 13, 2024, Regular Board Meeting
- B. Approve bills and warrants for November 2024 in the amount of \$933,461.65.
- C. Approve the 2025-26 School Calendar. *(This item was moved to the Deferred Consent Items.)*
- D. Approve overnight field trip for the Boys' Wrestling team to attend the Sierra Nevada Classic Wrestling Tournament in Reno, Nevada, December 27-28, 2024.
- E. Approve overnight field trip for the Girls' Wrestling team to attend the Napa Valley Tournament in Napa, California, January 9-11, 2025.
- F. Approve hiring the following classified personnel:
 - Emily Coker – Assistant Director of Mental Health
 - Michelle Doorn – Paraeducator
 - Jessica Ibarra – Assistant Director of Community Schools
 - Nancy Kailihiwa – Family Engagement Coordinator
 - Jason Powell, Jr. – Bus Driver/Custodian/Grounds/Maintenance
 - Joyce Willey – Work-Based Learning Coordinator for CTE
- G. **July 2024 Board Policy Updates**
 - A. Second Reading BP 0410 Nondiscrimination in District Programs and Activities
 - B. Second Reading BP 1312.3 Uniform Complaint Procedures
 - C. Second Reading AR 1312.3 Uniform Complaint Procedures
 - D. Second Reading BP 4030 Nondiscrimination in Employment
 - E. Second Reading AR 4030 Nondiscrimination in Employment
 - F. Second Reading BP 4033 Lactation Accommodation
 - G. Second Reading BP 4119.11 Sex Discrimination and Sex-Based Harassment
 - H. Second Reading AR 4119.11 Sex Discrimination and Sex-Based Harassment
 - I. Second Reading BP 4219.11 Sex Discrimination and Sex-Based Harassment
 - J. Second Reading AR 4219.11 Sex Discrimination and Sex-Based Harassment
 - K. Second Reading BP 4319.11 Sex Discrimination and Sex-Based Harassment
 - L. Second Reading AR 4319.11 Sex Discrimination and Sex-Based Harassment
 - M. Second Reading AR 4119.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
 - N. Second Reading E(1) 4119.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures

- O. Second Reading AR 4219.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
- P. Second Reading E(1) 4219.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
- Q. Second Reading AR 4319.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
- R. Second Reading E(1) 4319.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
- S. Second Reading BP 5145.3 Nondiscrimination / Harassment
- T. Second Reading AR 5145.3 Nondiscrimination / Harassment
- U. Second Reading BP 5145.7 Sex Discrimination and Sex-Based Harassment
- V. Second Reading AR 5145.7 Sex Discrimination and Sex-Based Harassment
- W. Second Reading AR 5145.71 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
- X. Second Reading E(1) 5145.71 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
- Y. Second Reading BP 5146 Married/Pregnant/Parenting Students

D. September 2024 Board Policy Updates

- A. Second Reading BP 0510 School Accountability Report Card
- B. Second Reading AR 0510 School Accountability Report Card
- C. Second Reading BP 1114 District-Sponsored Social Media
- D. Second Reading AR 1114 District-Sponsored Social Media
- E. Second Reading AR 1312.4 William’s Uniform Complaint Procedures
- F. Second Reading E(1) 1312.4 William’s Uniform Complaint Procedures
- G. Second Reading E(2) 1312.4 William’s Uniform Complaint Procedures
- H. Second Reading AR 3517 Facilities Inspection
- I. Second Reading E(1) 3517 Facilities Inspection
- J. Second Reading BP 4040 Employee Use of Technology
- K. Second Reading E(1) 4040 Employee Use of Technology
- L. Second Reading BP 5147 Dropout Prevention
- M. Second Reading BP 6142.92 Mathematics Instruction
- N. Second Reading BP 6152.1 Placement in Mathematics Courses
- O. Second Reading AR 6152.1 Placement in Mathematics Courses
- P. Second Reading BP 6163.4 Student Use of Technology
- Q. Second Reading E(1) 6163.4 Student Use of Technology
- R. Second Reading BB 9010 Public Statements
- S. Second Reading BB 9012 Board Member Electronic Communications

MOTION by Greg Forest, seconded by Lilliana Saldana, to approve the consent agenda.

Belflower - Aye	Forest - Aye
Gryn - Aye	Lopez - Aye
Zapata - Aye	Saldana - Aye

Vote: (6 Ayes, 0 Absent) Motion carries

20. DEFERRED CONSENT ITEMS

- B. 2025-26 School Calendar

ACTION NO. 24.038

After a brief discussion, the 2025-26 School Calendar was agreed upon as presented.

MOTION by Ryan Belflower seconded by Greg Forest, to approve the 2025-26 School Calendar as presented.

Belflower - Aye	Forest - Aye
Gryn - Aye	Lopez - Aye
Zapata - Aye	Saldana - Aye

Vote: (6 Ayes, 0 Absent) Motion carries

21. ACTION ITEMS

21.1 APPROVE RESOLUTION 24.032 PARTICIPATION IN CLASSIFIED SCHOOL EMPLOYEE SUMMER ASSISTANCE PROGRAM FOR THE 2025-26 SCHOOL YEAR

ACTION NO. 24.032

MOTION by Greg Forest, seconded by Peter Gryn, to approve Resolution 24.032 Participation in Classified School Employee Summer Assistance Program for the 2025-26 school year.

Belflower - Aye	Forest - Aye
Gryn - Aye	Lopez - Aye
Zapata - Aye	Saldana - Aye

Vote: (6 Ayes, 0 Absent) Motion carries

21.2 APPROVAL OF FIRST INTERIM REPORT ON THE FINANCIAL CONDITION OF THE DISTRICT FOR THE 2024-25 SCHOOL YEAR WITH POSITIVE CERTIFICATION AND APPROVE BUDGET REVISIONS CONTAINED THEREIN

ACTION NO. 24.033

MOTION by Peter Gryn, seconded by Greg Forest to approve the First Interim Report on the Financial Condition of the District for the 2025-25 School Year with positive certification and approve budget revisions contained therein.

Belflower - Aye	Forest - Aye
Gryn - Aye	Lopez - Aye
Zapata - Aye	Saldana - Aye

Vote: (6 Ayes, 0 Absent) Motion carries

21.3 APPROVAL OF RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE ALLOCATION BOARD-ADMINISTERED PROGRAMS FOR THE WHEATLAND UNION HIGH SCHOOL DISTRICT ON DECEMBER 16, 2024

ACTION NO. 24.034

MOTION by Lilliana Saldana, seconded by Ryan Belflower, to approve Resolution 24.034 authorizing filing of application(s) for state allocation board-administered programs for the Wheatland Union High School District on December 16, 2024.

Belflower - Aye	Forest - Aye
Gryn - Aye	Lopez - Aye
Zapata - Aye	Saldana - Aye

Vote: (6 Ayes, 0 Absent) Motion carries

21.4 APPROVAL OF RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE ALLOCATION BOARD-ADMINISTERED FACILITY HARDSHIP AND/OR FACILITY HARDSHIP SEISMIC MITIGATION PROGRAM(S) FOR THE WHEATLAND UNION HIGH SCHOOL DISTRICT ON DECEMBER 16, 2024

ACTION NO. 24.035

MOTION by Greg Forest, seconded by Ryan Belflower, to approve Resolution 24.035 authorizing filing of application(s) for state allocation board-administered facility hardship and/or facility hardship seismic mitigation program(s) for the Wheatland Union High School District on December 16, 2024.

Belflower - Aye	Forest - Aye
Gryn - Aye	Lopez - Aye
Zapata - Aye	Saldana - Aye

Vote: (6 Ayes, 0 Absent) Motion carries

22. BOARD MEMBER REPORTS / COMMENTS

- **Lilliana Saldana** – Nothing to report
- **Peter Gryn** – Nothing to report.
- **Zach Zapata** – Nothing to report
- **Greg Forest** – Excited to start another term on the board.
- **Ryan Belflower** – Asked for an update on the tennis courts. Superintendent Newman said the district does not currently have the necessary real estate available. She suggested speaking with Trent (CA+SA Studios) and prioritizing needs.
- **Tony Lopez** – Welcomed the new members and the returning member.

23. ITEMS TO BE AGENDIZED FOR THE NEXT REGULAR MEETING

- ✓ WUHSD and WHEAT Sunshine Proposals
- ✓ Preliminary Energy Assessment (PEA) – Veregy, LLC
- ✓ Classified and Certificated Retirement Incentives
- ✓ LCAP Mid-Year Review
- ✓ Grade and Discipline Reports

- ✓ School Accountability Report Cards
- ✓ New courses for the 2025-26 school year

24. ADJOURNMENT

ACTION NO. 24.036

MOTION by Lilliana Saldana, seconded by Ryan Belflower, to adjourn at 8:15 p.m.
6 yeas, 0 Absent. Motion carries.

Respectfully Submitted:

Dr. Nicole Newman, Superintendent

Ryan Belflower, Clerk

Date

Date

Checks Dated 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22211247	12/06/2024	Anders, Shelby	01-4300	Stu incentive Reim		8.61
22211248	12/06/2024	Animal Damage Management	01-5504	Pest Control Svc		285.00
22211249	12/06/2024	Argonaut High School Athletics	01-5300	Argonaut Softball Classic		1,000.00
22211250	12/06/2024	Bidwell H2O	01-4300	Drinking Water Svc		87.45
22211251	12/06/2024	BSN Sports LLC	01-4300	MBB Uniforms	7,968.24	
				WSOC NB Uniforms	4,038.81	12,007.05
22211252	12/06/2024	BUSWEST	01-5800	Transportation Svc		2,144.88
22211253	12/06/2024	California's Valued Trust	01-3402	Dec24 CVT Ins	15.60	
			01-9514	Dec24 CVT Ins	190,737.72	190,753.32
22211254	12/06/2024	Chico High School	01-5300	Joe Rios Memorial Tourney		400.00
22211255	12/06/2024	Commercial Appliance Svc Inc	13-5600	Oven Repair		1,671.17
22211256	12/06/2024	Commercial Lighting	01-4300	LED Bulbs	625.48	
				Unpaid Tax	44.99-	580.49
22211257	12/06/2024	Cummings, Jered D	01-5800	EDD Overpymt		150.00
22211258	12/06/2024	De Lage Landen Public Finance	01-5600	Cannon Lease		900.06
22211259	12/06/2024	Dennis Guynes	01-4300	Bus 1, 14, 16 Fleet Repairs & Service	282.28	
			01-5800	Bus 1, 14, 16 Fleet Repairs & Service	1,800.00	2,082.28
22211260	12/06/2024	Famand Inc. Indoor Environmental Services	01-5800	HVAC Svc/Repairs		1,572.50
22211261	12/06/2024	Fatten, Courtney	01-4300	SPED WTA Reim	798.84	
			01-5800	SPED WTA Reim	684.83	1,483.67
22211262	12/06/2024	FlexPrint, LLC Caltronics	01-4400	HP Printers	3,119.37	
			01-5800	Copier Maintenance Svc	1,605.40	4,724.77
22211263	12/06/2024	Fortuna Unified School Dist Sandra Dale, Grow AgEd	01-5200	Cooperating TE Conf	185.00	
				Cooperating TE Conf-Regis	185.00	370.00
22211264	12/06/2024	Gerlinger Steel	01-4300	Metal/Steel		1,563.45
22211265	12/06/2024	Harvey And Songer Inc	01-4300	Vehicle Tire Svc		211.91
22211266	12/06/2024	Hillyard / Sacramento	01-4300	Custodial Supplies	1,204.26	
			01-4400	Floor Scrubber	10,937.74	12,142.00
22211267	12/06/2024	James Sutherland	01-5800	11/18-22 Mileage		164.15
22211268	12/06/2024	Jorin, Christopher D	01-4300	PBIS Reim		84.40
22211269	12/06/2024	Ledbetter Mechanical Contr LLC	01-5600	Hung Gas heater		3,692.00
22211270	12/06/2024	Linmoore Fencing	01-5600	13358Balance Due		60.00
22211271	12/06/2024	Mobile Modular Mgmt Corp	01-5600	Modular Rental Bldg 38688 / 40660 / 40702 / 41765	2,720.00	
				Modular Rental Bldg 41717 / 45161	2,090.00	
				Modular Rental Bldg 45551	3,042.00	7,852.00

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Checks Dated 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22211272	12/06/2024	Moore, Brandon	01-5200	National Unv Reim		1,989.00
22211273	12/06/2024	Morales, Randi R	01-4300	AntiBias Reim		64.69
22211274	12/06/2024	Newman, Nicole	01-4300	Oct 30-Nov 12 Reim	4,605.28	
			01-5200	Oct 22-Nov 7 reim	742.75	
				Oct 30-Nov 12 Reim	998.00	6,346.03
22211275	12/06/2024	Office Depot	01-4300	Class Supplies	46.95	
				Office Supplies	215.16	262.11
22211276	12/06/2024	Pace Supply Corp	01-4300	Maintenance Supplies		124.06
22211277	12/06/2024	PG&E CFM/PPC Depart	40-6200	PG&E Utility upgrade		49,870.12
22211278	12/06/2024	Phillips, Lisa	01-4300	Health office supplies		58.14
22211279	12/06/2024	Prime Store Card Synchrony Bank	01-4300	AG Supplies	73.68	
				CDS Supplies	447.50	
				Chairs	277.97	
				DODEA Chair	105.63	
				Instruc Coach Supplies	1,920.32	
				IT Supplies	197.17	
				Loose Paper	37.68	
				Welding Supplies	415.90	
				Zen Den supplies	135.19	3,611.04
22211280	12/06/2024	Rio Linda Wrestling	01-5300	Knightmare JV/Girls Wrestling		350.00
22211281	12/06/2024	Riverview Inter Trucks LLC	01-5600	Bus 16 Turbo Actuator		1,984.19
22211282	12/06/2024	RV Wrestling	01-5300	Battle of the Buttes		600.00
22211283	12/06/2024	Santa Clara COE	01-9501	Pilot School Heal Proj		89,702.00
22211284	12/06/2024	School Steps Inc	01-5800	OT/COTA/BCBA Svc		765.00
22211285	12/06/2024	Shadd Janitorial Supply	01-4300	Custodial Supplies		1,745.42
22211286	12/06/2024	Sherk, Heather	01-5200	PBIS Reim		35.98
22211287	12/06/2024	SiteLogiq	01-5800	Operation/Maint Yr4	5,135.82	
			40-6200	Solar Phase II #1	57,636.50	62,772.32
22211288	12/06/2024	Solution Tree	01-5800	Mathematics at Work Prof Dev		5,680.00
22211289	12/06/2024	Sysco Food Svcs Of Sacramento	13-4300	Cafeteria Food & Supplies	304.47	
			13-4700	Cafeteria Food & Supplies	5,201.41	5,505.88
22211290	12/06/2024	Taylor, Melissa	01-4300	AG Supplies Reim		11.22
22211291	12/06/2024	Thrifty Rooter	01-5600	Sewer Svc		430.01
22211292	12/06/2024	Tim's Band Instrument Service	01-4300	Instrument Svc/Supplies	79.64	
			01-5600	Instrument Svc/Supplies	185.83	265.47
22211293	12/06/2024	Tire Hub, LLC	01-4300	Vehcule Tire Supplies		774.18
22211294	12/06/2024	TPx Communications	01-5900	Communication Phone Svc		3,625.50

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Checks Dated 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22211295	12/06/2024	US Bank Corporate	01-4300	Board MTg	73.31	
				Labor Law Posters	228.40	
				Maintenance Supplies	77.13	
				Mini Blinds P1-2	425.39	
				MTSS	733.25	
				PBIS Mtg	301.70	
				Solution Tree Supplies	186.96	
				Welding Cart/Shear Press	854.56	
				Welding Helmets	635.73	
			01-5300	SierraNevada Classic	80.00	
			01-5810	SeaQuest Field Trip	194.82	
				SMUD FieldTrip	287.05	
			13-4700	Cafeteria Food	67.63	4,145.93
22211296	12/06/2024	Van Dyke, Aleia	01-5200	Deep Dive Reim		259.11
22211297	12/06/2024	Verizon Wireless	01-5900	Communication Svc		186.04
22211298	12/06/2024	Vista Athletic Boosters	01-5300	VistaDellLago invitational		400.00
22211299	12/06/2024	Westcom Wireless Inc	01-4300	Wireless headset		4,200.00
22211300	12/06/2024	Wheatland Florist	01-4300	SPED Floral Arrangements		380.63
22211301	12/06/2024	Wheatland Smog-repair Llc	01-5600	Vehicle Repairs Svc		902.61
22211302	12/06/2024	Willey, Joyce L	01-4300	Expense reim	205.21	
			01-5200	10/18-22 Mileage	125.34	330.55
22211303	12/06/2024	Work & Play Powersports	01-4300	Key-lock		17.96
22211304	12/06/2024	WWCTOC	01-5300	WWCTOC Event		700.00
22211305	12/06/2024	Yuba County Office of Ed	01-5800	SIES Licensing FY 24/25		1,347.78
22211550	12/13/2024	4R Hearing Center LLC	01-5800	Hearing Screenings		119.00
22211551	12/13/2024	A-Z Bus Sales	01-4300	Bus Repairs/Supplies	84.45	
			01-5600	Bus Repairs/Supplies	118.22	202.67
22211552	12/13/2024	All Green Tree Service	01-5600	Tree Removal		5,900.00
22211553	12/13/2024	Baker Supplies & Repairs	01-4300	Chain Saw		595.85
22211554	12/13/2024	Bob's Lock & Key	01-5600	Lock & Key Supplies/Svc		268.36
22211555	12/13/2024	Boggs Education Consulting LLC	01-5800	Grant Writing Svc		10,000.00
22211556	12/13/2024	BUSWEST	01-5800	Transportation Svc		165.46
22211557	12/13/2024	CA+SA Studio	21-6200	Architecture Svc-PLHS Master Plan		44,500.00
22211558	12/13/2024	Coker, Emily	01-5200	CA Social Conf Reim		39.30
22211559	12/13/2024	Creative Composition,Inc. Acct Receivable	01-5800	Flyers		4,216.32
22211560	12/13/2024	Dennis Guynes	01-4300	Bus Fleet Repairs & Service	239.00	
			01-5600	Bus Fleet Repairs & Service	155.24	

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Checks Dated 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22211560	12/13/2024	Dennis Guynes	01-5800	Bus Fleet Repairs & Service	130.76	525.00
22211561	12/13/2024	Flora Fresh Inc	01-4300	Floral Class Supplies		1,053.26
22211562	12/13/2024	Garcia, Alicia	01-5200	Expense PerDiem	26.27	
			01-5800	DOT Reim	80.00	106.27
22211563	12/13/2024	Gorman, America	01-5200	Ca Social Conf REim		39.30
22211564	12/13/2024	Harvey And Songer Inc	01-4300	Vehicle Tire Svc		182.16
22211565	12/13/2024	Home Depot Gecf	01-4300	4-Tier Shelving	1,041.40	
				Maintenance Supplies	49.47	
				Welding Supplies	736.81	1,827.68
22211566	12/13/2024	Jack E Campbell	01-5800	Nov24 Insp Svc	80.00	
			25-5800	Nov24 Insp Svc	240.00	
			40-6200	Nov24 Insp Svc	320.00	640.00
22211567	12/13/2024	James Sutherland	01-5800	12/2-6 Mileage		164.15
22211568	12/13/2024	Martinez, Fidel	01-5800	DOT Reim		80.00
22211569	12/13/2024	Moore, Brandon	01-5800	National Univ Reim		1,989.00
22211570	12/13/2024	National Fire Systems Inc	01-5800	Annual WET Fire Sprinkler Insp		375.00
22211571	12/13/2024	Office Depot	01-4300	Office Supplies		22.19
22211572	12/13/2024	Pace Supply Corp	01-4300	Maintenance Supplies		107.25
22211573	12/13/2024	Power Protection Plus	01-5600	Electrical Auto Shop		820.00
22211574	12/13/2024	Prime Store Card Synchrony Bank	01-4300	Instruc Coach	520.32	
				Laminating sheets	53.86	
				Office Supplies	150.39	
				Spanish Class Supplies	69.96	
				SPED Supplies	169.29	963.82
22211575	12/13/2024	Raj's Mini Mart	01-4390	Vehicle Fuel		7,275.28
22211576	12/13/2024	Reclamation District No. 2103	01-5800	Levee/Facility Assessment 24/25		606.83
22211577	12/13/2024	Shadd Janitorial Supply	01-4300	Custodial Supplies		2,210.34
22211578	12/13/2024	Sierra Nevada Classic	01-5300	SierraNevada Tourney		475.00
22211579	12/13/2024	Simpson, Wendy L	01-5200	10/30-11/15 Mileage		34.33
22211580	12/13/2024	SkillsUSA California	01-5800	Leadership/Skills Conf	300.00	
				TPPA Membership 24/25	570.00	870.00
22211581	12/13/2024	Stinemans Farm Supply	01-4300	AG Sci Lab	25.94	
				Maintenance Supplies	656.50	
				Operations Supplies	114.47	
				School Farm Supplies	54.70	
				Transporation Supplies	9.37	
				Welding Supplies	53.38	

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 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22211581	12/13/2024	Stinemans Farm Supply	13-4300	Kitchen Supplies	23.14	937.50
22211582	12/13/2024	Sysco Food Svcs Of Sacramento	01-4300	CTE Dinner	442.58	
			13-4300	Cafeteria Food & Supplies	605.17	
			13-4700	After School Meals	181.07	
				Cafeteria Food & Supplies	8,610.17	9,838.99
22211583	12/13/2024	TCSIG	01-9515	Workers Compensation T52		16,708.64
22211584	12/13/2024	Tire Hub, LLC	01-4300	Vehucle Tire Supplies	750.50	
				Vehicle Supplies	23.68	774.18
22211585	12/13/2024	US Bank Corporate	01-4300	Culinary Food/Supplies	70.37	
				Maint Mtg	306.76	
				Maintenance Supplies	491.29	
				NAMePlate	71.93	
				Seat Upholstery	566.66	
				SPED Supplies	594.13	
			01-5200	Conf Airflight-Southwest	1,069.80	
				Conf-Lodging	901.89	
				Governor's Budget Mtg	340.00	
			01-5300	CIF Dues 24/25	1,042.72	
				Wrestling Tourney-Lodging	1,104.60	
			13-4300	Cafeteria Supplies	62.30	6,622.45
22211826	12/20/2024	123 Office Solutions	01-4300	Copy Paper		4,525.50
22211827	12/20/2024	Anderson, James	01-5200	Expense Reim		18.22
22211828	12/20/2024	Animal Damage Management	01-5504	Pest Control Svc		285.00
22211829	12/20/2024	Appeal-Democrat	01-5800	Legal Notice Publicaiton		294.00
22211830	12/20/2024	AT&T	01-5900	Cmommunication Svc		2,108.82
22211831	12/20/2024	Bob's Lock & Key	01-5600	Lock & Key Supplies/Svc		241.50
22211832	12/20/2024	BSN Sports LLC	01-4300	Cheer Apparel	5,978.69	
				Jackets	7,029.23	
				NB Football Uniforms	8,572.15	
				WBB Basketballs	941.91	22,521.98
22211833	12/20/2024	C & F Towing	01-5800	Towing Svc		215.00
22211834	12/20/2024	CIF-Sac-Joaquin Section	01-5300	CIF Playoff Fees	450.00	
				CrossCountry Entry Fee	48.00	498.00
22211835	12/20/2024	City Of Wheatland	01-5505	Water & Sewer Svc		2,467.36
22211836	12/20/2024	Easter Seals Superior CA Inc	01-5800	PT Therapy		225.00
22211837	12/20/2024	Flora Fresh Inc	01-4300	Floral Class Supplies		327.56
22211838	12/20/2024	Floral Resources Sacramento	01-4300	Floral Class Supplies		86.20

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 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22211839	12/20/2024	Foothill Wrestling Attn Michael Lowman	01-5300	Foothill Wrestling-TimeBrown Memorial	375.00	
				LadyMustang Invitational	350.00	725.00
22211840	12/20/2024	Gerlinger Steel	01-4300	Metal/Steel		1,445.12
22211841	12/20/2024	Heredia, Linda	01-5200	July-Dec Mileage Reim		487.76
22211842	12/20/2024	Hillyard / Sacramento	01-4300	Custodial Supplies		464.99
22211843	12/20/2024	Home Depot Gecf	01-4300	Maintenance Supplies	1,573.74	
				Pressure Washer	415.56	1,989.30
22211844	12/20/2024	James Sutherland	01-5800	Dec 9-13 Mileage		214.40
22211845	12/20/2024	Liminex, Inc	01-5800	Go Guardian Admin		8,230.00
22211846	12/20/2024	Link, Lauren	01-4300	10/23-11/20 Expense Reim	900.20	
			01-5200	CASE Conf Reim	2,103.29	3,003.49
22211847	12/20/2024	McHugh, Heather	01-5800	NFHS Reim		85.00
22211848	12/20/2024	Morales, Randi R	01-4300	SEL Reim		319.52
22211849	12/20/2024	Newman, Nicole	01-4300	Dec 12 Expense Reim	1,287.17	
				Donations Reim	1,281.16	
			01-4400	Dec 12 Expense Reim	10,173.00	12,741.33
22211850	12/20/2024	Office Depot	01-4300	Janitorial Supplies	181.55	
				TE/Staff Office Supplies	61.42	242.97
22211851	12/20/2024	Pace Supply Corp	01-4300	Maintenance Supplies		202.66
22211852	12/20/2024	Pacific Gas & Electric	01-5501	Electricity Svc		19,205.08
22211853	12/20/2024	Phillips, Lisa	01-5200	CSNO Reim		1,352.77
22211854	12/20/2024	PlaceWorks Inc.	25-5800	Plumas Lake HS Consultant		4,047.60
22211855	12/20/2024	Playbook Tech Inc	01-5300	Basketball Subscription		250.00
22211856	12/20/2024	Plumas Lake Golf Club	01-5300	Plumas Lake Golf Fees		2,850.00
22211857	12/20/2024	Prime Store Card Synchrony Bank	01-4300	Board Cleaner	36.53	
				Class Supplies	160.32	
				Floral supplies	105.12	
				Instuct Coach	215.00	
			13-4300	Culinary Supplies	269.27	786.24
22211858	12/20/2024	Recology Yuba Sutter	01-5502	AG Farm Waste	81.00	
				Waste & Garbage Svc	3,675.93	
			13-5502	Caferia Waste/Garbage Svc	235.65	3,992.58
22211859	12/20/2024	Riverview Inter Trucks LLC	01-5600	Turbo Kit-Bus16		1,849.03
22211860	12/20/2024	Stinemans Farm Supply	01-4300	Culinary Supplies		105.03
22211861	12/20/2024	Sutter County Sup of Schools	01-5800	Program Fees		1,200.00
22211862	12/20/2024	Sysco Food Svcs Of Sacramento	13-4300	Cafeteria Food & Supplies	386.82	
			13-4700	Cafeteria Food & Supplies	5,777.12	6,163.94

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Checks Dated 12/01/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22211863	12/20/2024	Thrifty Rooter	01-5600	Sewer Svc		135.00
22211864	12/20/2024	Tim's Band Instrument Service	01-4300	Instrument Svc/Supplies	239.53	
			01-5600	Instrument Svc/Supplies	558.90	798.43
22211865	12/20/2024	Total Compensation Systems Inc	01-5800	GASB 75 Full Valuation		4,320.00
22211866	12/20/2024	Twin Cities Tree Service Anthony Brian French	01-5600	Change Order	1,500.00	
				Tree Removal	2,995.00	4,495.00
22211867	12/20/2024	US Bank Corporate	01-4300	BoardMtg	269.83	
				De-Stress items	116.13	
				Maintenance Supplies	316.30	
				Staff Supplies	17.22	
				Student TextBooks	114.98	
				Vehicle Chains	62.42	
			01-5200	AEC Conf - Lodging	1,142.85	
				Airbnb-11/5-8	1,512.29	
				CASW-Conf	200.00	
			01-5800	Chat Subscription	60.00	
				ChatGPT Subscription	20.00	
				GoGuardian	374.99	4,207.01
22211868	12/20/2024	Wheatland Tire Co.	01-4300	Tire Svc & Repairs		60.00
22211869	12/20/2024	White, Garrett	01-4300	Graphic Exp Reim		330.42
Total Number of Checks					139	736,803.52

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	133	556,838.90
13	Cafeteria Special Rev Fund	9	23,395.39
21	Building Fund	1	44,500.00
25	Capital Facilities Fund	2	4,287.60
40	Sp Reserve Fnd-Cap Outlay Pr	3	107,826.62
Total Number of Checks		139	736,848.51
Less Unpaid Tax Liability			44.99
Net (Check Amount)			736,803.52

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.

Sunshine Proposal
from the
Wheatland High Education Association of Teachers
to the
Wheatland Union High School District
December 16, 2024

The Wheatland High Education Association of Teachers (WHEAT or the association) and the Wheatland Union High School District (WUHSD or the district) are parties to a collective bargaining agreement (CBA) which expires June 30, 2025. The parties are bargaining for a successor agreement.

WHEAT hereby submits the following initial proposal for a successor collective bargaining agreement with the WUHSD. All agreements reached on individual items shall be tentative, subject to final tentative agreement on the contract. Absent a final agreement modifying the contract, the existing contract language shall remain in full effect. WHEAT reserves the right to create, add to, delete from, amend, and modify its proposal and/or open articles of the contract during the negotiations process. Unless otherwise indicated, proposals are in conceptual format.

The following Articles are those we will have initial proposals for:

Article X: Hours of Employment

Article XI: Class Size

Article XVII: Fringe Benefits

Article XVI: Salary

Submitted by:

A handwritten signature in blue ink, appearing to read "Derek Vance", is written over a horizontal line.

Derek Vance, WHEAT Bargaining Chairperson

Yuba County Superintendent of Schools

935 14th Street
Marysville, CA 95901

Quarterly Report on Williams Uniform Complaints (Education Code 35186(d))

District Name: Wheatland Union High School District

Person completing this form: Mona Hood

Title: Executive Administrative Assistant to the Superintendent

Quarterly Report Submission Date:

- October 2024 (for July-September 2024)
1st Quarter
- January 2025 (for October-December 2024)
2nd Quarter
- April 2025 (for January-March 2025)
3rd Quarter
- July 2025 (for April-June 2025)
4th Quarter

Date for information to be reported publicly at governing board meeting: January 15, 2025

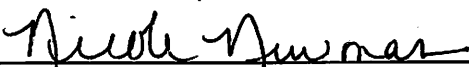
No Complaints were filed with any school in the county programs during the quarter indicated above.

Complaints were filed with schools in the county programs during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
TOTALS			

Nicole Newman

Print Name of Superintendent



Signature of Superintendent



AGREEMENT FOR LEGAL SERVICES

This agreement is by and between Wheatland Union High School District (“Client”) and the law firm of Fagen Friedman & Fulfroft LLP (F3 Law) (“Attorney”). In consideration of the promises and the mutual agreements hereinafter contained, Attorney agrees to provide legal services to Client on the terms set forth below effective July 1, 2024:

1. CONDITIONS. This Agreement will not take effect, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.

2. SCOPE OF SERVICES. Client hires Attorney as its legal representative/counsel with respect to matters Client specifically refers to Attorney. Attorney will provide those legal services reasonably required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client’s inquiries.

3. CLIENT’S DUTIES. Client agrees to cooperate with Attorney and to communicate with candor while keeping the Attorney apprised of any information or developments which may come to Client’s attention, to abide by this Agreement, to pay Attorney’s bills on time and to keep Attorney advised of Client’s address and telephone number. Client will assist Attorney in providing information and documents necessary for the representation in the described matter.

4. CONSULTANT SERVICES. Attorney may provide consulting services, which may be referred to as Next Level Client Services, in addition to or in support of the legal services provided pursuant to this Agreement, through qualified non-attorney consultants, including but not limited to: governance training and assistance; communications services; education program planning and implementation; mentoring, coaching, and leadership; strategic planning and solutions; and advocacy at the local and state level.

5. EMAIL COMMUNICATIONS/CLOUD-BASED COMPUTING. Attorney will protect Client data in a manner that is compliant with state and federal law. In order to provide Client with efficient and convenient legal services, Attorney will frequently communicate and transmit documents using e-mail. In addition, Attorney uses a cloud computing service. Most of Attorney’s electronic data, including emails and documents, are stored in this manner. Attorney will take reasonable precautions to keep email and other electronic data confidential and secure.

6. LEGAL FEES AND BILLING PRACTICES. Client agrees to pay by the hour, in minimum units of one tenth (.1) of an hour, at Attorney’s prevailing rates for all time spent on Client’s matter by Attorney’s legal personnel. Current hourly rates are noted in an attached rate schedule and the actual rate billed is based on the attorney’s number of years of experience.

The rates on this schedule, as well as the current job title designations/ classifications listed hereon, are subject to change on 30 days’ written notice to client. If Client declines to pay any increased rates, Attorney will have the right to withdraw as Attorney for Client. The time charged will include the time Attorney spends on telephone calls relating to Client’s matter, including calls with Client and other parties and attorneys. The legal personnel assigned to Client’s matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting or other proceeding, each will charge for the time spent.

7. COSTS AND OTHER CHARGES. (a) Attorney will incur various costs and expenses in performing legal services under this Agreement. Except as otherwise stated, Client agrees to pay for all costs, disbursements and expenses in addition to the hourly fees. These include fees fixed by law or assessed by public agencies, messenger and other delivery fees, out of office copying/reproduction costs, and travel costs (including mileage charged at the standard IRS rate, parking, transportation, meals and hotel costs, if applicable), and other similar items. The following costs shall not be charged:

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge

(b) Out of town travel. Client agrees to pay transportation, meals, lodging and all other costs of any necessary out-of-town travel by law firm personnel. Client will also be charged the hourly rates for the time legal personnel spend traveling.

(c) Consultants and Investigators. To aid in the representation in Client's matter, it may become necessary to hire consultants or investigators. Client agrees to pay such fees and charges.

(d) Other fees and costs. Client understands that if a case proceeds to court action, arbitration or administrative hearing, the court, arbitrator or reviewing agency may award attorney fees and costs to the other party or parties. Payment of such attorney fees and costs shall be the sole responsibility of Client. Similarly, other parties may be required to pay some or all of the fees and costs incurred by Client. Client acknowledges that any such determination does not in and of itself affect the amount of the fees and costs to be paid by Client to Attorney pursuant to this agreement.

8. BILLING STATEMENTS. Attorney will send Client monthly statements for fees and costs incurred. Each statement will be payable within thirty (30) days of its mailing date. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due. Client may request a statement at intervals of less than 30 days. If Client requests a bill, Attorney will provide one within 10 days. The statements shall include the amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount.

9. CLIENT APPROVAL NECESSARY FOR SETTLEMENT

Attorney will not make any settlement or compromise of any nature of any of Client's claims without Client's prior approval. Client retains the absolute right to accept or reject any settlement.

10. DISCHARGE AND WITHDRAWAL. Client may discharge Attorney at any time. Attorney may withdraw with Client's consent, for good cause or as allowed or required by law upon ten (10) days written notice. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Attorney's advice on a material matter or any fact or circumstance that would render Attorney's continuing representation unlawful or unethical. When Attorney's services conclude, all unpaid charges will immediately become due and payable. Following the conclusion of Attorney's representation of Client, Attorney will, upon Client's request, deliver to Client the Client file(s) and property in Attorney's possession, whether or not Client has paid for all services. If Client has not requested delivery of the files, Attorney may destroy all such files in its possession seven (7) years after the conclusion of the representation.

11. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of the matter. Attorney makes no such promises or guarantees. Attorney's comments about the outcome of the matter are expressions of opinion only. Actual fees may vary from estimates given.

12. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

13. MODIFICATION BY SUBSEQUENT AGREEMENT. This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them or an oral agreement only to the extent that the parties carry it out.

14. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

15. MEDIATION CLAUSE. If a dispute arises out of or relating to any aspect of this Agreement between the Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Attorney and Client agree to use mediation before resorting to arbitration, litigation, or any other dispute resolution procedure.

16. EFFECTIVE DATE. This Agreement will govern all legal services performed by Attorney on behalf of Client commencing with the date Attorney first performed services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Attorney the reasonable value of any services Attorney may have performed for Client.

THE PARTIES HAVE READ AND UNDERSTOOD THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE ATTORNEY FIRST PROVIDED SERVICES. THE CLIENT SHALL RECEIVE A FULLY EXECUTED DUPLICATE OF THIS AGREEMENT.

IN WITNESS WHEREOF, the parties have signed this Agreement for Legal Services.

Wheatland Union High School District

Fagen Friedman & Fulfroost LLP

Dr. Nicole Newman

Namita S. Brown

Type or Print Name

Name

Superintendent

Managing Partner

Type or Print Title

Title

Nicole Newman

Namita S. Brown

District Authorized Signature

Signature

DATE: 1/7/2025

DATE: April 27, 2024



PROFESSIONAL RATE SCHEDULE

Wheatland Union High School District
July 1, 2024

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate:

Associate	\$245 - \$275 per hour
Partner	\$295 - \$330 per hour
Senior Partner*	\$355 per hour
Senior Counsel/Of-Counsel	\$310 - \$330 per hour
Paralegal	\$160 - \$245 per hour
Law Clerk	\$245 per hour
Next Level Client Services	\$180 per hour
Education Consultant	\$255 per hour
Communications Services Consultant	\$275 per hour
Communications Services Associate	\$100 per hour
Technology Discovery Associate	\$50 per hour

**Partners with 25+ years of experience.*

Travel time shall be charged only from the Attorney's nearest office to the destination and shall be prorated if the assigned Attorney travels for two or more clients on the same trip. If Client requests a specific Attorney, Client agrees to pay for all travel time of that specific Attorney in connection with the matter. For matters concerning compliance with state and federal voting rights laws and/or related subjects, Client agrees to pay for all travel time of assigned Attorney in connection with those matters.

2. ON-SITE LEGAL SERVICES

At Client's discretion and by prior arrangement of Client and Attorney, Attorney may provide regularly scheduled on-site legal services ("Office Hours") to address legal issues that may arise in Client's day-to-day operations. Office Hours, which include time Attorney spends at Client's facility as well as travel time, shall be provided at a reduced hourly rate of 90% of the Attorney's standard hourly rate.

3. COSTS AND EXPENSES

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.



WHEATLAND
UNION HIGH SCHOOL DISTRICT
Governance Handbook

Board of Trustees

Tony Lopez, President
Ryan Belflower, Clerk
Greg Forest, Trustee
Peter Gryn, Trustee
Zach Zapata, Trustee

Superintendent

Dr. Nicole Newman

Chief Business Officer

Kerri Hubbard

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ELEMENTS OF EFFECTIVE GOVERNANCE

There are three dimensions to the effective governance of any organization. The WUHSD Governance Handbook documents the governance responsibilities within these three dimensions.

Governing as a unified team with a shared vision to lead and serve the community.

Governing within a shared understanding of roles and responsibilities.

Creating and sustaining a positive governance leadership culture.

I. A Unified Team with a Shared Vision

WUHSD Board of Trustees views a unified focus as the key element in fulfilling the District’s Mission and Vision. The Board’s collective commitment to achieving its goals guides the actions and behaviors of all Trustees.

These focused efforts are reflected in the District’s mission, vision, core values, and strategic improvement plans.

Setting a Vision and Goals

- Districts that improve student achievement and close opportunity and achievement gaps share a vision for instruction.
- A school district’s vision and goals can be used strategically to reduce distractions from the district or county’s primary focus.
- Effective boards help establish the vision for district improvement in partnership with stakeholders throughout the system.
- Effective boards spend more time focusing on student achievement and policy development than on administrative details.
- To close opportunity and achievement gaps, the educational vision of a school district should incorporate a focus on equity.
- The vision and goals must be communicated consistently throughout the system.
- School district resources should be aligned with their goals.

Our Mission

A **mission** is a specific task with which a group is charged. Wheatland Union High School District's mission is *Together, Building a Foundation for Life*.

We, the Board, understand this to mean we have a covenant with the community to ensure that our schools are safe physically and emotionally. That the decisions we make put students' needs above the desires of others. We are committed to building a system where objective measures reflect high-level student performance academically, athletically, and social – emotionally. We are driven by these goals and understand that continual improvement and a growth focus guide our efforts. The term TOGETHER reminds us that equity and fairness are rights we protect for each student in our schools.

Our Vision

Wheatland Union High School District's **vision** is *to set high standards for both students and staff, using a collaborative system of support. We believe every student can attain academic excellence. Students are given (provided) the tools necessary to enhance their work ethic, develop life skills, and utilize today's technology to create college and career connections that have real world relevance.* This describes our ultimate goals for our students, district, and community.

We the board understand this to mean, we are committed to working collaboratively with the families who make up our community. We will reach our vision when each student excels in all aspects of their education. The Board recognizes that students need exposure to diverse and rich learning experiences. Our students must be ready for a world where their education, confidence, health, and skills allow them opportunities in their chosen future.

Setting Direction for the District

It is the role of the governing board to bring the beliefs, values and wishes of the community to the board room. Therefore, it is the responsibility of the board to periodically ensure all educational partners have been given the opportunity to express their desires about the education the Wheatland Union High School District should provide for our students. The board can then make sure the community's perspective is reflected in the district's direction-setting documents. Gathering input may involve holding focus groups, a town hall forum, or a community conference. If educational partners are brought together to provide input, it is vital to provide follow-up communications explaining how the information was utilized and what progress is being made in the district.

Core Values and Beliefs

- Student's needs come first.
- Ethical and honest behavior only.
- Learning is an expectation for everyone in our system; students, staff, and leadership.
- Accountability for everyone.
- Transparent leadership.
- Respectful behavior.
- Achievement follows expectations.

Our Norms – how we will conduct ourselves and treat others.

1. The WUHSD governing board will make all decisions with the understanding that our students are the top priority.
2. The WUHSD governing board will show respect for others by being empathetic listeners, with an open mind and assuming good intentions.
3. The WUHSD governing board will engage in dialogue before debate and will disagree agreeably.
4. The WUHSD governing board will come to meetings prepared to: fully participate, ensure no surprises, and to run an efficient meeting.
5. The WUHSD governing board will address confidentiality issues that arise using open discussion for the purpose of awareness rather than accusation.
6. The WUHSD governing board will follow the chain of command.
7. The WUHSD governing board will accept the Superintendent's role as a leader and promote it by action.

Responsibilities of the Board

These five responsibilities represent core functions that are so fundamental to a school system's accountability to the public that they can only be performed by an elected governing body. Authority is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

1. We set the direction.
2. We establish the structure.
3. We create a supportive environment.
4. We ensure accountability.
5. We act as community leaders.

The Individual Trustee

To be effective, an individual trustee:

- Keeps learning and achievement for all students as the primary focus.
- Values, supports, and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents, and the community.
- Acts with dignity and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.

The Board

To operate effectively, the board must have a unity of purpose and:

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board's performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

The Board's Jobs

Effective Boards:

- Involve the community, parents, students, and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate, and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.

- Hire and support the superintendent so that the vision, goals, and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals, and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels.

District LCAP Goals

1. Wheatland Union High School District students will graduate high school college and career ready.
2. Wheatland Union High School District students will feel a sense of connectedness academically, socially, and physically.
3. Wheatland Union High School District will engage families and members of the greater school community as educational partners.

Governance Team Goals

An effective district vision is broad enough to allow for goals and strategies to apply to different contexts. For boards, this is the appropriate level of vision setting, allowing the school district administrators and teachers to tailor strategies and short-term goals to their particular needs. Additionally, while goals that are responsive to changes in conditions are important, the research on school district improvement suggested that boards remain mindful that significant, sustainable change takes time.

1. The culture of the district will demonstrate through word and deed the following core values:
 - Respect
 - Trust
 - Inclusion
 - Transparency
 - Collaboration

In addition, students will feel a sense of connectedness academically, socially, and physically through communication, observation, relationships, and high expectations.

2. Athletic coaches, student athletes, co- and extracurricular advisors, and students involved in clubs, organization and activities will be provided with the necessary support and structure to demonstrate and experience virtues of grit, fairness, and responsibility. Students will experience a sense of belonging and recognition.
3. Place high value on the appearance and condition of district facilities.
4. In collaboration with faculty and staff the district will determine, implement and measure existing and new strategies and programs designed to increase student achievement and prepare all students for college and career.

Planning, research, and/or implementation of the following will occur related to Goal #4:

- Data Collection (Baselines to Benchmark)
- Alignment of all curriculum to State and/or National Standards
- Technology Integration

5. Provide local community and educational partners an understanding that Wheatland Union High School is the destination of choice.

Aligning Resources to Goals

Clear and shared goals are a necessary condition for district improvement. Goals mean little, however, if the district does not take steps to achieve them. Once board members, the superintendent, and district office staff agree upon a set of goals, a logical next step is to assess what resources—in the form of funding, time, and personnel assignment—are necessary for success.

Importantly, board members have the ability and responsibility to make decisions that allocate resources to school district goals. The LCAP development and review process provide an opportunity for conversations about the use of funding and other resources to support the school district's vision and goals.

II. Shared Understanding of Roles and Responsibilities.

To lead the district, the entire governance team must have a clearly defined and understood set of roles, responsibilities, and working relationships effectively and efficiently. Agreeing to work within those parameters creates the trust necessary for leading systemic improvement.



The role of the Board is to ensure the values, beliefs, and priorities of the community are transformed into policies that serve as a driving force to focus and align all district efforts.

Effective Governance Teams

- Communicate a common vision.
- Keep the district focused on learning and achievement for ALL students.
- Value, support and advocate for public education.
- Govern within board adopted policies and procedures.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.
- Periodically evaluate the governance team’s effectiveness.

Governance Team Unity of Purpose

1. Our shared purpose is to have the best learning environment for all students.
2. We want to build and maintain trust and move the district forward.
3. We want to be an effective team.
4. We want to understand our collective responsibilities.

5. We want to be a team with a common focus so that we are not a distraction to the district or community, but a catalyst for the focused efforts of employees.
6. We want the community to be able to see evidence of this focused direction.
7. We want to be partners with the staff in positive change.
8. We want to oversee the development of a first-rate program and first-rate facilities, ensuring that we continue to improve (Destination of Choice).

Effective Trustees

- Govern in a dignified, professional manner, treating everyone with civility and respect.
- Operate openly, with trust and integrity.
- Take collective responsibility for the governance team’s performance; agree on behavioral norms and operational protocols.
- Recognize and respect differences of perspective and style on the board and among staff, students, parents, and the community.
- Understand the distinctions between board and staff roles, and refrain from performing management functions that are the responsibility of the superintendent and staff.
- Understand that authority rests with the board as a whole and not with individuals.
- Keep confidential matters confidential.
- Participate in professional development and commit the time and energy necessary to be informed and effective leaders.

Characteristics of Effective Trustees



Trust

The title Trustee implies that we hold the trust of our constituency. We value that trust and accept the responsibility of educating the children of our community. To maintain and build that trust, we recognize the need to be effective board members.

Our words relay only about 7% of what we communicate. People interpret our meaning by observing our body language and listening to our tone of voice.

III. A Positive Governance Leadership Culture.

Exceptional boards make governance intentional and create procedures and practices that can be thoughtfully adapted to changing circumstances. Protocols are tools to strengthen the capacity of the board to engage in a constructive relationship with the superintendent and staff— one that is grounded in a mutual understanding of the respective roles and responsibilities. Explicit norms and protocols, agreed to and upheld by the board and superintendent, provide transparency and stability in the governance relationship as the board carries out its role.

MEETING GUIDELINES

- Focus on students’ best interests
- Treat everyone with dignity and respect
- Listen openly
- Be open to ideas of others. Everyone’s opinion counts
- Work toward the future, learning from the past
- Promote a stable and consistent environment
- Be mindful of length of meetings, be brief with comments while avoiding repetition
- Share responsibility for the success of the board meeting

PROTOCOLS TO FACILITATE EFFECTIVE LEADERSHIP

Protocol #1	Agreement
Using Meetings as Strategic Leadership Tools	<p>All governance team members agree that the board meetings are opportunities to strategically move the district forward, and to communicate direction, district priorities and progress to the community.</p> <p>The board agenda items will be linked to the Mission and Vision, as often as possible and appropriate.</p> <p>At the conclusion of each board meeting, the superintendent will review the calendar, including future topics.</p>
Protocol #2	Agreement
Placing Items on the Board Agenda	<p>Any Board member may request an item be placed on the agenda. Members of the public may also ask for items to be added to the agenda. The following steps detail how proposed agenda items will be handled.</p> <p>Step 1. Board members should discuss the idea, concern or issue with the Superintendent, or one other Board member. If the request comes from a member of the public to the Superintendent, the Superintendent will discuss it with one Board member.</p> <p>Step 2. If, after the discussion, the matter is thought to be appropriate for discussion and within the Board’s authority, contact the Superintendent and ask for the item to be added to the next meeting agenda. Forward any related documentation or information to the Superintendent.</p> <p>Step 3. The Superintendent and Board President will review proposed items and confirm they are appropriate for boardroom discussion. They will also determine whether the item should be heard in open or closed session.</p> <p>Step 4. In cases where the proposed item may have legal implications, the district’s legal counsel will be contacted for advice or direction.</p>

	Step 5. The Superintendent and Board President will draft an agenda. The agenda will be structured such that items of great interest to the public, or items which necessitate visitors or presenters appear early on the schedule.
Protocol #3	Agreement
Agenda questions answered before a meeting	<p>The board packet will be available to all board members by the end of the Friday prior to the board meeting. Whenever possible all relevant presentation materials, slides, analysis and information shall also be made available the preceding Friday and posted on-line.</p> <ul style="list-style-type: none"> • While occasionally additional information will be distributed on the evening of the meeting, this should be the exception rather than the rule. • The Superintendent shall include notes with the board packet. Those notes should explain any background information or answer any questions which might reasonably be anticipated. • Board members agree to email or call the superintendent with questions or clarification on items in the board-meeting packet, as early as possible prior to the board meeting. The superintendent will use judgment as to whether this information will be distributed to all trustees. • The superintendent may direct a trustee to the appropriate staff member for answers to questions. • To the best of each board member’s ability, they agree to provide staff with a ‘heads up’ about questions they plan to ask at a board meeting.
Protocol #4	Agreement
Individual Board Member Requests for information	<p>Board members requesting information will contact the Superintendent. A Board member will try to give a minimum of one day’s notice for information requests before the board meeting.</p> <ul style="list-style-type: none"> • The Superintendent may direct a trustee to the appropriate staff member or will work with staff to provide the information. • Board members will be mindful of the workload of staff and will self-monitor requests to ensure that one member’s requests will not divert an inappropriate amount of time from staff efforts to achieve district goals. • Board members recognize the concept of “Nice to Know vs. Need to Know” information and will seek information only needed for effective decision-making.
Protocol #5	Agreement
Staff Reports	<p>In order to promote an efficient and effective use of board meetings, staff reports will be submitted in the board packet prior to the board meetings, whenever possible.</p> <ul style="list-style-type: none"> • The board should receive monthly department reports which summarize accomplishments, address concerns, and inform the board of upcoming activities. • At the board meetings, staff may present an executive summary of the report and clarify any direction the staff is seeking from the Board. • Board members will review staff presentations prior to the board meeting and call or e-mail in advance with questions as needed.

Protocol #6	Agreement
Board Deliberation	<p>Each board member brings unique skills, values, and beliefs to the board table. The best possible decisions are likely when all members of the team have been part of the discussion, and everyone is operating within the same parameters. This protocol promotes making the ‘best’ decision by welcoming all viewpoints, exploring all options, being efficient and avoiding repetition.</p> <ul style="list-style-type: none"> • The agenda describes when and how the public may speak to any given item. • The Board President introduces the item. • The staff makes the presentation, including the staff recommendation. The board asks clarification questions about the presentation. • The Board President <u>may</u> acknowledge any member of the public who wishes to speak. • The board may ask for further clarification, following public comments. • The President will ask for a motion. • If a motion is made, the President will ask for a second. (If there is no motion or no second, the item fails.) • After a second, the President will ask for further discussion. • The board deliberates and advocates. • At any point a Board member may “Call the Question” which, after a second, means all discussion stops and a vote immediately follows. • The board votes.
Protocol #7	Agreement
Allowing the majority to set the direction	<p>The board agrees there are multiple ‘right’ answers in addressing issues. Dissenting opinions are listened to respectfully. The final authority for board decisions rests with the board as a whole.</p> <ul style="list-style-type: none"> • Prior to a board decision, if a member of the public asks a trustee about a future board decision, the trustee will clarify that he/she is voting as an individual (“I” message). • Following a board decision, the trustee agrees to fully support the majority decision (“we” message). • Following the decision, if trustees are approached by the media about the decision, they will refer the media to the Superintendent for additional information.
Protocol #8	Agreement
Individual Board Member Requests for Action	<p>Only the board, by formal board action, may direct staff.</p> <ul style="list-style-type: none"> • No individual trustee has the authority to either direct staff to take action or to cause action to be taken by staff indirectly. • Individual trustees shall take great care to ensure that communication to staff not imply direction nor assume that staff should take action based upon individual trustees’ comments.

Protocol #9	Agreement
Handling Complaints from the Community	<p>The Board of Trustees is the unit of authority over the district and trustees understand that a board member has no individual authority or capacity to solve an issue or complaint.</p> <ul style="list-style-type: none"> • When approached by a community member with an issue or concern, board members will listen openly and seek understanding of the issue or concern. • Trustees will demonstrate their dedication and commitment to the governance team by clarifying their authority as one of five in all board decisions and actions. • Individual Board members should not commit the Board or Administration to any action or course. • If the person making the complaint has contacted multiple Board members, the Board member listening to the concern should advise that sharing any comments expressed by other board members is inappropriate. • The trustee will explain that the district has complaint policies in place and if appropriate, will let the community member know what the complaint policy is and how they may access the process or procedure. • All complaints should be handled first at the level where the issue occurred. Board members will use judgment in responding, being mindful of their role in judicial review. • Trustees will call and/or email the superintendent when they direct a community member to contact him/her.
Protocol #10	Agreement
Role in Public	<p>The Board understands the importance of being visible and accessible to the public.</p> <ul style="list-style-type: none"> • Trustees represent the board in what they say and do and will set an example of professionalism. • Board members understand that they are always representing the schools in the minds of community members. • All Board members should be prepared to advocate for the schools and promote district programs and efforts.
Protocol #11	Agreement
Visiting Schools	<p>The board understands that periodic visitations to school sites are a valuable tool in understanding the culture of the school and increasing board member visibility.</p> <ul style="list-style-type: none"> • When visiting a school for business related to their child, the Board member should make every effort to clarify they are acting only as a parent. • Trustees wishing to visit a school site will inform the principal to arrange a date/time for the visit. • The principal may accompany the trustee when visiting classrooms and school/site departments. • Periodically, the principal will arrange for Trustees to accompany her to visit school sites. Staff will normally be notified in advance that the Superintendent and Trustee(s) intend to visit.

Appendix A

Selected Board Bylaws Related to Governance

9000 Role of the Board

The Board of Trustees has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.
2. Establishing an effective and efficient organizational structure for the district by:
 - a. Employing the Superintendent and setting policy for hiring of other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the district's instructional program
 - f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements
3. Providing support to the Superintendent and staff as they carry out the Board's direction by:
 - a. Establishing and adhering to standards of responsible governance
 - b. Making decisions and providing resources that support district priorities and goals
 - c. Upholding Board policies
 - d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the district's schools by:
 - a. Evaluating the Superintendent and setting policy for the evaluation of other personnel
 - b. Monitoring and evaluating the effectiveness of policies
 - c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements
 - d. Monitoring student achievement and program effectiveness and requiring program changes as necessary
 - e. Monitoring and adjusting district finances
 - f. Monitoring the collective bargaining process
5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law.

9005 Governance Standards

The Board of Trustees believes that its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the district focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Periodically evaluate its own effectiveness
8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations

9010 Public Statements

The Board of Trustees recognizes the responsibility of Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the district, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding district issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or other designated representative.

When speaking for the district, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for district students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.

9200 Limits of Board Member Authority

The Board of Trustees recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.

A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.

9323 Meeting Conduct

Meeting Procedures

All Board of Trustees meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board.

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item.
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent

meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda.

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak.
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. In general, individual speakers will be allowed three minutes to address the Board on each agenda or non-agenda item and the Board shall limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic subject to the following conditions:
 - a. If the topic would be more suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting. shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting

The Board president or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board.

9400 Board Self-Evaluation

The Board of Trustees shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the district's vision and goals.

The evaluation may address any areas of Board responsibility, including but not limited to Board performance in relation to vision setting, curriculum, personnel, finance, policy, collective bargaining and community relations. The evaluation also may address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent, understanding of Board and Superintendent roles and responsibilities, communication skills, or other boardsmanship skills.

The Board shall be evaluated as a whole. Individual Board members also are encouraged to use the evaluation process as an opportunity to privately assess their own personal performance.

Each year the Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures a reasonable number of previously identified performance objectives. Videotape of a Board meeting may be used as an evaluation tool only with the consent of all Board members.

Any discussion of the Board's self-evaluation shall be conducted in open session. At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent or others to provide input into the evaluation process.

Following the evaluation, the Board shall develop strategies for strengthening Board performance and shall establish priorities and objectives for the following year's evaluation.

SUBMIT COMPLETED FORM TO THE PRINCIPAL FOR APPROVAL

Wheatland Union High School District

OVERNIGHT FIELD TRIPS APPROVAL PROCESS

Date Submitted: 1.6.25

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: San Ramon Valley High School Wrestling Tournament

Teacher(s)/Staff Submitting Request (Trip Supervisor): Struble, Max

Supervising Teacher(s)/Staff Email: mstruble@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: 16 * Number of adult volunteers: 4

List adult volunteers/chaperones: Max Struble, Nic Marquez, Mark Dickson
Crystal Barcala

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

Date transportation request submitted: 1.6.25

Funding Source: Wrestling ASB

Departure Date/Time/Location: 1.17.25 @ 4pm to San Ramon Valley
pending hotel accommodations

Schedule Return (include time): 1.18.25 @ 9pm

Destination (address required): San Ramon Valley High / 501 Danville Blvd. 94526

Contact Phone Number at Destination (required): 925 552 3000

Principal's Approval: 

Date: 1/7/25

Supervision on School Sponsored Trips

Students on school-sponsored trips are under the jurisdiction of the district and shall be subject to district and school rules and regulations.

The Superintendent or designee shall ensure that adequate supervision is provided on all school-sponsored trips and that there is an appropriate ratio of adults to students present on the trip. If the trip involves water activities, this ratio shall be revised as necessary.

Parent/Guardian Permission

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Safety Issues

1. While conducting a trip, the teacher, employee, or agent of the school shall have the school's first aid kit in his/her possession or immediately available.

Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

2. The district shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion or field trip.

3. If the Superintendent or designee receives threat level warnings from the Homeland Security pertaining to the destination of a school-sponsored trip, he/she shall implement precautions necessary to protect the safety of students and staff.

4. Lifeguards are required for all swimming activities. If the activity is at a private pool, the owner of the pool shall provide a certificate of insurance, designating the district as an additional insured, for not less than \$500,000 in liability coverage. Staff shall determine supervisory responsibilities for all chaperones.

5. Before trips of more than one day, the principal or designee may hold a meeting for staff, chaperones, parents/guardians, and students to discuss safety and the importance of safety-related rules for the trip.

CHECKLIST TO BE COMPLETED BY ADMINISTRATOR PRIOR TO TRIP DEPARTURE

(initial each item certifying completion)

ML Wheatland Union High School District "Field Trip Notice & Medical Authorization" form has been signed by parent(s)/guardian(s) of all student participants.

ML WUHSD Fingerprint and TB clearance requirements per WUHSD AR 1240 have been obtained for all non-District employee chaperones.

ML Meeting held for staff, noncertificated adults, parent(s)/guardian(s) and students in advance of trip to discuss trip and safety related procedures, itinerary and questions as required by WUHSD AR 6153.

Meeting date: 1.6.25

ML Health Conditions/Medication: Health Clerk has been consulted at least two weeks prior to any field trip. Trip participant health information has been gathered and reviewed and any needed revisions to supervision plan made, including making sure that chaperones understand relevant information (e.g., food allergies). A plan has been developed by a health clerk to collect, secure, and dispense prescription medications from their original containers and consistent with physician's instructions. (See WUHSD AR 5141.21)

ML Supervision is by certificated personnel and assisted by other school employees, parent/guardian(s), or other authorized chaperones who are at least 21 years old. Site Administrator and trip leader are satisfied all chaperones are willing and able to perform required duties, including understanding and implementing instructions, health information for students in their group and responding effectively in the event of emergency.

ML Adult to Student Ratio is at least 1:10 (or higher if high risk activities).

ML Sleeping arrangements and night supervision are safe and appropriate.

ML Safety requirements have been met (e.g., first aid kits, emergency contact and health info, instructions for chaperones, cell phones).

ML Confirm that: (1) if destination is out of the Wheatland area, arrangements have been made for use of an additional vehicle in event of illness or emergency and (2) students received instruction in safe conduct on bus or other transport.

ML WUHSD Declaration of Driver form completed and signed by driver and registered owners of any private vehicles used on trip and copy of proof of insurance and California driver's license are on file and secured at school site. The same forms may be used for multiple trips or for entire school year as long as insurance proof on file is updated. This requirement does not apply to licensed bus companies on the District's approved bus list or for public transportation entities, airlines or AMTRAK.

ML Confirm all student participants on higher risk activities (e.g. swimming, snow trips, horseback riding, sailing, rafting, etc) are covered by medical or accident insurance as required by AR 6153.

Do not exclude students without insurance; however, contact Risk Management for instructions.

ML Site and trip leader has a list of students and adults attending trip.

TRIP APPROVAL IS CONDITIONED ON COMPLETION OF THIS CHECKLIST

Wheatland Union High

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	1010 Wheatland Rd. Wheatland, CA , 95692-9798	Principal:	Mr. Brandon Moore, Principal
Phone:	(530) 633-3100	Grade Span:	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Mr. Brandon Moore, Principal

📍 Principal, Wheatland Union High

It is with great excitement and gratitude that I introduce myself as the new principal of Wheatland Union High School. My name is Brandon Moore, and I am honored to serve this incredible school and community.

Over the past 17 years, I have dedicated my career to education, first as a teacher for 10 years and then as an assistant principal for the past 3 years. These experiences have shaped my commitment to fostering a positive and inclusive environment where all students can thrive academically, socially, and emotionally.

As your principal, my goal is to build upon the strong traditions of Wheatland Union while working collaboratively with students, staff, families, and the broader community to ensure continued growth and success for every student. I believe in the power of open communication, mutual respect, and teamwork, and I look forward to partnering with you to create an exceptional learning experience for all.

About Our School



Mr. Brandon Moore

Contact

Wheatland Union High
1010 Wheatland Rd.
Wheatland, CA 95692-9798

Phone: [\(530\) 633-3100](tel:5306333100)

Email: bmoore@wheatlandhigh.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Wheatland Union High
Phone Number	(530) 633-3100
Superintendent	Newman, Nicole
Email Address	nnewman@wheatlandhigh.org
Website	www.wheatlandhigh.org

School Contact Information (School Year 2024–25)

School Name	Wheatland Union High
Street	1010 Wheatland Rd.
City, State, Zip	Wheatland, CA , 95692-9798
Phone Number	(530) 633-3100
Principal	Mr. Brandon Moore, Principal
Email Address	bmoore@wheatlandhigh.org
Website	www.wheatlandhigh.org
Grade Span	9-12
County-District-School (CDS) Code	58727695838305

School Description and Mission Statement (School Year 2024–25)

Together, Building a Foundation for Life

Together, Building a Foundation for Life

Wheatland Union High School District is located in the city of Wheatland, California, one of two incorporated cities in Yuba County. The school district began serving students in 1907.

Wheatland Union High School is the single comprehensive high school in the Wheatland Union High School District. In addition to Wheatland Union High School the District also consists of Edward P. Duplex Continuation High School and Wheatland Community Day High School.

While the district is over 150 square miles, it serves fewer than 825 students. The ethnic makeup of the school is primarily White at approximately 48 percent and Hispanic at, 30 percent. The District has an unduplicated count of 47%. In addition, to the regular course of study found in a comprehensive high school, the District offers an array of Advanced Placement, Career Technical Education courses and pathways, and Independent Study Options. The comprehensive high school has established articulation agreements with a variety of local community colleges and Sacramento State University.

GOAL 1 - Wheatland Union High School District students will graduate high school college and career ready.

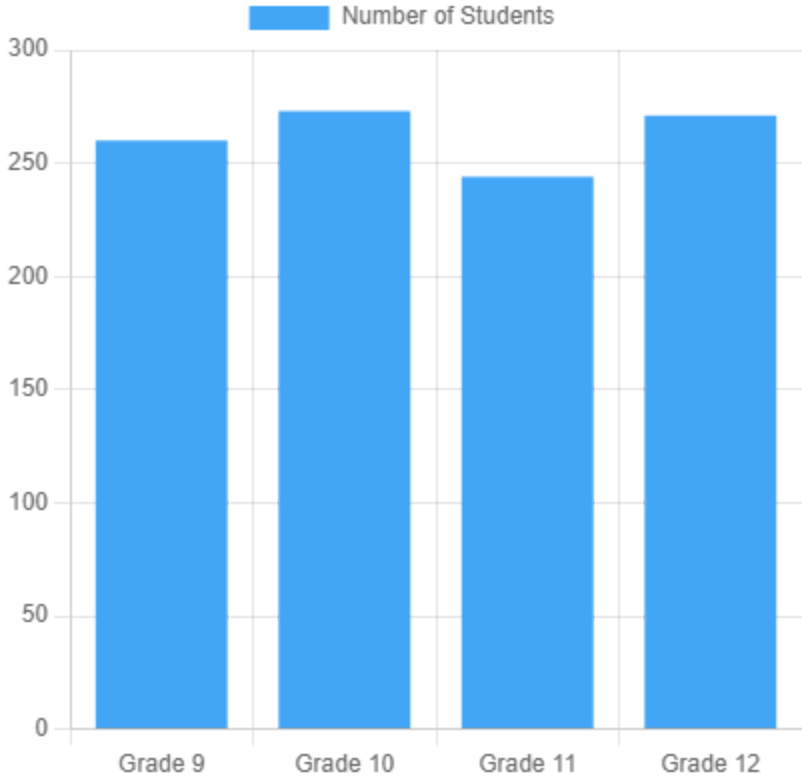
GOAL 2 - Wheatland Union High School District students will feel a sense of connectedness academically,

socially, emotionally, and physically in their schools.

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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 9	260
Grade 10	273
Grade 11	244
Grade 12	271
Total Enrollment	1048



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.90%
Male	53.00%
Non-Binary	0.20%
American Indian or Alaska Native	1.00%
Asian	5.10%
Black or African American	3.50%
Filipino	1.90%
Hispanic or Latino	33.70%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	11.40%
White	40.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.40%
Foster Youth	0.60%
Homeless	2.50%
Migrant	0.20%
Socioeconomically Disadvantaged	76.30%
Students with Disabilities	15.60%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.40	78.66%	32.90	79.00%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.20	13.51%	5.70	13.74%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	3.00	7.80%	3.00	7.24%	18854.30	6.86%
Total Teaching Positions	38.70	100.00%	41.70	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.00	77.57%	39.40	77.85%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.90	4.13%	1.90	3.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.70	14.43%	7.50	14.81%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	1.70	3.85%	1.70	3.53%	15831.90	5.67%
Total Teaching Positions	46.50	100.00%	50.70	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.80	81.19%	43.70	82.06%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.50	1.11%	0.50	1.05%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.70	13.37%	6.70	12.61%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.10	0.19%	11746.90	4.23%
Unknown/Incomplete/NA	2.10	4.32%	2.10	4.07%	14303.80	5.15%
Total Teaching Positions	50.20	100.00%	53.20	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.40	0.00	0.8
Misassignments	4.70	6.70	5.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.20	6.70	6.7

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.90%	18.4%	22.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60%	1.6%	0.4%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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

Year and month in which the data were collected: December 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English-Language Arts Literature and Language Arts 9, Holt 2009 English-Language Arts Literature and Language Arts; Warriners Handbook 9, Holt 2010 English-Language Arts Literature and Language Arts 10, Holt 2009 English-Language Arts Literature and Language Arts; Warriners Handbook 10, Holt 2009 English-Language Arts Literature and Language Arts 11, Holt 2009 English-Language Arts Literature and Language Arts; Warriners Handbook 11, Holt 2009 English-Language/Composition Language of Composition(AP) 11, Bedford/St. Martin 2008 English-Language/Composition St. Martin’s Handbook (AP) 11 Bedford/St. Martin 2010 English-Language Arts Literature and Language Arts 12, Holt 2009 English-Language Arts Literature and Language Arts; Warriners Handbook 12, Holt 2009 English-Literature/Composition Literature & Composition (AP) 12, Bedford/St. Martin 2011	0
Mathematics	Mathematics Life Skills Math, AGS Publishing 2003 Common Core mathematics with C/C++ UC Davis Math Project 2019. Integrated Mathematics I, II, III; Common Core (Vol. I, II), Pearson/Prentice Hall 2014	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Mathematics Single Variable Calculus (AP), Cengage Learning 2012 Mathematics Pre-Calculus Enhanced with Graphing Utilities, Pearson, Sullivan/Sullivan 7th Edition - 2017	
Science	Science Biology CA The living Earth, Miller & Levine, Savvas 2020 Science Biology for Life with Physiology NEW Belk & Maier, Pearson 2018 Chemistry, Experience Chemistry, Savvas 2021 Physics Holt 2007 Science Essentials of Human Anatomy & Physiology, Pearson/Prentice Hall 2009 Science Forensic Science an Introduction by Saferstein, Pearson Science Plant Science: Growth, Development, and Utilization of Cultivated Plants, Pearson 2011	0
History-Social Science	Science Biology CA The living Earth, Miller & Levine, Savvas 2020 Science Biology for Life with Physiology NEW Belk & Maier, Pearson 2018 Chemistry, Experience Chemistry, Savvas 2021 Physics Holt 2007 Science Essentials of Human Anatomy & Physiology, Pearson/Prentice Hall 2009 Science Forensic Science an Introduction by Saferstein, Pearson Science Plant Science: Growth, Development, and Utilization of Cultivated Plants, Pearson 2011	0
Foreign Language	No Textbook	0
Health	No Textbook	0
Visual and Performing Arts	?Drama Performance Basic Drama Projects, Perfection Learning 2004?	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Built in 1961 with updated classroom wings added in the 1970s. The condition of the campus and the school facilities is good considering the age of the buildings. Wheatland Union High School sits on about 35 acres and includes two gymnasiums (one with lockers and restroom facilities for women and men), a counseling center, college and career center (CTEC), and a multipurpose room with stage and band room. There are five classroom wings and an administration office building. Wheatland Union High School has a football stadium and all-weather track and a new turf field, two baseball and two softball fields, and two soccer fields. The tennis courts were removed in the summer of 2022 and will be rebuilt in the next 3 years.

Wheatland Union High School provides a safe, clean, and orderly environment, which enhances student learning. A well-staffed custodial and maintenance department ensures that all facilities are well maintained. Some of the custodians serve as bus drivers. There is also a full-time groundskeeper and a maintenance and transportation lead as well as a maintenance supervisor and Director of Capital Facility Projects.

The school grounds and facilities are in good condition for WUHS students and staff. Regular maintenance is addressed through a prioritized list of maintenance and repair needs. We have a Deferred Maintenance Plan to address needs on an ongoing basis and immediate facility/grounds needs are taken care of by our maintenance staff or outside contractors as soon as possible. A full renovation of the Welding shop took place in the summer of 2022. In addition, a new Agricultural Science building with three new classrooms was completed in the spring of 2023. A new turf field was installed in the football stadium in the fall of 2023.

Bond dollars as well as state modernization and facility hardship funding and grants have helped with the campus improvements. The school purchased new stadium bleachers and press box, modernized 4 of the 5 classroom wings, electrical upgrades to the cafeteria, new gym bleachers, and have replaced HVAC units as well as constructed solar structures in our parking lot. In the summer of 2023, an additional 6 portables for Special Education and an increase in enrollment were added. The districts Facility Committee has given direction to administration to begin plans for a new Multipurpose Room as well as a sports complex.

This is a great high school with excellent leadership, support, and teaching staff, our facilities have been showing improvement every year over the last six years. This year's improvements include a new turf field and other upgrades to our sports complex, and we have updated several classrooms to upgrade the teaching environment on our campus. This next school year we have plans for a new cell tower, solar array, west side switch gear upgrade, new sewer mainline, and parking area improvements. All deficiencies noted in the inspection and evaluation detail were put into our work order system and will be addressed by the appropriate department.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The locker room needs paint. Is currently scheduled to be painted this year. A couple of windows were broken and one classroom needed a new door, all of which have been replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	The locker room had hanging light diffusers, which have been repaired. The cafe had a broken light switch and plug, which have also been repaired.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

For the two-year period (2021–22 and 2022–23), this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessment (CAA) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven.

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	63%	53%	60%	49%	46%	47%
Mathematics (grades 3-8 and 11)	33%	23%	31%	21%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	243	240	98.77%	1.23%	53.33%
Female	101	101	100.00%	0.00%	58.42%
Male	142	139	97.89%	2.11%	49.64%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00%	0.00%	76.92%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	76	97.44%	2.56%	44.74%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00%	0.00%	56.76%
White	102	101	99.02%	0.98%	56.44%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	14	100.00%	0.00%	42.86%
Socioeconomically Disadvantaged	185	182	98.38%	1.62%	51.65%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22%	2.78%	2.86%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	243	240	98.77%	1.23%	22.92%
Female	101	101	100.00%	0.00%	14.85%
Male	142	139	97.89%	2.11%	28.78%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00%	0.00%	23.08%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	76	97.44%	2.56%	18.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00%	0.00%	21.62%
White	102	101	99.02%	0.98%	24.75%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	14	100.00%	0.00%	21.43%
Socioeconomically Disadvantaged	185	182	98.38%	1.62%	20.33%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22%	2.78%	5.71%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

For the two-year period (2021–22 and 2022–23) of school, district, and state information on the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades five, eight, and once in high school (i.e., grade ten, eleven or twelve).

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	24.56%	32.77%	22.70%	30.39%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)**

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	496	476	95.97%	4.03%	32.56%
Female	229	218	95.20%	4.80%	28.44%
Male	267	258	96.63%	3.37%	36.05%
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00%	0.00%	41.38%
Black or African American	16	15	93.75%	6.25%	6.67%
Filipino	--	--	--	--	--
Hispanic or Latino	159	154	96.86%	3.14%	24.68%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	62	95.38%	4.62%	32.26%
White	211	200	94.79%	5.21%	38.50%
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86%	7.14%	23.08%
Military	36	36	100.00%	0.00%	36.11%
Socioeconomically Disadvantaged	380	366	96.32%	3.68%	31.42%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	76	70	92.11%	7.89%	2.86%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

Wheatland Union High School is dedicated to providing an integrated curriculum that allows our students who are interested in one of our pathways to make a choice when they graduate.

- "I can choose whether or not I want to begin my career or go in the military?"
- "I can choose whether or not I want to go to a university or a junior college?"
- "I can choose both!"

Wheatland Union High School is proud to offer Career Pathway programs that can lead to certification or further education in the Industry Sectors of Agriculture and Natural Resources, Hospitality and Tourism, Business and Finance, Education, Arts Media & Entertainment, Patient Care, Public Services and Transportation. Wheatland Union High School is accomplishing this by adding to and enhancing our current career pathways to engage students by improving their ability to achieve their dreams. The programs we offer provide knowledge and skills for post-secondary career opportunities. Many of the courses offer Dual Enrollment or Articulation Options for college credit.

As part of the pathway program, in a perfect world students select a field of study and continue in that field throughout their time in high school. Some students are able to complete up to two pathways. However, Wheatland Union High School is a small school and sometimes scheduling makes this impossible for all students. Counseling and Career Advising on an individual's pathway, as well as additional pathways is done through recruitment during course registration, advisory periods with their academic adviser and parent conferences.

Career Technical Education Programs develop skills leading to employment and/or entry into advanced career technical education or training. As a result, the programs reflect the hiring needs of employers and industry input guides the curriculum which together, with assessment, is aligned with the State Career Technical Education Standards. Students pass exams and create projects to evaluate their own ability using technology they have mastered. Wheatland Union High School offers a wide variety of CTE programs that provide certifications for obtaining jobs. For instance, we have developed relationships with local businesses such as Yuba City Steel and articulation agreements with Yuba College; for students to obtain jobs, using skills learned in our welding program. These programs prepare students for obtaining jobs upon completion of the courses.

Rigorous Career and Technical Education Pathways in Animal Science, Plant & Soil Science, Ornamental Horticulture, Agriculture Mechanics: Construction and Metal Fabrication, Game Design & Integration, Food Service and Hospitality, and Design Media & Visual Arts: Video Production, Business, Education, Patient Care, Public Services, and Automotive Diagnostic Systems and Repair.

Students have opportunities to participate in Career Technical Student Organizations such as FFA, FBLA, FCCLA, HOSA/FHP and Skills USA where they can further practice their skills in a competition setting and develop valuable leadership skills.

The electives are integrated with the academic courses at Wheatland Union High School and follow state-approved CTE curriculum. The Steering Committee for CTE (CTE & AG) directs, supervises, and coordinates the programs and meets to discuss student placement, recruitment, and program effectiveness.

We have 16 different CTE pathways for students to explore:

Heather McHugh College & Career Readiness Coordinator hmchugh@wheatlandhigh.org

Agriculture - Agri-Science

Agriculture - Animal Science

Agriculture Mechanics - Construction

Agriculture Mechanics - Metal Fabrication

Agriculture Mechanics - Production Technologies

Agriculture: Ornamental Horticulture

Agriculture: Plant & Soil Science

Business Management

Design Media & Visual Arts: Video Production
 Digital Photography
 Game Design & Integration
 Graphic Production Technologies
 Education
 Food Service & Hospitality
 Patient Care
 Performing Arts: Guitar
 Public Service: Administration of Justice & Fire Science
 Transportation : Vehicle Systems Diagnostic & Repair

Career Technical Education (CTE) Participation (School Year 2023–24)

For the SARC reporting year (2022–23), the CTE measures, including the number of pupils participating in CTE; the percent of pupils that complete a CTE program and earn a high school diploma; and the percent of CTE courses that are sequenced or articulated between the school and institutions of postsecondary education.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	949
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.2%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

This section includes the percentage of high school pupils enrolled in courses required for University of California (UC)/California State University (CSU) admission during the 2022–23 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2021–22 school year.

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	95.47%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	41.30%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2022–23), the percentage of students participating in each of the five Fitness Components. Data are reported at the school-level by grades five, seven, and nine.

Fitness Components:

- Component 1: Aerobic Capacity
- Component 2: Abdominal Strength and Endurance
- Component 3: Trunk Extensor and Strength and Flexibility
- Component 4: Upper Body Strength and Endurance
- Component 5: Flexibility

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parents are kept in constant communication through AERIES Parent Square. Parent nights are held quarterly. They can volunteer to help with sports and communicate with coaches and our athletic director using the BAND app. WUHS hosts the "Parent Project" to help parents work with and understand their teens. Parents can volunteer for events on campus.

Parents and the community are very supportive of the educational program at Wheatland Union High School. Parents may participate in the School Site Council, English Language Advisory Committee, Agriculture Advisory Board, Career and Technical Education Advisory Committees, Booster Clubs for Band and Athletics, and input to the Local Control Accountability Plan (LCAP). The Boosters raise money for school athletics, the school band, after-school clubs, extracurricular activities, and academics. Parents are encouraged to volunteer for school events. Our Get Focused Stay Focused Program also creates opportunities for parents to volunteer.

Wheatland Union High School has partnerships within the community, including local companies that assist in the Career and Technical Education classes and provide work experience opportunities for our students. Local farmers donate time and equipment used for agricultural programs. The Wheatland Lions Club sponsors a speech contest for students each year.

Parents who wish to participate in Wheatland Union High School's leadership teams, school committees, school activities, or become volunteers may contact the Principal, Brandon Moore bmoore@wheatlandhigh.org (530)633-3100. The school's web site also provides information for parents and community members. Please visit www.wheatlandhigh.org. The school website and social media platform regularly convey school events that provide parental involvement opportunities.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

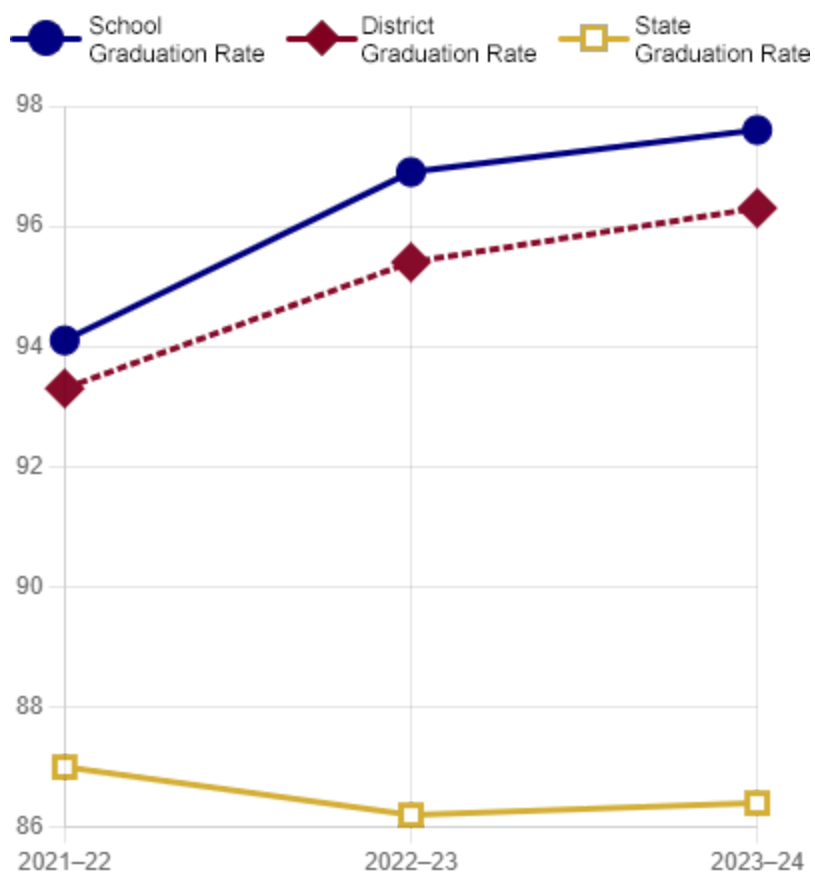
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

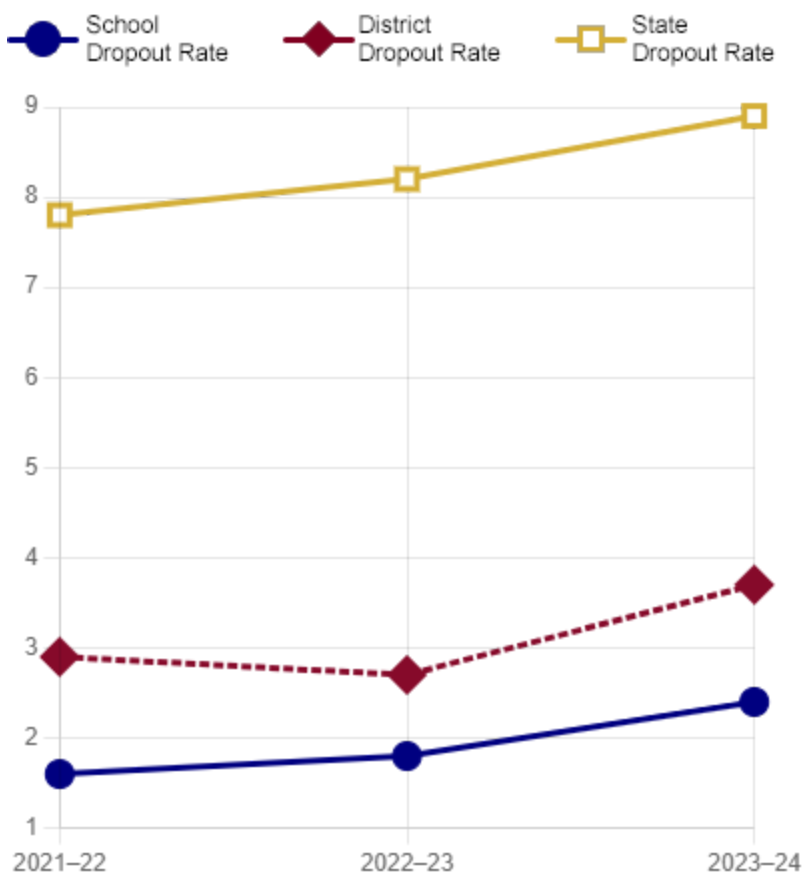
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	94.1%	96.9%	97.6%	93.3%	95.4%	96.3%	87.0%	86.2%	86.4%
Dropout Rate	1.6%	1.8%	2.4%	2.9%	2.7%	3.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	247	241	97.6%
Female	122	119	97.5%
Male	124	121	97.6%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	16	14	87.5%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	79	76	96.2%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	25	25	100.0%
White	108	107	99.1%
English Learners	12	11	91.7%
Foster Youth	--	--	--
Homeless	12	11	91.7%
Socioeconomically Disadvantaged	213	207	97.2%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	39	34	87.2%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

The chronic absenteeism rates for 2022–23 are based on data collected between July through June for each full school year. This measure is based on the number of students who were chronically absent.

The total count of cumulatively enrolled students who were eligible to be considered chronically absent (Chronic Absenteeism Eligible Enrollment) and the count of students who were determined to be chronically absent (Chronic Absenteeism Count), these two counts are used to determine the Chronic Absenteeism Rate (Chronic Absenteeism Count divided by Chronic Absenteeism Eligible Enrollment) at the school.

Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year **and** they were absent for 10% or more of the days they were expected to attend the school.

Cumulative Enrollment: Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district.

Chronic Absenteeism Eligible Enrollment: This count uses the Cumulative Enrollment of the selected entity as the baseline and removes students that were **not** eligible to be considered chronically absent at that entity. Students that are expected to attend less than 31 instructional days at the selected entity or who were enrolled but did not attend the selected entity are not eligible to be considered chronically absent at that entity.

Chronic Absenteeism Count: Total count of ALL chronically absent students at the selected entity for the selected population using the available filters. Students are determined to be chronically absent if they were eligible to be considered chronically absent at the school during the academic year **and** they were absent for 10% or more of the days they were expected to attend.

Chronic Absenteeism Rate: The unduplicated count of students determined to be chronically absent (Chronic Absenteeism Count) divided by the Chronic Absenteeism Eligible Enrollment at the selected entity for the selected population using the available filters.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1101	1083	179	16.5%
Female	510	504	86	17.1%
Male	589	577	93	16.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	56	55	4	7.3%
Black or African American	38	38	9	23.7%
Filipino	20	20	2	10.0%
Hispanic or Latino	370	364	58	15.9%
Native Hawaiian or Pacific Islander	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Two or More Races	129	125	22	17.6%
White	448	443	82	18.5%
English Learners	43	40	6	15.0%
Foster Youth	13	--	--	--
Homeless	36	35	7	20.0%
Socioeconomically Disadvantaged	869	853	159	18.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	179	179	51	28.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

For the three school years (2020–21, 2021–22, and 2022–23), this section includes the school, district, and state suspensions and expulsions rates.

The suspension and expulsion rates for 2020–21, 2021–22, and 2022–23 school years are data collected between July through June for each full school year, respectively.

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	8.10%	2.16%	3.91%	8.10%	2.24%	4.12%	3.17%	3.60%	3.28%
Expulsions	0.84%	0.27%	0.27%	0.80%	0.26%	0.26%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

The suspension and expulsion rates for 2022–23 are data collected between July through June for the full school year.

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.91%	0.27%
Female	1.96%	0%
Male	5.6%	0.51%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	5.26%	0%
Filipino	10%	0%
Hispanic or Latino	3.24%	0.27%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	6.2%	0%
White	3.79%	0.45%
English Learners	2.33%	0%
Foster Youth	30.77%	0%
Homeless	5.56%	0%
Socioeconomically Disadvantaged	4.72%	0.35%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	8.38%	0.56%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

WUHS's comprehensive safety plan was last updated in 2024. The plan is reviewed yearly with staff during our back-to-school days. WUHS reviews fire, earthquake, and lockdown procedures, and holds school-wide drills multiple times a year practicing these, and our evacuation plan. Emergency kits are filled and checked yearly and at strategic locations across campus.

To ensure emergency readiness, a variety of safety drills are held throughout the year. Lockdown and Fire drills and earthquake/intruder-lock-down drills and held at least once per semester.

Wheatland Union High School District implemented the Raptor system in August 2023 as a means to inform staff of potential emergencies. In addition to our plan, the District approved a Suicide Prevention Plan in November 2022 as well as an Injury Illness and Prevention Plan. The safety of students and the enforcement of school rules is a priority at Wheatland Union High School.

Administrative staff monitor the campus during breaks, at lunch, and after school. Both the administration and staff supervise all dances and athletic events as well as drama and music performances. All visitors to Wheatland Union High School must sign in at the office, where they are scanned into our Raptor system and receive a guest pass that must be worn at all times. Wheatland Union High School is a closed campus.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

For the three school years (2020–21, 2021–22, and 2022–23), this section includes the average class size by year and grade level, and the number of classes by year, grade level, and class size in three groups (1-20 students, 21-32 students, and 33 or more students).

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

For the three school years (2020–21, 2021–22, and 2022–23), this section includes the average class size by year and grade level, and the number of classes by year, grade level, and class size in three groups (1-20 students, 21-32 students, and 33 or more students).

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

For the three school years (2020–21, 2021–22, and 2022–23), this section includes the average class size by year and grade level, and the number of classes by year, grade level, and class size in three groups (1-20 students, 21-32 students, and 33 or more students).

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

For the three school years (2020–21, 2021–22, and 2022–23), this section includes the average class size by year, subject (English language arts, mathematics, science, and social science), and the number of classes by size in three groups (1-22 students, 23-32 students, and 33 or more students).

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	22.00	19	24	
Mathematics	23.00	12	23	2
Science	24.00	6	19	
Social Science	22.00	15	18	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

For the three school years (2020–21, 2021–22, and 2022–23), this section includes the average class size by year, subject (English language arts, mathematics, science, and social science), and the number of classes by size in three groups (1-22 students, 23-32 students, and 33 or more students).

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	24.00	15	28	0
Mathematics	23.00	15	24	0
Science	22.00	12	15	0
Social Science	25.00	7	23	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

For the three school years (2020–21, 2021–22, and 2022–23), this section includes the average class size by year, subject (English language arts, mathematics, science, and social science), and the number of classes by size in three groups (1-22 students, 23-32 students, and 33 or more students).

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	26.00	10	24	7
Mathematics	24.00	14	22	3
Science	19.00	15	16	
Social Science	23.00	10	22	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

For the SARC reporting year (2022–23), the ratio of pupils to academic counselor that are assigned to the school to the pupils enrolled at the school. To calculate, divide the total school enrollment by the number of full-time equivalent (FTE) academic counselors assigned to the school.

Title	Ratio
Pupils to Academic Counselor*	180.69

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

For the SARC reporting year (2022–23), the number of FTE counselors (academic, social/behavioral, or career development), and other student support services personnel who are assigned to the school.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

For Fiscal Year 2021–22, the assessment of estimated expenditures per pupil shall reflect the actual salaries of personnel assigned to the school site. The assessment of estimated expenditures per pupil shall be reported in total, shall be reported in subtotal by restricted and unrestricted source, and shall include a reporting of the average of actual salaries paid to certificated instructional personnel at that school site.

Restricted source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.

Unrestricted source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds. For more information about classifying revenues and expenditures, see Procedure 310 in the *California School Accounting Manual* on the CDE Definitions, Instructions, & Procedures web page at <https://www.cde.ca.gov/fg/ac/sa/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$73119.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$93742.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- 6 Academic Guidance Counselors and a 4 School based Therapists.
- Rigorous Career and Technical Education Pathways in AG Animal Science, AG Plant & Soil Science, Ornamental Horticulture, Agriculture Mechanics: Construction and Metal Fabrication, Business Management, Education, Food Service and Hospitality, Design Media and Visual Arts Video Production, Game Design & Integration, Patient Care, Automotive, and Public Services
- Advanced Placement Courses
- Dual Enrollment and Articulated College Level Courses *Auto, Plant & Soil Science, Culinary, Animal Science, Business Computer Applications and more.
- Early College Access Program - Students can enroll concurrently for college classes with Yuba (or other) community colleges in addition to enrolling in our on-campus DE & Articulated Classes.
- Sports Programs
- Mental Health
- Band and Theater Arts Program
- Highly Supported Special Education Program including co-taught classes
- Leadership

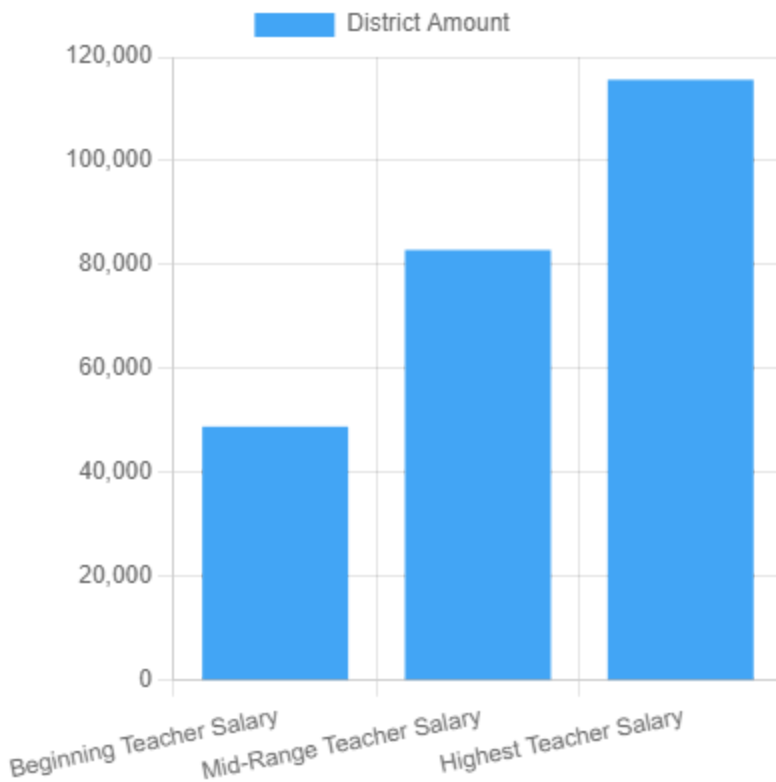
- Get Focused Stay Focused: Career Exploration and Life Planning for Student Success
- English Language Proficiency Program
- Agricultural Program
- School Library Improvements
- College, Career, and Counseling Center for guidance
- WeWork Center for Job Placement and Work Experience options
- Science, Technology, Engineering, and Math (STEM)
- Extracurricular and Co-curricular (FFA, FBLA, FCCLA) Clubs and Activities
- Tutoring

Teacher and Administrative Salaries (Fiscal Year 2022–23)

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48861.00	\$56629.28
Mid-Range Teacher Salary	\$82863.00	\$92602.61
Highest Teacher Salary	\$115623.00	\$116417.00
Average Principal Salary (Elementary)	\$0.00	\$141349.00
Average Principal Salary (Middle)	\$0.00	\$156338.00
Average Principal Salary (High)	\$138457.00	\$159410.21
Superintendent Salary	\$200571.00	\$213043.54
Percent of Budget for Teacher Salaries	0.20%	27.62%
Percent of Budget for Administrative Salaries	0.09%	5.55%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Advanced Placement (AP) Courses (School Year 2023–24)

For the SARC reporting year (2022–23), this section includes the number of AP courses offered with student enrollment, by subject. The number of AP courses offered is calculated by counting unique AP courses with one or more students enrolled.

Percent of Students in AP Courses 3.3 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	0
Total AP Courses Offered*	4

* Where there are student course enrollments of at least one student.

Professional Development

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training and our district staff works in unison with TCIP (Tri-County Induction Program) to provide an induction program for qualified new teachers. In addition, Wheatland Union High School teachers, administrators, and counselors utilize the Professional Learning Community (PLC) model to develop goals for the school year that are aligned with the school's WASC Action Plan and with the district's LCAP.

Department head meetings determine the training necessary to support the achievement of the goals. Whole-staff professional development is provided when appropriate. Instructional Aids receive professional development on a quarterly basis when necessary.

It is the goal of Wheatland Union High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:229. The district provides time and resources for collaboration, planning, and professional development. Professional development days are designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Topics include curriculum revision and meeting state standards for student success. Staff members participate in a variety of professional development workshops and seminars related to their departmental content area. These are related to meeting state standards and improving instructional strategies.

Professional development meetings take place every month. Several choices are given for teachers to choose from along with a few mandatory learning sessions. A calendar of meeting dates has been established.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Edward P. Duplex
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	1010 Wheatland Rd. Wheatland, CA , 95692-9798	Principal:	Schandia Edwards, Principal
Phone:	(530) 633-3100	Grade Span:	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Schandia Edwards, Principal

📍 Principal, Edward P. Duplex

My name is Schandia Edwards, and I am honored to serve as the principal of Edwards P Duplex Continuation School.

Over the past 25 years, I have dedicated my career to education, first as a teacher for 20 years and then as an administrator in the last 5 years. These experiences have shaped my commitment to fostering a positive and inclusive environment where all students can thrive academically, socially, and emotionally.

As your principal, my goal is to build a collaborative relationship with students, staff, families, and the broader community to ensure continued growth and success for every student. I believe in the power of open communication, mutual respect, and teamwork, and I look forward to partnering with you to create an exceptional learning experience for all.

Schandia Edwards

sedwards@wheatland high.org

530-633-3100 ext 108

About Our School

Edward P Duplex offers a trauma informed environment that focusses on:

- **Credit Recovery Focus:** Students can catch up on missed credits to achieve graduation.
- **Diploma Requirements:** A total of 200 credits is needed to earn a diploma.
- **Online Learning:** Coursework is completed through Edmentum, a trusted online learning platform.
- **Supportive Environment:** Small class sizes ensure personalized attention and support.
- **Flexible Schedule:** Choose between morning or afternoon 3-hour sessions, held 5 days a week.
- **Eligibility:** Open to students aged 16 and older.
- **Convenient Location:** Classes are held on the WUHS campus.
- **Path to Graduation:** Students can transition to WUHS for graduation (260 credits needed).
- **Concurrent Enrollment:** Students can enroll concurrently at WUHS to access Career and Technical Education (CTE) pathways.

Contact

Edward P. Duplex
1010 Wheatland Rd.
Wheatland, CA 95692-9798

Phone: [\(530\) 633-3100](tel:5306333100)

Email: sedwards@wheatlandhigh.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Wheatland Union High
Phone Number	(530) 633-3100
Superintendent	Newman, Nicole
Email Address	nnewman@wheatlandhigh.org
Website	www.wheatlandhigh.org

School Contact Information (School Year 2024–25)

School Name	Edward P. Duplex
Street	1010 Wheatland Rd.
City, State, Zip	Wheatland, CA , 95692-9798
Phone Number	(530) 633-3100
Principal	Schandia Edwards, Principal
Email Address	sedwards@wheatlandhigh.org
Website	www.wheatlandhigh.org
Grade Span	9-12
County-District-School (CDS) Code	58727690133751

School Description and Mission Statement (School Year 2024–25)

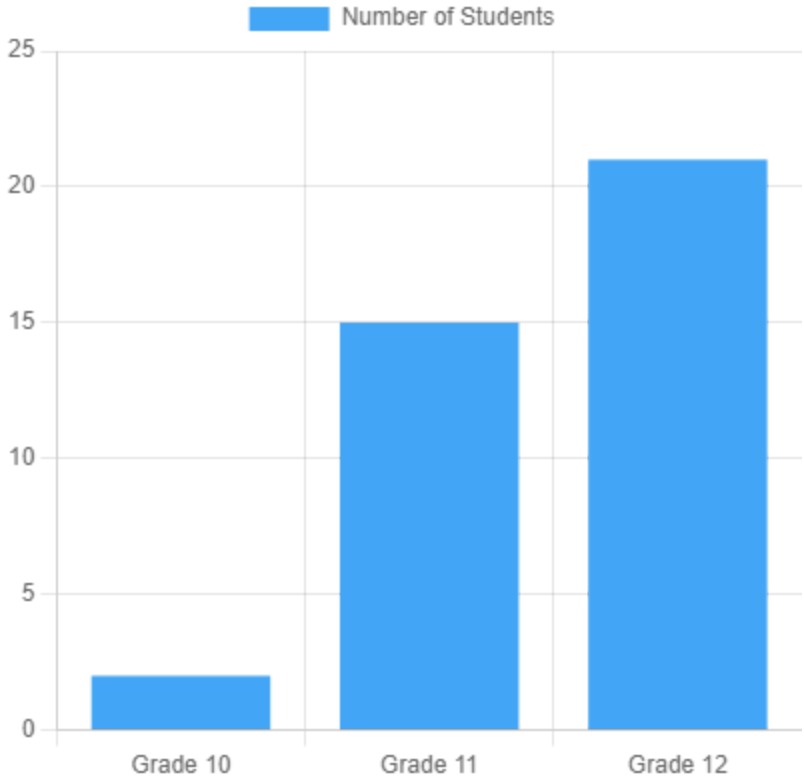
Edward P. Duplex, established in 2018, is located in the city of Wheatland, one of two incorporated cities in Yuba County. The school, which was established in 2018 was founded to services students in the area who were having difficulty completing graduation at a comprehensive high school. The City of Wheatland is located in the southern portion of the county, which is nestled in the northeastern edge of California’s vast central Sacramento Valley. Yuba County continues to be one of the poorer counties in the State of California, with approximately one-third of the students qualifying for free and reduced lunch.

Edward P Duplex services approximately 60 students. Our students have the opportunity to be dual enrolled at Wheatland Union High School to take CTE classes and complete pathways as well as take electives of their choice . The District serves a vast area covering over 150 square miles including Beale Air Force Base and the communities of Plumas Lake and Smartsville.

The mission statement of Edward P Duplex is Education pursued differently. We believe in educating the whole child and strive to support students socially and emotionally so that they can achieve at high levels.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 10	2
Grade 11	15
Grade 12	21
Total Enrollment	38



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	47.40%
Male	52.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	5.30%
Filipino	0.00%
Hispanic or Latino	34.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.60%
White	55.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.30%
Foster Youth	2.60%
Homeless	5.30%
Migrant	0.00%
Socioeconomically Disadvantaged	97.40%
Students with Disabilities	21.10%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.90	100.00%	32.90	79.00%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.70	13.74%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	3.00	7.24%	18854.30	6.86%
Total Teaching Positions	1.90	100.00%	41.70	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.50	100.00%	39.40	77.85%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.90	3.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	7.50	14.81%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1.70	3.53%	15831.90	5.67%
Total Teaching Positions	2.50	100.00%	50.70	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.90	100.00%	43.70	82.06%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.50	1.05%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.70	12.61%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.10	0.19%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	2.10	4.07%	14303.80	5.15%
Total Teaching Positions	1.90	100.00%	53.20	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

All classes are provided by Edmentum. They all match CA common state standards.

Year and month in which the data were collected: November 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9 is a completely new course built for and 100% aligned to the Common Core State Standards for English Language Arts.</p> <p>English 10 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for English Language Arts.</p> <p>English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history.</p> <p>English 12A/B: English 12 A beginning with the Anglo-Saxon and medieval periods in Britain. Semester B covers the romantic, Victorian, and modern eras.</p> <p>All classes provided by Edmentum and all literary text are electronically provided.</p>	0
Mathematics	<p>Integrated Math I: two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered the courses are built to the Common Core State Standards.</p> <p>Integrated Math II: Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more.</p> <p>Consumer Math: This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.</p> <p>Financial Math: Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance.</p> <p>All classes provided by Edmentum and all text are electronically provided.</p>	
Science	<p>Biology: This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems.</p> <p>Earth Science :This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school Earth and space science. Content topics include Earth and space systems and interactions, the history of the Earth, the Earth's systems, weather and climate, climate change, and human impacts on the Earth.</p> <p>All classes provided by Edmentum. All text is electronic and provided.</p>	0
History-Social Science	<p>Civics: Interactive and inquiry-based, this Civics course provides students with a foundation for understanding the rights and responsibilities that come with being an engaged citizen. Topics range from the origins and principles of US government to the development of the constitution and the role of political parties in our society. Additionally, students will think critically about important topics like landmark Supreme Court cases.</p> <p>Economics : This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the governmentand</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>the Federal Reserve System. U.S. History :This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history.</p> <p>World History: In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images</p> <p>All classes provided by Edmentum and all text are electronically provided.</p>	
Foreign Language	<p>Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning.</p> <p>All classes provided by Edmentum. All texts are electronic and provided.</p>	0
Health	<p>Health: The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.</p> <p>All classes provided by Edmentum. All texts are electronically provided.</p>	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Edward P Duplex is located on the WUHS campus. The WUHSD campus was built in 1961 with updated classroom wings added in the 1970s. The condition of the campus and the school facilities is good considering the age of the buildings. Wheatland Union High School sits on about 35 acres and includes two gymnasiums (one with lockers and restroom facilities for women and men), a counseling center, college and career center (CTEC), and a multipurpose room with stage and band room. There are five classroom wings and an administration office building. Wheatland Union High School has a football stadium and all-weather track, two baseball and two softball fields, and two soccer fields. The tennis courts were removed in the summer of 2022 and will be rebuilt within the next 2 years.

Wheatland Union High School provides a safe, clean, and orderly environment, which enhances student learning. A well staffed custodial and maintenance department ensures that all facilities are well maintained. Some of the custodians serve as bus drivers. There is also a full time groundskeeper and a maintenance and transportation lead as well as a maintenance supervisor and Director of Capital Facility Projects.

The school grounds and facilities are in good condition for WUHS students and staff. Regular maintenance is addressed through a prioritized list of maintenance and repair needs. We have a Deferred Maintenance Plan to address needs on an ongoing basis and immediate facility/grounds needs are taken care of by our maintenance staff or outside contractors as soon as possible.

A full renovation of the Welding shop took place in the summer of 2022. In addition, a new Agricultural Science building which includes 3 new classrooms and 2 workrooms was completed in Fall of 2024.

Bond dollars as well as state modernization and facility hardship funding and grants have helped with the campus improvements. The school purchased new stadium bleachers and press box, modernized 4 of the 5 classroom wings, electrical upgrades to the cafeteria, new gym bleachers, and have replaced HVAC units as well as constructed solar structures in the school parking lot.

School Facility Good Repair Status

The most recent FIT was done on the school in the Summer of 2024.

This is a great High School with excellent leadership, support, and teaching staff. Our facilities have been showing improvements every year over the past six years. This year's improvements include a new turf field, other upgrades to the sport complex and we updated several classrooms. This next school year the facilities plan is to for a new cell tower, solar array, west side switch gear upgrade, new sewer line and parking area improvements. All deficiencies noted in this inspection and in the evaluation detail were put into our work-order system and will be addressed by the appropriate department.

The overall school condition was noted to be good during the FIT evaluation.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	0%	10%	60%	49%	46%	47%
Mathematics (grades 3-8 and 11)	0%	0%	31%	21%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	21	95.45%	4.55%	9.52%
Female	--	--	--	--	--
Male	12	12	100.00%	0.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	11	11	100.00%	0.00%	0.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	20	19	95.00%	5.00%	10.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	21	95.45%	4.55%	0.00%
Female	--	--	--	--	--
Male	12	12	100.00%	0.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	11	11	100.00%	0.00%	0.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	20	19	95.00%	5.00%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	0.00%	2.70%	22.70%	30.39%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	40	37	92.50%	7.50%	2.70%
Female	20	17	85.00%	15.00%	0.00%
Male	20	20	100.00%	0.00%	5.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	13	13	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	21	19	90.48%	9.52%	5.26%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	31	93.94%	6.06%	3.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

Edward P Duplex is dedicated to providing an integrated curriculum that allows our students who are interested in one of our pathways to make a choice when they graduate.

"I can choose whether or not I want to began my career or go in the military?"

"I can choose whether or not I want to go to a junior college?"

"I can choose both!"

Edward P Duplex partners with Wheatland Union High School and is proud to offer Career Pathway programs that can lead to certification or further education in the Industry Sectors of Agriculture and Natural Resources, Hospitality and Tourism, Business and Education. Wheatland Union High School is accomplishing this by adding to and enhancing our current career pathways to engage students by improving their ability to achieve their dreams. The programs we offer provide knowledge and skills for post-secondary career opportunities. Many of the courses offer Dual Enrollment or Articulation Options for college credit.

As part of the pathway program, in a perfect world students select a field of study and continue in that field throughout their time in high school. However, Wheatland Union High School is a small school and sometimes scheduling makes this impossible for all students. Counseling on an individuals pathway, as well as additional pathways, is done through recruitment during course registration, advisory periods with their academic adviser, and parent conferences.

Career Technical Education Programs develop skills leading to employment and/or entry into advanced career technical education or training. As a result, the programs reflect the hiring needs of employers and industry input guides the curriculum which together, with assessment, is aligned with the State Career Technical Education Standards. Students pass exams and create projects to evaluate their own ability using technology they have mastered. Wheatland Union High School offers a wide variety of CTE programs that provide certifications for obtaining jobs. We have developed relationships with local business such as Yuba City Steel and articulation agreements with Yuba College; for students to obtain jobs, using skills learned in our welding program. These programs prepare students for obtaining jobs upon completion of the courses.

Rigorous Career and Technical Education Pathways in Agriscience, Ornamental Horticulture, Agriculture Mechanics, Construction and Metal Fabrication, Product Innovation and Design (STEM), Food Service and Hospitality, and Design, Media, and Visual Arts, and Business, and Education.

The electives are integrated with the academic courses at Wheatland Union High School and follow State-approved CTE

curriculum. The Steering Committee for CTE (CTE & AG) directs, supervises, and coordinates the programs and meets to discuss student placement, recruitment, and program effectiveness.

Career Technical Education (CTE) Participation (School Year 2023–24)

Students who are interested in CTE programs may take classes online or dual enroll at WUHS.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parents and the community are very supportive of the educational program at Edward P Duplex. Parents may participate in the School Site Council as well as give critical input to the Local Control Accountability Plan (LCAP). Parents are encouraged to volunteer for school events.

Edward P Duplex has partnerships within the community, including local companies that assist in the Career and Technical Education classes and provide work experience opportunities for our students. Local farmers donate time and equipment used for agricultural programs. The Wheatland Lions Club sponsors a speech contest for students each year.

Parents who wish to participate in Edward P Duplex leadership teams, school committees, school activities, or become volunteers may contact the Principal, Schandia Edwards, at (530) 633-3100 x108 or sedwards@wheatlandhigh.org. The school's web site also provides information for parents and community members. Please visit www.wheatlandhigh.org/District/Edward-P--Duplex-Continuation-High-School/index.html. The school website and social media platform regularly cover school events that provide parental involvement opportunities

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

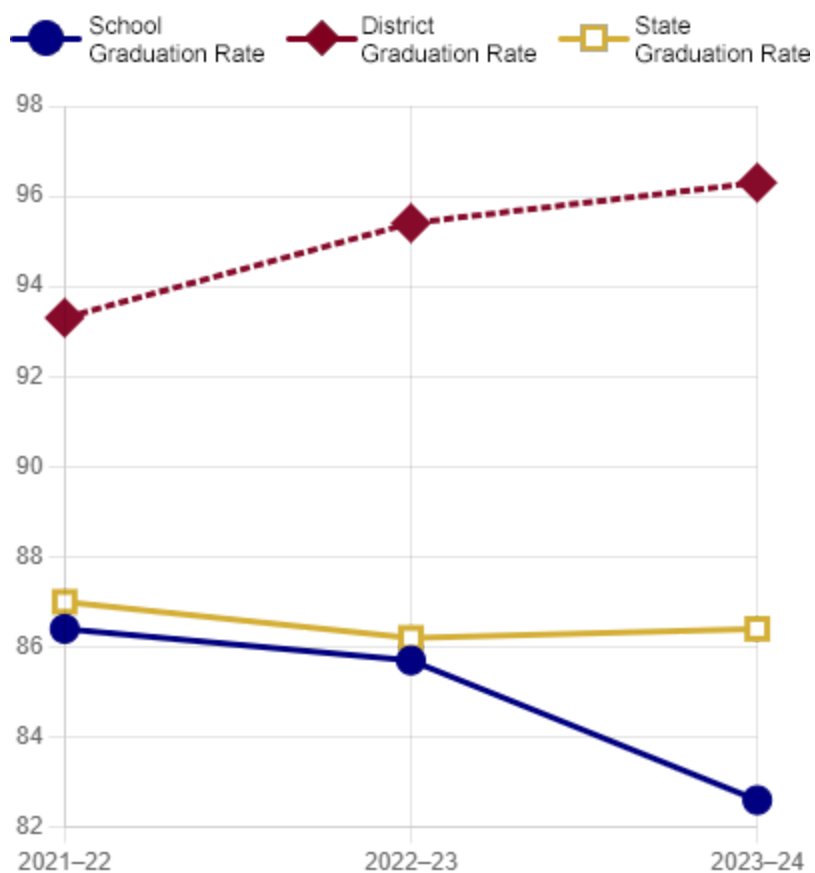
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Edward P Duplex works to help ensure all students succeed. Many students come behind in credits. We do our best to help students attain a high school diploma.

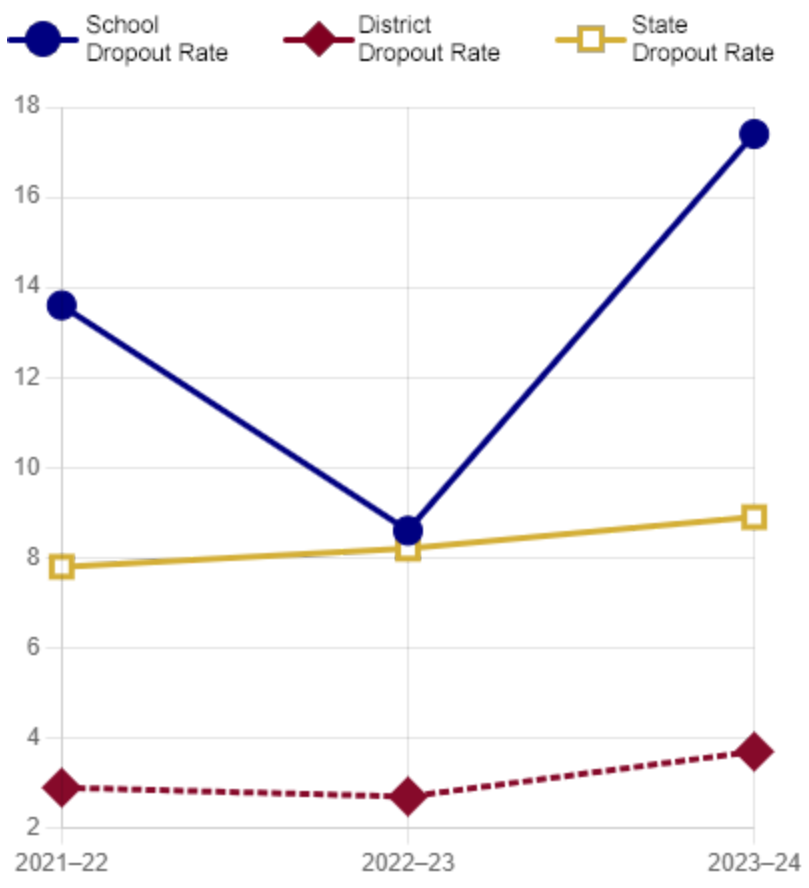
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	86.4%	85.7%	82.6%	93.3%	95.4%	96.3%	87.0%	86.2%	86.4%
Dropout Rate	13.6%	8.6%	17.4%	2.9%	2.7%	3.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	23	19	82.6%
Female	11	7	63.6%
Male	12	12	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	14	11	78.6%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	22	18	81.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Edward P Duplex works with families to make sure that students attend as much as possible. Our primary focus is on students' mental health and working with families to achieve student success. Many of our students come to use because attending a compressive high school is a difficult thing for them. We provide a staff that is trauma trained on getting students connected to service and supports to help make them more successful in a school setting.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	57	53	44	83.0%
Female	24	23	21	91.3%
Male	32	30	23	76.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	17	15	88.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	29	24	82.8%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	53	51	43	84.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	15	14	11	78.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.47%	0.00%	3.51%	8.10%	2.24%	4.12%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.80%	0.26%	0.26%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.51%	0%
Female	4.17%	0%
Male	3.13%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	5%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	3.77%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

Edwards P Duplex is located on the WUHS property. WUHSD's comprehensive safety plan was last updated in 2024. The plan is reviewed yearly with staff during our back-to-school days. WUHS reviews fire, earthquake, and lockdown procedures, and holds school-wide drills multiple times a year practicing these, and our evacuation plan. Emergency kits are filled and checked yearly and at strategic locations across campus. To ensure emergency readiness, a variety of safety drills are held throughout the year. Lockdown and Fire drills and earthquake/intruder-lock-down drills and held at least once per semester.

Wheatland Union High School District implemented the Raptor system in August 2023 as a means to inform staff of potential emergencies. In addition to our plan, the District approved a Suicide Prevention Plan in November 2022 as well as an Injury Illness and Prevention Plan. The safety of students and the enforcement of school rules is a priority at Wheatland Union High School.

Administrative staff monitor the campus during breaks, at lunch, and after school. Both the administration and staff supervise all dances and athletic events as well as drama and music performances. All visitors to Wheatland Union High School must sign in at the office, where they are scanned into our Raptor system and receive a guest pass that must be worn at all times. Wheatland Union High School is a closed campus.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Edward P Duplex has a dedicated counselor. All WUHS counselor will see EPD students. The counselor ratio is for below is for the district.

Title	Ratio
Pupils to Academic Counselor*	190

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

Edward P Duplex has a counselor that oversee approximately 40 students.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

For Fiscal Year 2022–23, the assessment of estimated expenditures per pupil shall reflect the actual salaries of personnel assigned to the school site. The assessment of estimated expenditures per pupil shall be reported in total, shall be reported in subtotal by restricted and unrestricted source, and shall include a reporting of the average of actual salaries paid to certificated instructional personnel at that school site.

Restricted source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.

Unrestricted source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds. For more information about classifying revenues and expenditures, see Procedure 310 in the *California School Accounting Manual* on the CDE Definitions, Instructions, & Procedures web page at <https://www.cde.ca.gov/fg/ac/sa/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$73119.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$93742.00
Percent Difference – School Site and State	N/A	N/A	--	--

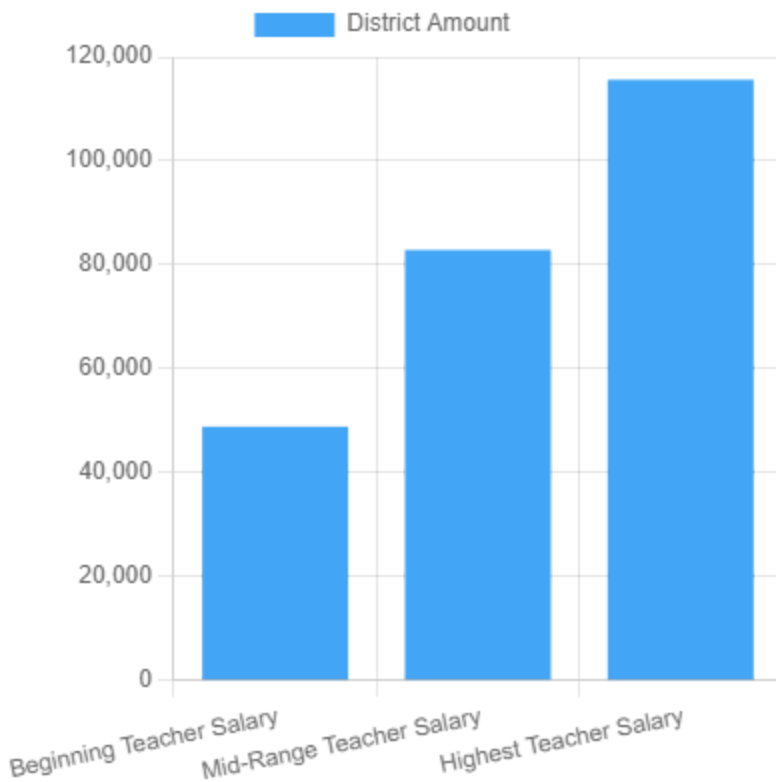
Note: Cells with N/A values do not require data.

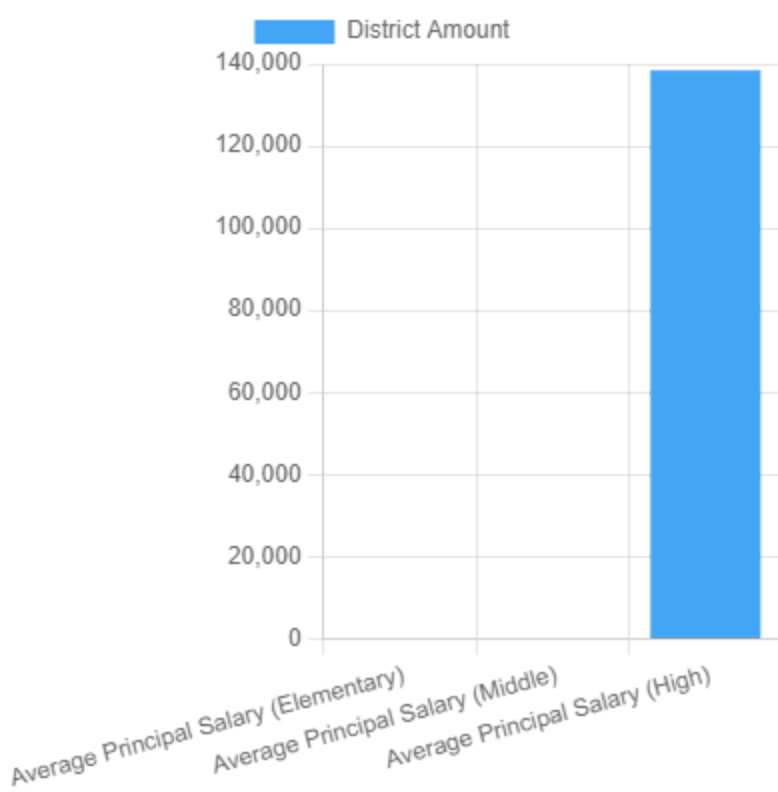
Teacher and Administrative Salaries (Fiscal Year 2022–23)

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48861.00	\$56629.28
Mid-Range Teacher Salary	\$82863.00	\$92602.61
Highest Teacher Salary	\$115623.00	\$116417.00
Average Principal Salary (Elementary)	\$0.00	\$141349.00
Average Principal Salary (Middle)	\$0.00	\$156338.00
Average Principal Salary (High)	\$138457.00	\$159410.21
Superintendent Salary	\$200571.00	\$213043.54
Percent of Budget for Teacher Salaries	0.20%	27.62%
Percent of Budget for Administrative Salaries	0.09%	5.55%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Professional Development

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training and our district staff works in unison with TCIP (Tri-County Induction Program) to provide an induction program for qualified new teachers. In addition, Edward P Duplex teachers, administrators, and counselors utilize the districts priorities to develop a plan to help a achieve goals set for the year that are aligned with the district's LCAP.

It is the goal of Edward P Duplex to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:40 The district provides time and resources for collaboration, planning, and professional development. Professional development days are designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Topics include curriculum revision and meeting state standards for student success. Staff members participate in a variety of professional development workshops and seminars related to their departmental content area. These are related to meeting state standards and improving instructional strategies.

Professional development meetings take place every week either with the entire staff on topics that relate to the entire group. A calendar of meeting dates has been established.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	13

Wheatland Community Day High
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	1010 Wheatland Rd. Wheatland, CA , 95692-9286	Principal:	Mrs. Wendy Simpson, Principal
Phone:	(530) 633-3100	Grade Span:	7-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Mrs. Wendy Simpson, Principal

📍 Principal, Wheatland Community Day High

About Our School

In recognition of that which we value for ourselves, our students, and the community we serve, the staff at Wheatland Community Day School affirms that the purpose of our program is to prepare students to live in and contribute to a complex, ever changing, diverse, and multicultural world. Toward that end, we are committed to providing students learning experiences meant to develop their abilities to think critically, to communicate clearly and effectively - both orally and in writing - to use math and technology, and to acquire good physical health. Throughout these learning experiences, we will guide students in their development of self-understanding and in the process of becoming lifelong learners so that the transition back to Wheatland Union High School is seamless.

Contact

Wheatland Community Day High
1010 Wheatland Rd.
Wheatland, CA 95692-9286

Phone: [\(530\) 633-3100](tel:5306333100)

Email: wsimpson@wheatlandhigh.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Wheatland Union High
Phone Number	(530) 633-3100
Superintendent	Newman, Nicole
Email Address	nnewman@wheatlandhigh.org
Website	www.wheatlandhigh.org

School Contact Information (School Year 2024–25)

School Name	Wheatland Community Day High
Street	1010 Wheatland Rd.
City, State, Zip	Wheatland, CA , 95692-9286
Phone Number	(530) 633-3100
Principal	Mrs. Wendy Simpson, Principal
Email Address	wsimpson@wheatlandhigh.org
Website	www.wheatlandhigh.org
Grade Span	7-12
County-District-School (CDS) Code	58727690123570

School Description and Mission Statement (School Year 2024–25)

Wheatland Community Day School serves students who have been expelled from Wheatland Union High School District, as well as other students who could benefit from a very small learning environment, if space is available. Students may also be referred through the "District Referral Process" for non-mandatory expulsion offenses or through the School Attendance Review Board. The district has adopted a policy and provided procedures as per Education Code 48662(a) for transferring students. Students attend a small learning environment based on a 10-to-1 student-to-teacher ratio with an instructional aide to provide individual attention and greater supervision. The small, self-contained learning environment serves the needs of all students in grades 7-12, including special education students. Teachers utilize several teaching modalities to accommodate the variety of learning styles and interest of the students. Student assessment includes learning needs as well as credit status to determine an Individual Learning Plan that allows students to return to their home school or meet district graduation requirements.

Mission Statement: "To educate and strengthen individuals' knowledge by guiding students to become dependable leaders in the community."

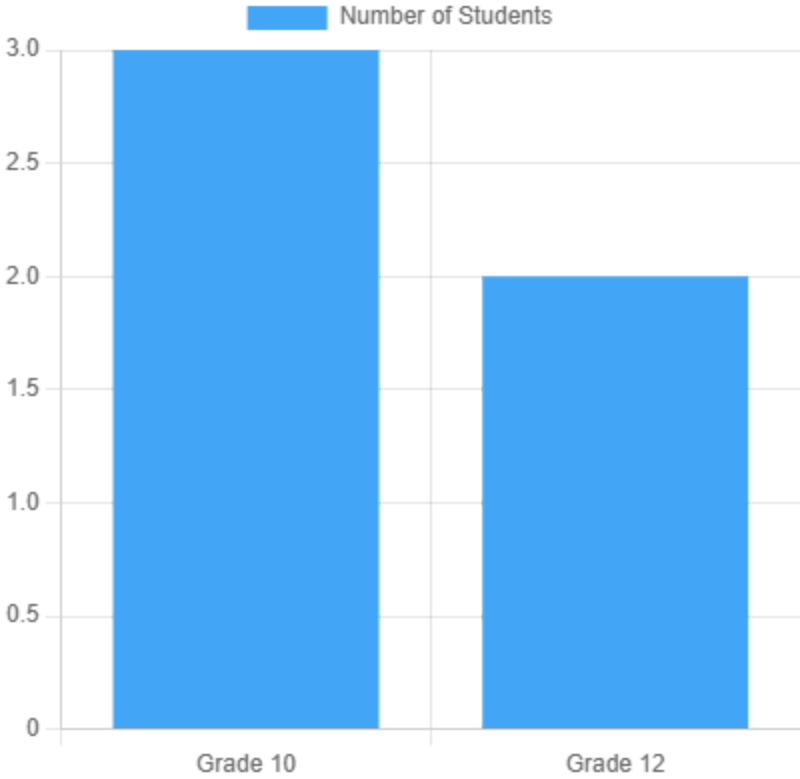
All students being referred to the Community Day School are reviewed through the District Referral Process within the Pupil Services department. Students are not sent directly to the Community Day School from the comprehensive high school or middle school. Wheatland Union High School District modifies its policy and regulations as needed for the implementation and support of the Community Day School.

District assigns eligible students as outlined in 48662(b) in the following order: (1) Mandatory Expulsion 48915(d) including suspended mandatory expulsion, (2) Other Expelled including suspended expulsion, (3) Probation Referrals, (4) SARB Referrals, and (5) Other District Referrals

Coordination between the district's Community Day School and Wheatland Union High School occur during meetings for professional development. These meetings focus on the district's vision of academic success for all students and provide the opportunity to engage in joint articulation of curriculum, programs and problem-solving. In addition to these job-alike meetings, coordination is achieved through regular district-school meetings focused on implementation of instructional programs and individual student success.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 10	3
Grade 12	2
Total Enrollment	5



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	20.00%
Male	80.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	40.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	20.00%
White	40.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	20.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	60.00%
Students with Disabilities	0.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.50	50.00%	32.90	79.00%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	50.00%	5.70	13.74%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	3.00	7.24%	18854.30	6.86%
Total Teaching Positions	1.00	100.00%	41.70	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	100.00%	39.40	77.85%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.90	3.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	7.50	14.81%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1.70	3.53%	15831.90	5.67%
Total Teaching Positions	0.70	100.00%	50.70	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	90.91%	43.70	82.06%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.50	1.05%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.70	12.61%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	9.09%	0.10	0.19%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	2.10	4.07%	14303.80	5.15%
Total Teaching Positions	1.10	100.00%	53.20	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.50	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.50	0.00	0

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.1
Total Out-of-Field Teachers	0.00	0.00	0.1

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50.00%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum Online Education Platform	0
Mathematics	Edmentum Online Education Platform	0
Science	Edmentum Online Education Platform	0
History-Social Science	Edmentum Online Education Platform	0
Foreign Language	Edmentum Online Education Platform	0
Health	Edmentum Online Education Platform	0
Visual and Performing Arts	Edmentum Online Education Platform	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

This is a great high school with excellent leadership, support staff, and teaching staff. Our facilities have been showing improvements every year over the past six years. This year's improvements include a new turf field, other upgrades to our sports complex, and we updated classrooms to enhance the teaching environment on campus. The next school year, we have plans for a new cell tower, solar array, west side switch gear upgrade, new sewer main line, and parking area improvements. All deficiencies noted in the inspection and in the evaluation detail were put into our work-order system and will be addressed by the appropriate department.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Walls show abuse and annually need repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	All areas neat and clean.
Electrical: Electrical	Poor	Broken plug covers and light switches.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All areas neat and clean and in working condition.
Safety: Fire Safety, Hazardous Materials	Good	All areas neat and clean.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	All areas neat and clean.

Overall Facility Rate

Year and month of the most recent FIT report: July 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	--	--	60%	49%	46%	47%
Mathematics (grades 3-8 and 11)	--	--	31%	21%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	--	--	22.70%	30.39%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parents are welcome to visit and participate in class activities. Administrator, teacher and classified staff meet with parents and students quarterly for individualized conferences. Academic, behavior, and attendance progress is shared with parents weekly by the CDS teacher. Parents participate in “Back to School” and “Open House” evenings twice a year.

?For more information on how to become involved at the school, please contact Wendy Simpson, at (530) 633-3100 ext. 139.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

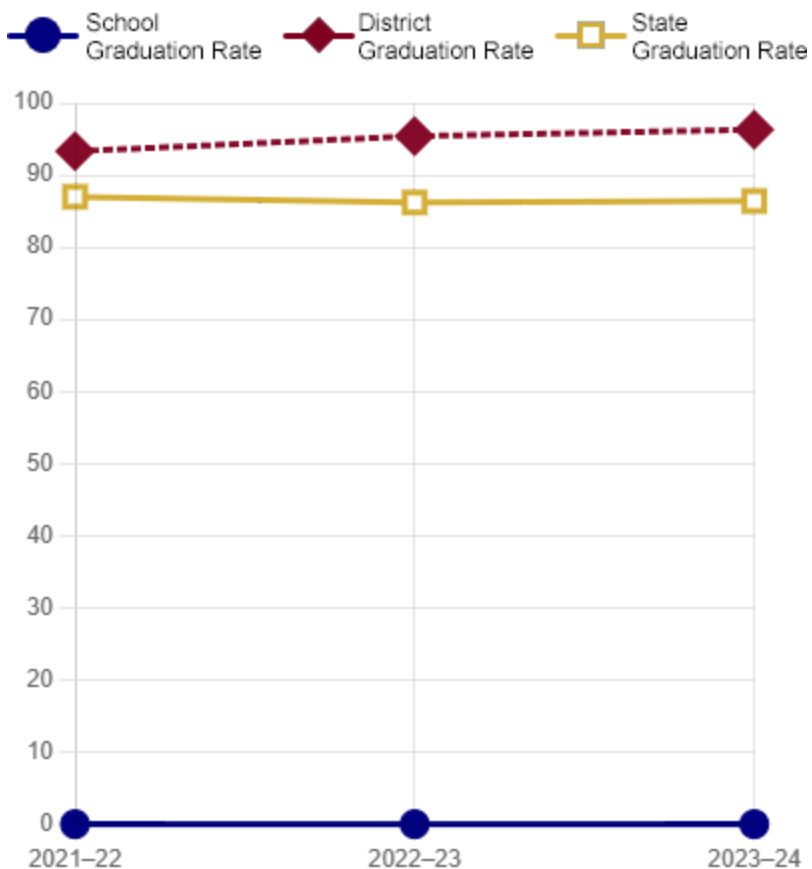
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

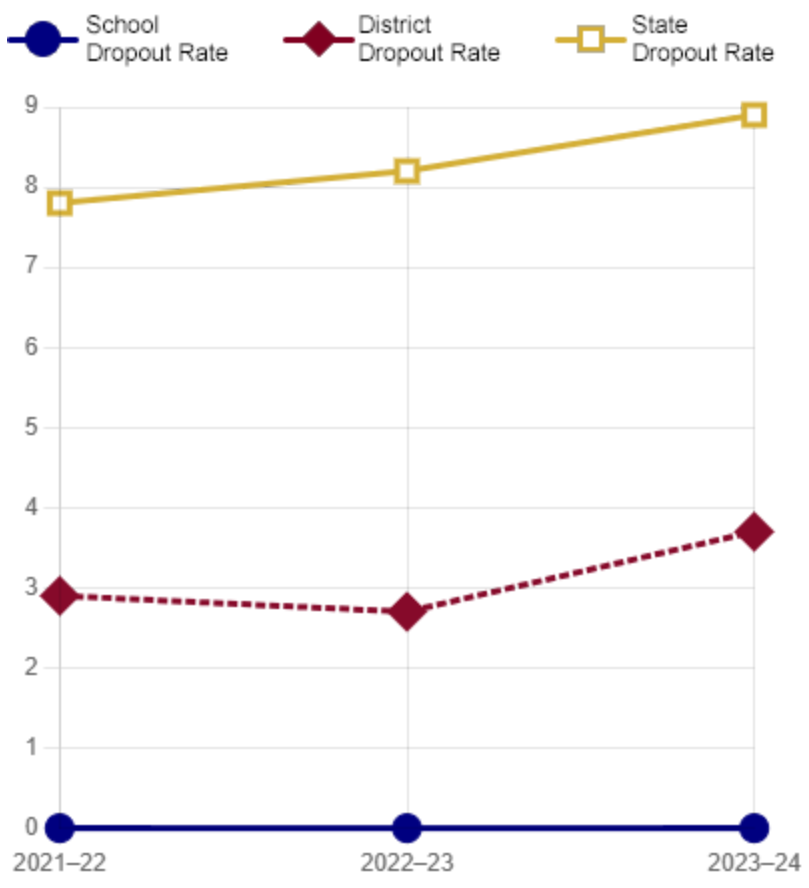
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				93.3%	95.4%	96.3%	87.0%	86.2%	86.4%
Dropout Rate				2.9%	2.7%	3.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	15	12	7	58.3%
Female	4	3	1	33.3%
Male	11	9	6	66.7%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	1	1	1	100%
Asian	0	0	0	0%
Black or African American	0	0	0	0%
Filipino	0	0	0	0%
Hispanic or Latino	6	4	1	25%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	3	2	2	100%
White	5	5	3	60%
English Learners	0	0	0	0%
Foster Youth	3	1	1	100%
Homeless	0	0	0	0%
Socioeconomically Disadvantaged	13	10	6	60%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	3	2	1	50%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	35.71%	13.04%	0.00%	8.10%	2.24%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.80%	0.26%	0.26%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	20%	0%
Female	0%	0%
Male	27.27%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	23.08%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

In 1988, the school implemented a comprehensive School Site Safety Plan developed by the Safety Committee. The School Site Safety Plan was last reviewed and updated in October 2024. To ensure emergency readiness, a variety of safety drills are held throughout the year. Lock down and Fire drills are held once per semester and earthquake/intruder-lockdown drills are held once a year. The safety of students and the enforcement of school rules is a priority at Wheatland Community Day School.

Wheatland Community Day School is housed on our comprehensive campus, Wheatland Union High School (built in 1961). This program has a separate and isolated room and entrance/exit for the students. The students also have start and end times that differ from the comprehensive program. To ensure our staff and students have a safe and healthy environment, the campus is closed for lunch and also supervised. Visitors to the campus must sign in at the front desk.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	8.33

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$73119.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$93742.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

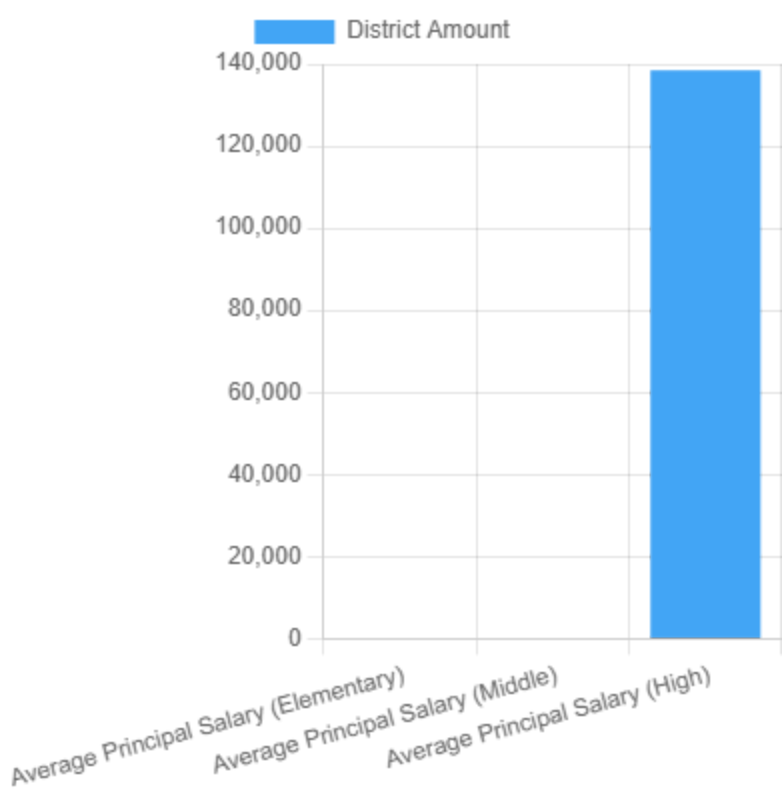
- 6 Academic Guidance Counselors and a 4 School based Therapists.
- Rigorous Career and Technical Education Pathways in AG Animal Science, AG Plant & Soil Science, Ornamental Horticulture, Agriculture Mechanics: Construction and Metal Fabrication, Business Management, Education, Food Service and Hospitality, Design Media and Visual Arts Video Production, Game Design & Integration, Patient Care, Automotive, and Public Services
- Advanced Placement Courses
- Dual Enrollment and Articulated College Level Courses *Auto, Plant & Soil Science, Culinary, Animal Science, Business Computer Applications and more.
- Early College Access Program - Students can enroll concurrently for college classes with Yuba (or other) community colleges in addition to enrolling in our on-campus DE & Articulated Classes.
- Sports Programs
- Mental Health
- Band and Theater Arts Program
- Highly Supported Special Education Program including co-taught classes
- Leadership
- Get Focused Stay Focused: Career Exploration and Life Planning for Student Success
- English Language Proficiency Program
- Agricultural Program
- School Library Improvements
- College, Career, and Counseling Center for guidance
- WeWork Center for Job Placement and Work Experience options
- Science, Technology, Engineering, and Math (STEM)
- Extracurricular and Co-curricular (FFA, FBLA, FCCLA) Clubs and Activities
- Tutoring

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48861.00	\$56629.28
Mid-Range Teacher Salary	\$82863.00	\$92602.61
Highest Teacher Salary	\$115623.00	\$116417.00
Average Principal Salary (Elementary)	\$0.00	\$141349.00
Average Principal Salary (Middle)	\$0.00	\$156338.00
Average Principal Salary (High)	\$138457.00	\$159410.21
Superintendent Salary	\$200571.00	\$213043.54
Percent of Budget for Teacher Salaries	0.20%	27.62%
Percent of Budget for Administrative Salaries	0.09%	5.55%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Professional Development

The district provides time and resources for collaboration, planning, and professional development. Professional development days are designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Topics include curriculum revision, meeting state standards, and developing academic and behavior plans for student success. Staff members participate in a variety of professional development workshops and seminars related to their departmental content area. These are related to meeting state standards and improving instructional strategies.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

INITIAL PROPOSAL
from the
WHEATLAND UNION HIGH SCHOOL DISTRICT
to the
WHEATLAND HIGH EDUCATORS ASSOCIATION OF TEACHERS
(Successor Agreement)

The Wheatland Union High School District (“District”) and the Wheatland High Educators Association of Teachers (“WHEAT”) are parties to a Collective Bargaining Agreement (“CBA”) with a term through and including June 30, 2025. Set forth below is the District’s initial proposal for a successor agreement, beginning with the 2025-26 school year.

The District’s overarching interests in a successor agreement are:

1. Discuss fair and equitable total compensation that recognizes state funding for education, the District’s unique fiscal challenges and the District’s educational responsibilities, priorities and goals.
2. Update language consistent with changes to applicable law.
3. Update language to meet student District and staff needs.

Article	Title	District Interest
I	Agreement	Maintain Status Quo
II	Recognition	Maintain Status Quo
III	Access	Maintain Status Quo
IV	Management Rights	Maintain Status Quo
V	Grievance Procedure	Maintain Status Quo
VI	Organizational Security	Maintain Status Quo
VII	Payroll Deductions	Maintain Status Quo
VIII	Evaluation Procedures	
IX	Safety	Maintain Status Quo
X	Hours of Employment	The District will discuss whether to make a fundamental change in the educational program by implementing a block schedule (no sooner than 2026-27). If this occurs, the language must be modified to align with the new program.
XI	Class Size	Modify consistent with Article X
XII	Leaves	Modify consistent with Article X
XIII	Working Conditions	Maintain Status Quo
XIV	Discipline Other than Dismissal	Maintain Status Quo
XV	Early Retirement	Maintain Status Quo
XVI	Salary	Fair and equitable adjustment as well as clarification to language
XVII	Fringe Benefits	Fair and equitable modification
XVIII	Savings Provisions	Maintain Status Quo
XIX	Effect of Agreement	Modify consistent with new term