

Wheatland Charter Academy

Charter and Assurances (Per EdCode 47605)

Wheatland Charter Academy Renewal: March 2016 – March 2021

- | | |
|---|---|
| 1 Educational Program (to include special education) | 16 Procedures for Closing |
| 2 Measurable Pupil Outcomes | 17 Statewide Assessments |
| 3 Outcome Measurement | 18 Academic Performance |
| 4 Governance Structure | 19 Parent Communication for Program |
| 5 Employee Qualifications | 20 Non Discrimination/Non-Secretarian |
| 6 Health and Safety Policies | 21 Enrollment Procedures |
| 7 Racial and Ethnic Balance | 22 Records for Students Leaving the School |
| 8 Student Admission Requirements | 23 Charter as a Choice for Staff and Pupils |
| 9 Independent Financial Audits | 24 Facilities and Authorizing District Support |
| 10 Suspension/Expulsion Process | 25 Statement of Financial Soundness |
| 11 Employee Retirement Systems | 26 Amendments to the Charter |
| 12 Student Attendance Alternatives | 27 Term of the Charter |
| 13 Return Rights of District Employees | 28 Revocation and Renewal of the Charter |
| 14 Dispute Resolution | 29 Civil Liability |
| 15 Collective Bargaining (EERA) | 30 Local Control Funding Formula (LCFF)/Local Control And Accountability Plan (LCAP) |

1. EDUCATIONAL PROGRAM

EdCode 47605 (b) (5) (A) (i) The educational program of the charter school, designed, among other things to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

The Montessori Method of education is designed for children to explore and educate themselves through a carefully prepared environment in which the teacher is the facilitator of learning opportunities. The Wheatland Charter Academy offers this Montessori-based education by blending State Standards with Montessori and State Curriculum.

The philosophy that directs the Montessori-blend program is as follows:

- Respect for the individual child and their learning process.
- Appreciation for cultures.
- Development of independence, critical thinking, perseverance, self-discipline, self-direction, and caring for the world around us.
- The teacher, as a facilitator of knowledge through a prepared learning environment.

The following is an overview of our philosophy related to our elementary age Montessori-based program. The success of the learning environment is a collaboration of students, families, the school faculty, and the community.

Our program is based on the philosophy originally developed by Dr. Maria Montessori in the late eighteen, and early nineteen hundreds. Montessori's teaching system is based on an integration of child observation, practical hands on activities, and a progression towards independent learning. The materials offer learning experiences in a clear, concrete manner. Students are encouraged to use motor and intellectual discovery when working with the Montessori materials. As a public Montessori-based program, we embrace the Montessori philosophy and integrate it with the state-adopted curriculum.

Key elements of our Montessori program:

- The prepared environment is arranged in a logical sequence of skill acquisition and concept building. In this way, the students observe and experience a movement toward achieving goals. The materials initially isolate knowledge to one concept at a time in a concrete manipulative style. Prepared environment is a combination of teacher instruction, an orderly environment with materials for student exploration, and a respectful interaction between students.
- Focus on fostering and developing students as independent learners.
- Teacher's role is as facilitator to guide the student through Montessori work plans interwoven with state-standard curriculum.
- Multi-age grouping, activities, and prepared classroom setting. The integration of varied age spans allows confidence-building experiences.
- Teaching control of movement, grace, and courtesy.
- Teaching respect of self, others, and environment.
- Focus of moving the students from processing concrete concepts to the abstract.
- A classroom with developmental tasks prepared with a balance of differentiation and structure.
- Conduct district trimester assessment and state-standardized testing.

The Wheatland Charter Academy provides a Montessori-based curriculum for students ranging from kindergarten through fifth grade; five through twelve years of age. The Wheatland Charter Academy is committed to the best interest of the students and close communication with parents helps to support this commitment. Parents and teachers meet to discuss the success of the child through their experience with Montessori's developmental philosophy and state academic standards. It is our intent to provide the students with a safe, nurturing, and challenging environment to support and encourage their natural love for learning.

Wheatland Charter Academy identifies an educated person of the 21st century as one who possesses the following:

- Knowledge of and ability to demonstrate solid skills in reading, writing and speaking.
- A core of knowledge which includes cultural, mathematical and scientific literacy.
- An understanding of technology; uses, applications, and development (e.g. computers, Internet, software, coding, data processing, creating presentations, etc.)
- The ability to be a life-long, self-directed, independent learner.
- The ability to think logically, make informed evaluations, and problem solve.
- The ability to appreciate, enjoy, and respect the visual and performing arts.
- A global perspective; an understanding of the world around him/her, and his/her role in it.
- An understanding of self, others, the workings of the human body and mind.
- A social conscience, understanding the interconnectedness of all.
- An understanding of relationships and the political process.
- The ability to form and maintain relationships using well developed communication skills.
- Development and understanding that all youth deserve the opportunity to develop interests, uncover hidden talents, experience satisfaction in accomplishments and to diligently pursue aptitudes, abilities and interests.

Wheatland Charter Academy will provide learning opportunities to kindergarten through fifth grade students at an on-site, classroom-based school setting.

Students enrolled in the Wheatland Charter Academy will be offered a choice of educational options which may include, but are not limited to:

- Distance learning in which the latest technology is used to assist the student's learning experience; this may include computers, Internet, satellite classes, video conferencing, e-mail, on-line tutoring, virtual field trips, etc.
- Academic assistance based on student need in the form of early intervention and in accordance with Response to Intervention (RTI).

- Community service – Students will also participate in community service experience such as recycling, tree planting projects, performing school and community duties to assist others, etc.
- Educational travel – Field trips locally and further afield.
- Performances and presentations which enable students to express their interests and demonstrate their acquired knowledge and skills, production of multimedia project reports.

Special Education: Wheatland Charter Academy and the Wheatland Elementary School District pledge to work in cooperation with the local education agencies (LEA) and special education local plan area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. The Charter School shall serve the needs of disabled pupils by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education in the least restrictive environment be provided to children with disabilities.

Wheatland Charter Academy functions as a “public school of the local education agency that granted the charter” for purposes of providing special education and related services pursuant to Education Code Section 47641 (b). During each school year in which the school operates as an arm of the Authorizing District for special education purposes, details of funding and services shall be delineated in the Memo of Understanding (MOU).

2. MEASURABLE PUPIL OUTCOMES

EdCode 47605 (b) (5) (B) The measurable pupil outcomes identified by use of the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes, specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils serviced by the charter school, as that term is defined in subparagraph (b) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

In keeping with Wheatland Charter Academy philosophy, each student will have a portfolio of work samples kept by the teacher and readily available to share with parents. The teacher and parent will communicate the personal goals for each student and communicate a minimum of twice per trimester in the form of a progress report, report card, email, conference, phone, or parent in classroom for volunteer activity and thereby observing his/her student. Teacher will follow student's progress through one-on-one classroom work with student, small group instruction, whole group instruction, and observation of student in learning environment. Student will demonstrate progress through verbal and written communication, hands on demonstration, public speaking, technology-related, and creative arts demonstration.

History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects which the staff and school Governance Council deem appropriate.

Language Arts: Students will demonstrate strong, reading, writing, listening, speaking and presentation skills in multiple forms of expression (e.g., written, oral, multimedia), with communications skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences. Human growth and development will be instructed as it complies with state standards and requirements.

Underlying and utilized throughout each of the above subject areas will be other core skills such as:

- Critical thinking skills: e.g., problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology.
- Creative expression through various forms of the arts (music, visual/studio arts, drama, dance).
- Knowledge of pertinent issues of health and the development of physical fitness.

LIFE-LONG LEARNING SKILLS: Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

- Study skills and habits, e.g., note-taking, library research skills, studying strategies.
- Planning, initiating, and completing a project.
- Reflecting on and evaluating one's own and others' learning.
- Utilizing technology and devices to access curriculum, prove knowledge, apply skills, and develop their own documents and presentations.

SOCIAL/INTERPERSONAL SKILLS: Students will demonstrate:

- Strong citizenship and leadership skills by planning and implementing a project in service to the school and greater community.
- Ability to engage in responsible, compassionate peer relationships.
- Ability to collaborate and work effectively with others in cooperative groups.

“LIFE” SKILLS: Students will develop age appropriate skills necessary for a healthy adult life, including:

- Personal financial management skills (e.g., budget development, balancing check books).
- Job readiness and career development skills (e.g., developing resumes, skill and interest research and development)
- Higher level thinking skills (e.g., pursuit of theme-based projects for deeper understanding).
- Hands on preparation for daily living skills (e.g., cooking, gardening, time management skills).
- Social development (e.g., self-reliance, self-control, composure, seeking help when needed, conversational communication, negotiating social conflict with problem solving skills, presenting self with thoughts, needs, ideas, and concerns age-appropriately).

3. OUTCOME MEASUREMENT

EdCode 47605 (b) (5) (C) The method by which pupil progress in meeting those pupil outcomes is to be measured.

Documentation and records:

- Student portfolio of work completed.
- Student journals.
- Teacher observation logs.
- Student reflection reports of ownership of skills and learning.
- STAR Reading and Math Assessments at least three times per year to show Grade-Equivalency for student progress.
- District Standards Assessments.
- Software that causes student to practice and prove mastery of state-standardized objectives and tasks. Reports of such progress made available to parents (e.g. Moby Max, IXL).
- State Standardized Report Card with Montessori elements for the education of the whole child to be supported by student samples, teacher observation, and student's outward presentation of skills through verbal, written, public speaking, technical and creative arts.
- State Standardized Testing annually.

- All Wheatland Charter Academy students will strive to demonstrate “academic mastery” in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, “mastery” will be defined by the rubrics and definition outlined in the Authorizer’s English Language Development Plan that is revised to be state law compliant annually.
- “Mastery” for special needs and LEP students will be defined appropriately according to their Individualized Education Plans (IEPs) or English proficiency levels.
- At least 51% of Wheatland Charter Academy students will show one grade or skill level’s worth of progress each academic year, as evidenced by scores on the California Assessment of Student Performance and Progress (CAASPP) or other standardized tests with successful completion of assignments as demonstrated in required portfolios and exhibitions. Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their English proficiency levels or IEPs. When appropriate, students may be given enrichment/advancement curriculum to meet their unique advancement needs and readiness skills.

4. GOVERNANCE STRUCTURE

EdCode 47605 (b) (5) (D) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

The School shall be governed jointly by the Executive Director and the School Governance Council.

The Governance Council shall consist of:

- A Charter school parent.
- A Charter school teacher.
- A local community representative.
- A military member stationed at Beale Air Force base.
- Director (School Principal). This is a non-voting member position on the council.
- Executive Director (District Superintendent). The District Superintendent, as the Charter School Executive Director, will sit on the Governance Committee to facilitate communications and mutual understanding between the Charter School and District. The Superintendent/Executive Director will only vote in the case of a tie.
- A member of the Authorizing Board may have a seat on the charter school council.

Suggestions from the Governance Council will be communicated to the Executive Director. The Executive Director will decide the direction and outcomes of the school program in order to achieve the Charter’s goals and objectives and to further the School’s philosophy. The Governance Council will be responsible for:

- Budget review and approval.
- Approve budget changes greater than 5% of the total annual ADA revenue.
- Charter amendments by a 5/6's majority.
- Expulsions.
- Final approval of staff hire or termination.
- Final approval of parent-voted Governance Council members.

Annually, the Governance Council will have notice of the School Safe Plan, English Language Development Plan, Local Control and Accountability Plan (LCAP), and other plans that are ultimately approved by the Authorizing District’s Board. These plans are encompassing of the district as a whole and/or the Lone Tree School site to which the charter school is housed.

The Director, under the supervision of the Executive Director will be responsible for:

- School calendar options/changes.
- Hiring of staff.
- Staff terminations.
- Liaison between the Governance Council and the District Board.

- Appoint new positions within the School as deemed necessary.
- Supervise and evaluate all staff members of the School.
- Budget preparation and presentation to Governance Council.
- Overseeing all daily and fiscal operations of the school.
- Present an annual report to the District Board and the Governance Council.
- Development and implementation of school policy.

Membership and its definitions, succession, voting rights, termination of membership, resignation, and vacancies are covered in detail in the by-laws. The procedure followed for conducting elections and soliciting candidates is also delineated in the by-laws.

Wheatland Charter Academy will offer opportunities on campus for parent volunteerism and to be integral members of the school culture. Parents will be invited on field trips as chaperones. Parents will be invited to the school for parent-student functions. Meetings will be held on campus to encourage parent involvement.

Wheatland Charter Academy will solicit parent input. The Authorizing School District works with parents to develop and adopt a set of parent involvement policies and strategies for the District, as a whole, to encourage overall parent attendance to school, open communication with teachers and administration, and interactive time spent in class with students during learning processes. Parents will have the opportunity to vote for the self-nominated applicants for open positions on the Governance Council. Director may survey parents to query reasoning for choosing school, satisfaction with student progress, satisfaction with program, and inquiry for areas for improvement or particular satisfaction. The school will maintain in effect general liability and board errors and omissions insurance policies that may be in coordination with the Authorizer's insurance umbrella.

Wheatland Charter Academy will be dependent and direct funded. Wheatland Charter Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Wheatland Charter Academy shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

All amendments to the Charter must be in writing and approved by a 5/6's majority of the Governance Council of Wheatland Charter Academy and by the School District Board of Trustees. A copy of any amendments will be forwarded to the California Department of Education.

By Laws

1.0 Board Limits and Terms

1.01 Members of the Wheatland Charter School governing council will serve a term of 4 consecutive years. A member wishing to resign from the council must notify the Director in writing of the wish to resign. Said resignation will be received and voted on by the Council. A new member will be sought for the open position in a timely manner.

2.0 Fair Election Process

2.01.1 When a vacancy occurs, notification of the vacancy will be made known to parents, administrators, faculty, and the community at large of the Wheatland Charter Academy, depending upon the scope of the vacancy. This will be the duty of the Director of the Wheatland Charter Academy. Proof of notification will be shown to the Council at a regularly stated meeting.

2.01.2 Respondents interested in filing a vacant position will be required to notify the Director of the council in writing within a stated timeline given in the vacancy notice. Parents of the Wheatland Charter Academy will be given the opportunity to vote. The number of ballots received back to the school office by the stated timeline on the ballot will be tallied by a non-council member and be audited by a second non-council member to ensure fair recording of the ballots. The person with the highest vote will be notified by the Director and be requested to be in attendance for the following Governance Council meeting, where the Council will have final approval of the parent-elected member.

2.01.3 Appointments will be made and voted on in an open board session of the Wheatland Charter Academy's Governance Council.

3.0 Conflict of Interest Policies

3.01 Council members of the Wheatland Charter Academy will adhere to the following policies maintaining the integrity of the Council with regards to avoiding "conflict of interest" practice.

3.01.1 Maintaining that public education is a state function and a local responsibility. In California, the governing council of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established. (Government Code 4330-43334; 53060)

3.01.2 Council members may not individually vote on any manner that would benefit them for personal gain or wealth from the Academy in a fashion other than from that of the normal operation of the Wheatland Charter Academy. Should this situation occur, a member will abstain from voting and this will reflect in the minutes.

3.01.3 Restriction of interested persons as directors: No more than 50 percent of the persons serving on the Council Board may be interested persons. An interested person is any person compensated by the academy for services rendered to it within the previous 12 months, whether full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director; daughter-in-law, mother-in-law, ancestor, descendant, spouse, brother-in-law, etc. However any violation of this paragraph shall not affect the validity of enforceability of transactions entered into by the corporation or body.

4.0 Technology as a method for meeting attendance. Board meeting may proceed as scheduled in the event that a member may not be able to physically attend the meeting. Meetings are to be attended in one physical location where all the participants can hear each other. This includes teleconferences, videoconferences, or other technologies.

5.0 Voting. Board meetings may proceed as scheduled and continue with business. The Executive Director may assign a designee who holds a current administrative position in the District in instances where attendance is required for a quorum.

6.0 Director to have authority regarding continued enrollment for students following review of information and steps taken by school with the Executive Director. Wheatland Charter Academy Governance Council Action Item – 2012/13 – 17

5. EMPLOYEE QUALIFICATIONS

EdCode 47605 (b) (5) (E) The qualifications to be met by individuals to be employed by the school.

All charter school students are assigned to a Teacher who shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The Charter School may hire, or contract with an agency for, additional certificated and non-certificated personnel to assist in providing instruction, management and support services. All staff of the Charter School will have the necessary qualifications, skills, experience and credentials to fulfill their job description, including CLAD or equivalent. These documents and job descriptions shall be maintained on file at the Wheatland School District.

All charter school classroom teachers and para-educators will be encouraged after the first year of service to pursue Montessori training through an outside agency and the support of Montessori mentoring from trained teachers already on staff. Montessori methodology training opportunities will be provided to staff as appropriate and as available. There is a memorandum of understanding (MOU) for Wheatland Charter Academy staff to obtain formal Montessori training through an outside agency approved by the Executive Director and Director.

Wheatland Charter Academy will offer professional development opportunities to staff to include state standardized curricular, Montessori, and student support (e.g., behavioral, academic modifications, and enrichment). Wheatland Charter Academy may offer Montessori and/or Charter affiliated subscription or membership to staff members for the purpose of gaining ongoing information and training as related to the growth of learning opportunities for students within the school.

6. HEALTH AND SAFETY POLICIES

EdCode 47605 (b) (5) (F) The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

School policies developed in consultation with the Authorizing District, state and federal law, and with the school's insurance carriers and at a minimum will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires, earthquakes, and campus intruder in the form of an emergency plan coordinated with the Authorizing District policies and the Beale Air Force Base (location of school facility).
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school will be free from drugs, alcohol and tobacco.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- A requirement that all classroom volunteers working with students obtain and pass the Livescan fingerprinting process.
- Notices home for any health alert or information that may affect the student population.

These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Governance Council policies. A standing health and safety committee from among the Governance Council may be established if applicable to deal with all safety issues and concerns and as enacted by the Executive Director.

7. RACIAL AND ETHNIC BALANCE

EdCode 47605 (b) (5) (G) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

The school will neither encourage nor discourage any particular racial or ethnic group from enrolling to the Charter School. All admission requests will be treated equally with no determination made with regard to race or ethnicity. The school is located on a military base where racial and ethnic backgrounds are diverse. Families have lived abroad. Families are comprised of diverse ethnic and racial backgrounds. The school will honor and build its culture on the diversity that is our population.

8. STUDENT ADMISSION REQUIREMENTS

EdCode 47605 (b) (5) (H) Admission requirements, if applicable.

Students will be considered for admission without regard to ethnicity, national origin, gender and disability or achievement level. Admission will not be determined according to the place of residence of the student or parents, except as limited by law.

Excerpt from EdCode 47605

(2) (A) A charter school shall admit all pupils who wish to attend the school.

(B) If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

In the event that the number of students who wish to attend the school exceeds the school's capacity, a lottery system will be used to determine those selected to attend. Admission preference will be given to:

1. students of concurrent enrollment
2. siblings of current student
3. students residing within the Authorizing District's boundaries
4. students residing outside the Authorizing District's boundaries

The Charter School shall comply with all laws establishing minimum age for public school attendance.

If a public random drawing is required, it will be held no earlier than July 25 and no later than August 15 of the new school year and will be held before the first instructional day of school. This will allow all families with interest in the Charter School to make their intentions known for the random drawing to be as fair as possible. The public random drawing date will be determined by the Director. Any student who does not get placed in the Charter School due to the random drawing will be placed on a waiting list in random drawing order. Any further interest that is received following such a lottery will follow suit on the waiting list order by date received. Any lottery will be made public by posting at the school site, on the school website, and notification to parties involved in the lottery process. A family does not need to be present to claim a lottery draw. All names of those interested will be entered and will be notified of their draw. If the demand for a grade level is such that a new class could be formed and filled, the Director will communicate this need to the Executive Director and the Governance Council.

Each student must have a current academic assessment, or be tested upon entry into the school, to identify the academic level appropriate for him or her and to collect data for the annual evaluation. Each student will be tested at the completion of the school year to assess skill level growth and the adequacy of the program in meeting individual needs.

Prior to admission to the Wheatland Charter Academy, parents will be counseled on the choice of the Wheatland Charter Academy program and be given information regarding the Charter School's outcomes and philosophies. The charter document will be readily available to any parent. Parents will be given a school handbook annually. Parent will be encouraged to volunteer at school and opportunities will be presented (Livescan rules/regulations apply).

The alternative form of instruction at Wheatland Charter Academy is not necessarily appropriate for all students. Some do not possess the prerequisites for success when studying in a more independent, self-focused atmosphere. Consequently, all new students and their parents will be counseled as to expectancies prior to enrollment. All new students and parents will have an orientation meeting or conference with teachers within 30 days of enrollment. A meeting may be held with the teacher, student, parent, and director at any time during a student's enrollment to review the student's behavior, academic progress, and overall experience within the charter school program. As a public charter and school of choice, a student must be given every opportunity for success. The school will follow suspension/expulsion laws compliant with state law. The director does have the authority

regarding continued enrollment for students following review of information and steps taken by school with the Executive Director. Therefore, students can be removed from the charter program and referred back to their public school of residence.

The school will follow state law regarding enrollment requirements for documentation, such as (but not limited to) age requirements for entering kindergarten, birth certificate, immunization record, and registration card completed by parent. The requirements of documentation will be the same as our Authorizing District and in accordance with state law.

The school does not charge tuition.

9. INDEPENDENT FINANCIAL AUDITS

EdCode 47605 (b) (5) (I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

The Charter School will use the District's auditing firm for its annual audit. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and will review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the District. The Charter School's Executive Director and Director will review any audit exceptions or deficiencies and report to the Charter School's Governance Council with recommendations on how to resolve them. The Governance Council will report to the District Trustees regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

As outlined in Education Code section 47604.3, The Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, inquiries from its chartering authority or from the Superintendent of Public Instruction and shall consult with the chartering authority or the Superintendent of Public Instruction regarding any inquiries.

Education Code 47604.3 (a) Each charter school shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority: (1) On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement. (2) On or before December 15, an interim financial report. This report shall reflect changes through October 31. (3) On or before March 15, a second interim financial report. This report shall reflect changes through January 31. (4) On or before September 15, a final unaudited report for the full prior year. (b) The chartering authority shall use any financial information it obtains from the charter school, including, but not limited to, the reports required by this section to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32. (c) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

Wheatland Charter Academy will compile and provide to the Authorizing District Superintendent an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element II from assessment instruments and techniques listed in Element III.
- An analysis of whether student performance is meeting the goals specified in Element II. This data will be displayed on a school-wide basis.

- A summary of major decisions and policies established by the school's Governance Council during the year.
- Summary data from any staff, parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Other information regarding the educational program and the administrative, legal and governance operations of the school, relative to compliance with the terms of the charter generally.

The Charter School will work cooperatively to develop the content, evaluation criteria, timelines, and process for the annual performance reports.

10. SUSPENSION/EXPULSION PROCESS

EdCode 47605 (b) (5) (J) The procedures by which pupils can be suspended or expelled.

The Wheatland Charter Academy shall seek all avenues within its means to prevent student suspensions or expulsions, including (but not limited to) parental involvement, counseling, peer counseling, life skills development opportunities, positive reinforcement, and other appropriate measures.

However, if all preventative measures do not work, the behaviors and reasons for which students can be suspended or expelled are outlined in the Policies of the Authorizing District and California Education Codes. In addition, students are subject to suspension/expulsion from the Wheatland Charter Academy if they continuously and willfully violate the school rules, classroom expectations, the philosophy of the Charter School, and/or safety policies on campus. Prior to expulsion hearings, the school administration shall notify the student and his/her parents in writing of any violations and give the student/parent a reasonable opportunity to cure the violations, unless the administration determines that the violation constitutes a severe and imminent threat to the health or safety of others in the school, in which case the Governance Council will hear the case for review and decision. A suspended student will receive notification to parents as is procedure for the Authorizing District.

Ultimately, Director to have authority regarding continued enrollment for students following review of information and steps taken by school with the Executive Director. Wheatland Charter Academy Governance Council Action Item – 2012/13 – 17. This may result from unsatisfactory attendance, unsafe or disruptive behaviors that have not been mitigated through school intervention and parental contact, or unsatisfactory academic progress that is not qualified or related to specialized academic instruction.

Upon enrolling, each student and parent is informed that satisfactory performance is essential for continued enrollment in Wheatland Charter Academy, and that a 70% competency level is required on all work. Student expectations are clearly stated in the orientation with the teacher during the first 30 days of enrollment. Failure to maintain a successful competency level will result in a review of the student's placement in the school to determine the cause for the student's lack of effective progress. If appropriate, early intervention through Response to Intervention (RTI), referral to special education evaluation steps, behavior plans or contracts, and/or student discipline procedures as outlined in the parent handbook will be implemented as deemed appropriate to the student's needs.

Compulsory attendance laws are followed and apply. Parents will be notified of excessive tardies or absences and School Attendance Review Board (SARB) procedures will be followed.

11. EMPLOYEE RETIREMENT SYSTEMS

EdCode 47605 (b) (5) (K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or Federal Social Security

All employees who work at the Charter School shall enjoy the same employee benefit opportunities as all other employees of the Authorizing District with similar job classifications. Employees of the Charter School shall participate in STRS, PERS, Social Security or other qualifying plan, depending upon eligibility with the corresponding agency. Staff may purchase through the District health, dental, and vision insurance contingent upon approval of the insurance carrier. All payroll and benefits are handled through the Authorizing District.

12. STUDENT ATTENDANCE ALTERNATIVES

EdCode 47605 (b) (5) (L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Attendance at this Charter School is entirely voluntary and is a choice for families who enroll their students. Attendance at district of residence public schools shall be an option for all students who do not choose to attend this Charter School. Wheatland Charter Academy shares a campus with a traditional school under the umbrella of the Authorizing District servicing the same grades. This is a viable option for students within the District and is often accepting of interdistrict students. We have several schools in the local area and within a 45 minute drive that offer other charter programs and traditional programs.

13. RETURN RIGHTS OF DISTRICT EMPLOYEES

EdCode 47605 (b) (5) (M) A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights to return to the school district after employment at a charter school.

Wheatland Charter Academy shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act. Persons employed by the Charter School shall not be deemed to be employees of the District for any purpose whatsoever. Charter School staff that left the employment at other District sites to work at the Charter School shall have no re-employment rights with the District.

14. DISPUTE RESOLUTION

EdCode 47605 (b) (5) (N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

A. Internal Disputes

The Governance Council shall adopt an internal dispute resolution procedure that shall be binding on students, parents, volunteers, Wheatland Charter Academy personnel and Governance Council Members. Parents, students, Governance Board members, volunteers, and staff at the Charter School will be provided with a copy of the school's policies and dispute resolution process and will agree to work within it. Any dispute should be first

reported to the Director. If resolution cannot be found through this step, the Authorizing District and Governance Council agree to refer to all complaints regarding the School's operations, policies and procedures to the Charter School's Executive Director for resolution in accord with the School's adopted policies. In the event that the School's Executive Director fails to resolve the dispute, it may be referred to the Charter School's Governance Council. The Board of Trustees of the District agrees not to intervene in the dispute without the consent of the Governance Council unless the matter directly relates to one of the reasons specified by law for which a charter may be revoked. The Governance Council shall have authority to make final determinations regarding all internal disputes. Any conflict of interest policies apply.

B. Disputes between Wheatland Charter Academy and the District

Wheatland Charter Academy shall work with the District in good faith to informally resolve any disputes that may arise between them. Should informal resolution of such disputes fail, the following Dispute Resolution Process shall prevail.

If the Board of Trustees of the District believes it has cause to revoke this Charter, the Board agrees to notify the Executive Director and the Governing Council in writing and to grant the school reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter. Any dispute between the Charter School and the District (collectively "the Parties") not so remedied shall be resolved in accordance with the following procedure.

The term dispute means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the parties, which does not constitute a severe and imminent threat to the health and safety of pupils. The parties will attempt to resolve disputes between the Charter School and the District by discussion and agreement between the Charter School Governance Council and the District Board of Trustees. If the parties are unable to reach agreement, the dispute may be referred to binding mediation before a single neutral mediator. A request for mediation shall be in writing and must be received by the parties no later than fourteen (14) calendar days from the date the parties last met to discuss the dispute and attempted to reach agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or the MOU. The mediator shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation, unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of mediation shall be born equally by all of the parties. No party shall commence any action in connection with a dispute under this Charter or an MOU without exhausting this dispute resolution procedure.

15. COLLECTIVE BARGAINING (EERA)

All Wheatland Charter Academy employees are provided a personnel handbook that is aligned with state laws regarding leaves and evaluations. The handbook is evaluated at least twice during a charter evaluation period.

16. PROCEDURES FOR CLOSING

EdCode 47605 (b) (5) (O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

Wheatland Charter Academy will comply with all requirements under Title 5 California Code of Regulations Sections 11962 and 11962.1 applicable to charter school closure.

The Governance Council will create a plan for the closure within a timely manner, followed by approval from the Authorizing District's Board of Trustees and the plan will include data to support the elements listed below and per Title 5 CCR 11962 and 11962.1.

In the event of a closure, Wheatland Charter Academy will make notification of the closure to parents (guardians) of pupils, the authorizing entity, the county office of education, the special education local plan area (SELPA) in which the school participates, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education. The notification will include:

- A. The effective date of the closure.
- B. The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
- C. The pupils' school districts of residence and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses.

- D. Provision of a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity at each district of residence.
- E. Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible school district of residence, except for records and/or assessment results that the charter may require to be transferred to a different entity. For example, if student record request is made by another charter school or another district for the record transfer.
- F. Transfer and maintenance of personnel records in accordance with applicable law.
- G. Completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes at least the following:
 - An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
 - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
 - An assessment of the disposition of any restricted funds received by or due to the charter school.
- H. Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:
 - The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
 - The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- I. Completion and filing of any annual reports required pursuant to Education Code section 47604.33.
- J. Identification of funding for the activities identified in all of the activities listed above.

17. STATEWIDE ASSESSMENTS

EdCode 47605 (C) (1) Charter Schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Wheatland Charter Academy conducts all statewide assessments per California Ed Code and in accordance with the calendar requirements as set by California Department of Education. Test ordering and processing is completed through the Authorizing District. The school maintains a School Accountability Report Card (SARC) annually.

18. ACADEMIC PERFORMANCE

AB1137 – Ed Code 47607 Once A charter school has been in operation for four years, a charter school shall meet at least one of the following criteria prior to receiving renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10, inclusive, on the API for demographically comparable school in the prior year or in two of the last three year.

2010 – 11 MET Schoolwide, All Student Groups, and All Targets

2011 – 12 MET Schoolwide, All Student Groups, and All Targets

2012 – 13 MET Schoolwide, All Student Groups, and All Targets

2014 – 15 SBAC 2015 Accountability Progress Reporting (APR) MET 3 out of 3 AYP Criteria

19. PARENT COMMUNICATION FOR PROGRAM

EdCode 47605 (C) (2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the school's educational programs.

Wheatland Charter Academy holds staff meetings for teacher input, data review meetings with teachers, training opportunities, and we offers peer-to-peer training as teachers express needs and expertise. Wheatland Charter Academy provides surveys to staff and parents, solicits parent participation in school events, and provides opportunities for parents to spearhead events to incorporate ideas and perspective. Wheatland Charter Academy, in coordination with the Authorizer, notifies parents of opportunities to come to meetings related to student programs and notifies all parents of the opportunity to participate in English Language Acquisition Committee/District English Language Acquisition Committee (ELAC/DELAC) and Local Control and Accountability Plan (LCAP).

Wheatland Charter Academy involves parents specifically in their child's education through parent-teacher conference, contact by the Director, Student Study Team meetings, and an open door policy for parents to share ideas and concerns with the Director after the parent has communicated with the teacher. Every idea presented by a parent, teacher, or staff member is considered for viability within the program, reviewed for accordance with state regulations, and manning and support for the idea is considered.

The school holds events to encourage parent attendance with their children. Wheatland Charter Academy maintains a website, sends home monthly communication calendars, notices for community events (e.g. sport team sign-ups), and the Director makes monthly positive phone calls to families. Families are encouraged to come to school to eat lunch with their students, volunteer in the classroom, and be interactive with the school culture. An annual parent handbook is given to all Wheatland Charter Academy families to provide guidance for the campus policies and school procedures.

20. NON-DISCRIMINATION/NON-SECRETARIAN

EdCode 47605 (C) (2) (d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. EdCode 47605 (C) (2) (d) (2) Admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain policy giving admission preference to pupils who reside within the former attendance area of that public school.

Any student may enroll in the Wheatland Charter Academy without regard to race, religion, or residence. Any person may apply to the Wheatland Charter Academy and determination for employment will not be based on race, religion, or residence. The procedures and operating methods of the school will not be discriminatory towards staff, students, or their families. Wheatland Charter Academy does not charge tuition.

21. ENROLLMENT PROCEDURES

EdCode 47605 (c) (2) (A) A charter school shall admit all pupils who wish to attend the school.

EdCode 47605 (c) (2) (B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

EdCode 47605 (c) (2) (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

Please see section 8 above.

22. RECORDS FOR STUDENTS LEAVING THE SCHOOL

EdCode 47605 (c) (3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time **education** pursuant to Section 48200.

The school maintains a log of students leaving. If records are not requested within 30 days from a new school, the student's name is forwarded to the District of Residence, School Attendance Review Board (SARB), or the county probation department, as appropriate.

23. CHARTER AS A CHOICE FOR STAFF AND PUPILS

EdCode 47605 (c) (3) (e) The governing board of a school district shall not require any employee of the school district to be employed in a charter school.

EdCode 47605 (c) (3) (f) The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

Employment with Wheatland Charter Academy is a choice. Interested parties apply to work at Wheatland Charter Academy. At no time does the Authorizing District assign employees or designate employees to the Charter School. The Charter School does share services with the traditional school on the shared campus, however, these services are provided to all students on the campus and employment remains with the Authorizing District for these shared service positions.

Enrollment to Wheatland Charter Academy is a choice. Parents elect to enroll their children in Wheatland Charter Academy. At no time does the Authorizing District assign students to the Charter School.

24. FACILITIES AND AUTHORIZING DISTRICT SUPPORT

Wheatland Charter Academy is on a shared campus with a traditional school also within the Authorizing District. We have a classroom for every teacher, full access to the library, computer labs, service from the school office, food service, custodial service, and building maintenance. We are protected under the Safety Plan for the campus. We receive full special education services and other student related services (e.g. speech/language, OT, APE, early intervention, counseling, academic intervention) in the same manner as any other school within the Authorizing District.

The facilities have, within the past ten years, received a parking lot upgrade, updated playground equipment, updated outdoor drinking fountains, ADA compliant access, updated classroom and campus public announcement/speaker systems, and updated classroom phones.

In December 2015, all classrooms assigned to Wheatland Charter Academy received installed carpet. The classrooms have been updated with audiovisual equipment and are undergoing classroom computer upgrades.

The facility is located on a military installation, Beale Air Force Base, and access for staff and enrolled families is coordinated through the school office.

Memos of Understanding (MOUs) are in place with the Authorizing District for the fees associated with the facilities and coordinated services.

25. STATEMENT OF FINANCIAL SOUNDNESS

The Authorizing District works with Wheatland Charter Academy to review financials at least three times per year and assists Wheatland Charter Academy with creating a three year forecast. As of February 2016, Wheatland Charter Academy has a positive fund balance.

26. AMENDMENTS TO THE CHARTER

All amendments to the Charter must be in writing and approved by a 5/6 majority of the Governance Council of Wheatland Charter Academy and by the School District Board of Trustees. A copy of any amendments will be forwarded to the California Department of Education.

27. TERM OF THE CHARTER

The term of this Charter shall begin on the first school day following the Authorizing Board's approval and end five years later.

28. REVOCATION AND RENEWAL OF THE CHARTER

The Authorizing District's Board of Trustees may revoke the Charter if it finds that the Charter School did any of the following:

- 1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.
- 2) Failed to meet or pursue any of the pupil outcomes identified in the Charter.
- 3) Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- 4) Violated any provision of law.

The Trustees may, upon recommendation of the Superintendent, consider and act to revoke the charter if they find what they consider to be valid reasons.

The Governance Council of the Charter School may request from the District Board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the school no later than 120 days prior to the expiration of the charter. The District Board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the Education Code Section 47605.

29. CIVIL LIABILITY

The District shall not be liable for the debts and obligations of the Charter School. The District shall have protection and immunity through the Tort Claims Act.

30. LOCAL CONTROL FUNDING FORMULA (LCFF)/LOCAL CONTRAL AND ACCOUNTABLITY PLAN (LCAP)

The Wheatland Charter Academy Governance Council is annually informed that the meetings are held in conjunction with Wheatland School District (this charter school's Authorizer) and as scheduled by the Wheatland School District Board of Trustees, as Wheatland Charter Academy is authorized by Wheatland School District.

The LCAP plan was last updated for the 2015/16 school year, is available in the Charter School office and is reviewed annually. This dependent charter is included in the Wheatland School District LCAP plan and the plan is presented to the Wheatland Charter Academy Governance Council.