

Wheatland Charter Academy

Charter Number 0370

Charter and Assurances (Per EdCode 47605)

Wheatland Charter Academy Renewal: March 2021 – March 2026

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1. EDUCATIONAL PROGRAM

EdCode 47605 (c) (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 enhanced 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-blend 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-blend program, we embrace the Montessori philosophy, align with state priorities and integrate it with the state-adopted curriculum. Key elements of our Montessori-blend 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 of 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-blend 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 to help support this commitment. Parents and teachers meet to discuss the success of the child through their experiences 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 may be offered educational options which may include, but are not limited to:

- Distance learning in which current technology is used to assist the student’s learning experience; this may include computer-based instruction, satellite classes, video conferencing, e-mail, on-line tutoring, virtual field trips, etc.
- Community service – Students may participate in community service experiences such as recycling, tree planting projects, performing school and community duties to assist others, etc.
- Educational travel in person and/or virtually – Field trips locally and further afield.
- Performances and presentations which enable students to express their interests, demonstrate their acquired knowledge/skills and production of multimedia project reports.

EdCode 47605 (c) (5) (A) (ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specified annual actions to achieve these goals.

For all students, the annual goal is for students to perform at or above grade level. When a student enters a grade level and is performing below that grade level upon entry, the goal is for the student to make a grade/academic year progression from where they started by the end of that school year.

Supports for Progress:

All subgroups: Participation in state assessments for academic growth and performance for all students in the grade range of state assessment. At the time of this renewal, this assessment is the California Assessment of Student Performance and Progress (CAASPP).

All subgroups: School counseling program.

All subgroups: Response to Intervention (RTI) classroom assessment and data collected in regular intervals to support student progress and implement interventions within the classroom as student skills require. RTI is inclusive of academics and social-emotional growth.

All subgroups: Student Study Team (SST) process to meet with and discuss interventions with parents if a student is not making progress with RTI supports in the classroom or if, over time, the RTI support level increases or progress is not consistent.

All subgroups: All families are asked, encouraged and reminded to please complete the free and reduced meal application annually.

Socioeconomically disadvantaged pupils: Information for local resources is available within the district, in addition to school administration and counseling services.

English learners: Students who are enrolled with language background other than English are evaluated through the state assessment. At the time of this renewal, this assessment is the English Language Proficiency Assessments for California (ELPAC). All teachers are Cross-cultural Language and Academic Development certificated or have embedded qualifications within their credential.

Pupils with disabilities: 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).

Foster youth: Wheatland Charter Academy follows enrollment procedures of our authorizing district. Local resource information is available from the district foster youth coordinator, in addition to school administration and school counseling services.

Homeless youth: Wheatland Charter Academy follows enrollment procedures of our authorizing district. Local resource information is available from the district homeless youth coordinator, in addition to school administration and school counseling services.

2. MEASURABLE PUPIL OUTCOMES

EdCode 47605 (c) (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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served 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 invited to school for scheduled student presentation 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.

State standards will be addressed.

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 support student readiness skills and/or state grad-level standards.

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. Instruction will support student readiness skills and/or state grade-level standards.

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, supply and consumer).

- 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 (c) (5) (C) The method by which pupil progress in meeting those pupil outcomes is to be measured.

Pupil outcomes are expressed in the School Accountability Report Card (SARC) and California School Dashboard.

Documentation and records:

- Student portfolio of work completed.
- Student journals.
- Teacher observation logs.
- Student reflection reports of ownership of skills and learning.
- Response to Intervention classroom 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).
- 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.

- Failure to maintain a successful academic and behavioral 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.

4. GOVERNANCE STRUCTURE

EdCode 47605 (c) (5) (D) The governance structure of the charter 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, no term limit member position on the council.
- Executive director (district superintendent). The district superintendent, as the charter school executive director, will sit on the governance council as a no term limit member position to facilitate communications and mutual understanding between the charter school and district.
- 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 director and 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.
- Approving 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.
- Appointing new positions within the School as deemed necessary.

- Supervising and evaluate all staff members of the school.
- Budget preparation and presentation to governance council.
- Overseeing all daily operations of the school.
- Presenting 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, following safety and fingerprinting policies of the district. 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 at 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 a dependent and direct funded charter school. 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 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 matter 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 (c) (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, during or after their first year of service, to pursue Montessori training which may be through an outside agency and/or 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 if 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 accommodations, 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 (c) (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 and the development of a school safety plan that is reviewed and updated by March 1 of every year.

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.
- Training for staff of when and how to file a report of suspected child abuse/mandated reporter.
- 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.

Workplace Injury and Illness Prevention Program (IIPP): The charter school will follow the IIPP that is kept and updated by the authorizing district.

Distance Learning for Emergency Event: If instruction cannot be provided in person, at school due to:

- emergency conditions caused by a disaster (e.g. fire, flood, closed roads, health epidemic, earthquake)
- situation causing or determined by local officials to be an imminent safety hazard
- transportation or community services strike by non-school entity that interrupts school function for in class instruction
- other official order issued to meet a state of emergency or war

The charter school may provide instruction through a distance learning model under the determination and guidance for all schools effected and as outlined in guidance by the authorizing district.

Distance learning may include, but is not limited to:

- Instruction and connectivity between teacher and student through technology which may include phone.
- Audiovisual instruction may be the communication mode that could include remote classroom through a scheduled and live interaction (i.e. Google Meet or Zoom), online classroom (i.e. Google Classroom), instructional videos, resources and links.
- Workbooks or other printed materials for assignments may also be provided.
- Hybrid instruction where students attend school at certain times and receive distance learning as scheduled by the charter school.

School Safety Plan: Developed 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) is reviewed and updated annually to encompass the school site where the charter school is located.

Health and Safety Policies: In alignment with state and federal guidance, policies to address current community needs, events, preventions and situations will be updated by the authorizing district and followed in accordance by all schools within the district, to include the charter school.

Attendance to School: The charter school will follow state guidelines for school attendance, using the attendance system and follow up policies as any other school within the authorizing district.

7. RACIAL AND ETHNIC BALANCE

EdCode 47605 (c) (5) (G) The means by which the school will achieve a balance of racial and ethnic pupils, special education students, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renew, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disability Education Act (Public Law 101-476), on the balance of pupils with disability at the charter school.

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 POLICIES

EdCode 47605 (c) (5) (H) Admission policies and procedures, consistent with subdivision (e).

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

(B) If the number of pupils who wish to attend the charter school exceeds the charter 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 school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

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 attending or admitted 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 the third Monday of July 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.

For the following year, if there are waiting list students from the prior year lottery or waiting list, and if the charter school offers a grade level for those still on the list, those students will be offered seats or, if no seats are available, roll up to the next grade level in their waitlist order and not be subject to a new lottery. If a new lottery is required for that given grade level, those who rolled up on the list retain their positions and new lottery order follows suit.

Prior to admission to the Wheatland Charter Academy, parents will be given a description/overview of the Wheatland Charter Academy program. The charter document will be readily available to any parent. Parents will be given a district handbook annually. Parent volunteers at school are welcome as opportunities will be presented (Livescan rules/regulations apply).

The alternative form of instruction at Wheatland Charter Academy is not necessarily appropriate for all students.

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 opportunity for success. The school will follow suspension/expulsion laws compliant with state law.

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 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 (c) (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 board of 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.

Per Ed Code 47604.33, financial reviews shall be conducted and presented for approval to the charter school governance council:

- On or before July 1 – preliminary budget for upcoming school year
- On or before December 15 – interim financial report
- On or before March 15 – a second interim financial report
- On or before September 15 – a final, unaudited report for the prior school year

Wheatland Charter Academy will compile and provide to the authorizing district superintendent an annual performance report. This report may include the following data:

- Student progress
- Cross year analysis comparisons
- 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.
- School events held and planned
- An overview of the school's enrollment, 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 director and executive director will work cooperatively to develop the content, evaluation criteria, timelines and process for the annual performance reports.

10. SUSPENSION/EXPULSION PROCESS

EdCode 47605 (c) (5) (J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason.

Excerpt from EdCode 47605 (c) (5) (J)

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

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.

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.

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 (c) (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

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.

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

12. STUDENT ATTENDANCE ALTERNATIVES

EdCode 47605 (c) (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 (c) (5) (M) The rights of an 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 chartering authority to resolve disputes relating to provisions of the charter.

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 district's board of trustees 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.

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 district board of trustees of the 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. PROCEDURES FOR CLOSING

EdCode 47605 (c) (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.

16. PUBLIC EMPLOYER EdCode 47605 (c) (5) (O) (6)

The charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. See section 13 of this charter.

17. SERVE INTERESTS OF COMMUNITY EdCode 47605 (c) (5) (O) (7)

Wheatland Charter Academy does not undermine existing services, academic offerings or programmatic offerings. The charter school contributes to the authorizing district by providing a school choice with the added feature of the Montessori-blend for families moving to the area and especially our military families who move to the area at all times of the year. The charter school is supported by the authorizing district with all free and appropriate education services and afforded support services (i.e. student counseling, after school program, district nurse and school health aide) that the district offers to all of its schools. The charter school does not duplicate a program within the district and has sufficient capacity for pupils within reasonable proximity to

where the charter school is located. The charter school is the only school within the district that offers the Montessori-blend instructional enhancement model.

18. STATEMENT OF FINANCIAL SOUNDNESS EdCode 47605 (c) (5) (O) (8)

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 December 2019, Wheatland Charter Academy has a positive fund balance. See section 9 of this charter.

19. STATEWIDE ASSESSMENTS

EdCode 47605 (c) (5) (O) (8) (d) (1) Charter Schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 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.

20. COMMUNICATION REGARDING EDUCATIONAL PROGRAMS

EdCode 47605 (c) (5) (O) (8) (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 offer peer-to-peer training as teachers express needs and expertise. Wheatland Charter Academy may provide 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 (SST) meetings and an open door policy for parents to share ideas and concerns with the director after the parent has communicated with the teacher. Ideas presented by a parent, teacher, or staff member are considered for viability within the program, reviewed for accordance with state regulations, considered with regard to funding, manning and support for the idea.

The school holds events to encourage parent attendance with their children. Wheatland Charter Academy maintains a website, sends home monthly communication calendars when school is in full-day attendance model with interactive student activities available with consideration to health and safety polices any given current year or month, notices for community events (e.g. sport team sign-ups) and the director makes positive phone calls/cards to families. In accordance with health and safety polices that are in effect any given month or year, 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 district parent handbook is given to all Wheatland Charter Academy families to provide guidance for the campus policies and school procedures. A Wheatland Charter Academy program specific brochure may also be provided to parents.

21. RECORDS FOR STUDENTS LEAVING THE SCHOOL

EdCode 47605 (c) (5) (O) (8) (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. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. 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 a reasonable amount of time, the school follows up with the family to see where student enrolled. When necessary, the student's name is forwarded to the District of Residence, School Attendance Review Board (SARB) or the county probation department, as appropriate.

22. NON-DISCRIMINATION EdCode 47605 (c) (5) (O) (8) (4) (A)

A student will not be discouraged from enrolling or seeking to enroll for any reason, including, but not limited to, academic performance. Any student may enroll in the Wheatland Charter Academy without regard to race, religion or residence. Any person may apply for employment 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.

23. CHARTER AS A CHOICE FOR STAFF AND PUPILS

EdCode 47605 (c) (5) (O) (8) (5) (f) 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) (5) (O) (8) (5) (g) 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. OPERATIONS EdCode 47605 (c) (5) (O) (8) (5) (h)

Administrative Services: Memos of Understanding (MOUs) are in place with the authorizing district for the fees associated with the administrative services. The charter school is supported with an onsite school office.

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. The charter school is

insured to meet state/federal guidelines. The authorizing district coordinates and oversees the insurance policies for the charter school.

Facilities/Location: Wheatland Charter Academy is on a shared campus with a traditional school also within the authorizing district. There is a classroom for every teacher, access to supports and services in the same manner as any other school within the authorizing district to include, but not limited to: library, computer labs, service from the school office, food service, custodial service and building maintenance. The charter school is included under the safety plan for the campus. Students of the charter school receive 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, water bottle filling stations, exterior building paint, expanded internet access, updated HVAC filtration systems, ADA compliant access, updated classroom and campus public announcement/speaker systems, and updated classroom phones. All charter school classrooms are outfitted with carpet. The classrooms have been updated with audiovisual equipment. The classrooms are supported with updated teacher and student access technology and devices.

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.

Financial Statements: Memos of Understanding (MOUs) are in place with the authorizing district for the fees associated with the financial and student services. The charter school is included with the authorizing district for audits and regular budget reviews.

25. ACADEMIC PERFORMANCE

EdCode 47607(b)(4) criterion 4: The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public school that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Academic Performance Documentation report was developed January 2021 for submission with the renewal of the Wheatland Charter Academy petition to the authorizing district.

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 by March of the year the charter is set to expire. 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. LOCAL CONTROL FUNDING FORMULA (LCFF)/LOCAL CONTROL AND ACCOUNTABILITY 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 is available in the charter school office, online at www.wheatlandsd.com and is reviewed annually. This dependent charter is included in the Wheatland School District LCAP plan and the plan is reviewed with the charter school governance council.