

**§ 15497. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**Wheatland Charter Academy**  
**Authorizer and LEA: Wheatland Elementary School District**  
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**LCAP Year: 2014-15**

***Local Control and Accountability Plan and Annual Update***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## **Section 1: Stakeholder Engagement**

### ***What is the LCAP?***

According to the State of California, the Local Control and Accountability Plan (LCAP) shall be used to provide details regarding the local educational agencies (LEAs) actions and expenditures to support pupil outcomes and overall performance. The LCAP must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Ed Code section 52052, including pupils with disabilities, for each of the state priorities, and locally identified priorities. Locally, the LCAP is the district's plan of action to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to help ensure that all WCA students are college and career-ready, able to make life choices that have successful, universal outcomes.

### ***Who was involved in developing the LCAP?***

There have been multiple stakeholders involved throughout this planning process: Board Members, parents, teachers, principals, students, unions, community, SELPA, YCOE and more. We would like to thank all the stakeholders for helping to create our LCAP. This process demonstrated an authentic example of what happens when a community comes together to collaboratively build a realistic plan that will lead to improved outcomes for all students. Thank you!

### ***When was the LCAP developed?***

This journey has been quick and somewhat painful. We were told we had to write the LCAP but the state did not come out with the perimeters until February and we have to have a completed plan by June. This does not give much time to get all the input. We believe this is a fluid document so we will continue to gather information from our stakeholders and see how we can fit those ongoing needs into the LCAP and LCFF funding. We will finalize the LCAP action plan and bring it to the board for final approval. With final board approval, comes the next phase in this work-- implementation.

### ***Why was the LCAP developed?***

The LCAP represents the next phase of education for WCA students. It must address the needs of all our students, as well as specifically name actions for English Learners, children from low-income households, and foster youth. WCA is responsible for ensuring that our students are college and career ready. We must ensure that they can read, write, solve problems in a variety of ways, be technologically savvy, analyze, apply, communicate, collaborate, and compete at highly rigorous, international levels. The LCAP lays out the pathway to do just that. We will move forward together on our LCAP implementation.

***How was the LCAP developed?*** The LCAP was developed through a series of steps. We held stakeholder meetings, surveys and developed the action for WCA.

## **Involvement Process**

WCA went through series of meetings and surveys to look at the Strategic Planning process, gathering input from key stakeholders and creating a local strategic plan focused around key strategies: **Create High Expectations, Embrace Collective Ownership, Prioritize Accountability, Support Quality Instruction, Invest in the Whole Child, and Innovate.**

From June 2013 to January 2014, the state's Local Control Funding Formula (LCFF) and LCAP process became a reality for all school districts. So, the district took what we learned from our Strategic Planning process, aligned this information with the state's 8 LCAP priority areas, and proceeded to carry out additional community stakeholder meetings and surveys on LCFF/LCAP and the alignment to the strategic plan.

### **Details of Meeting Dates and Stakeholder group:**

**Council Meetings – August 15, September 12, October 17, December 12, February 20, March 13, April 17, and June 12**

**Staff Meetings – August 19, September 16, November 4, December 2, December 9, January 27, March 10, March 24, April 28, and May 19**

**Administration Meetings - January 21, February 18, April 1, May 6**

**DELAC Committee Meetings – January 21, April 1**

### **Parent/Community Meetings:**

**School Parent Volunteer Meetings – September 5, January 13**

**School FRC Meetings – August 27, October 24, January 23**

**Parent/Community Survey - April 10 through May 9**

**Staff Survey - April 2 through May 9**

**LCAP Approval Council Meeting – June 12**

All of these sessions were about gathering additional feedback/information from our key stakeholders on what actions we needed to take and conditions that needed to be put in place to substantially improve our student academic outcomes.

The LCFF/LCAP feedback was continually combined with the original input from the Strategic Planning process. As we reviewed the information, we noted clear actions, themes, trends, and patterns were emerging that WCA needed to carry out to meet the needs of students in order to ensure College and Career Readiness for all, but especially English Learners (ELs), Low Income (LI), and foster youth (FY).

We tried to ensure that the diversity of the district was well-represented.

We used these meetings and the surveys as a way to inform, educate, and gather input and feedback from critical stakeholders: Parents, students, teachers, principals, community partners, and community organizations. The Superintendent wrote the LCAP with input received from all stakeholders. This information was essential in developing the District LCAP.

We focused on a review of the LCFF/LCAP legislation/ requirements, strategic plan key strategies and alignment with 8 state priorities, WCA quantitative and qualitative data, budgets, and initial LCAP draft.

Stakeholder feedback, concerns, and questions were collected and actions were included in the LCAP regarding academic, social/emotional, and stakeholder involvement services for all students, but especially for English Learners (ELs), Low Income (LI), and foster youth (FY).

Board meetings that were focused on LCFF/LCAP were additional opportunities for the community to give feedback on the LCAP plan.

The draft LCAP presentation and updated iterations are posted on the district website for public review and feedback. The feedback and questions from stakeholders about the draft LCAP were responded to in writing, posted on the District website, and used to build the LCAP.

**Section 2: Goals and Progress Indicators:** For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Ensure students have access and enrollment in all required courses of study	1.1 Improve student achievement for all students	All Students	All Schools	N/A: LCAP Year 1	Continue to provide full complement of specified courses for students in grades 6-8	Continue to provide full complement of specified courses for students in grades 6-8	Continue to provide full complement of specified courses for students in grades 6-8	Pupil achievement; Course Access
Beginning in 2014-15, growth will be measured using CAASP	1.1 Improve student achievement for all students	All Students	All Schools	N/A: LCAP Year 1	Establish CAASPP ELA and Math proficiency baselines	CAASP targets to be determined using baseline data	CAASP targets to be determined using baseline data	Pupil achievement; Course Access
Based on 2015-2016 API, set new goals	1.1 Improve student achievement for all students	All Students	All Schools	N/A: LCAP Year 1	Establish API baselines	API targets to be determined using baseline data	API targets to be determined using baseline data	Pupil achievement; Course Access
Increase % students who are ready for next grade level in Math	1.1 Improve student achievement for all students	All Students	All Schools	N/A: LCAP Year 1	% students who are ready for next grade level in math will increase	% students who are ready for next grade level in math will increase	% students who are ready for next grade level in math will increase	Pupil achievement; Course Access
Increase % proficient on annual CELDT	1.2 Accelerate student learning increases for ELL and low income students	EL	All Schools	N/A: LCAP Year 1	CELDT proficiency will increase	CELDT proficiency will increase	CELDT proficiency will increase	Pupil achievement; Course Access
Increase % students reclassified	1.2 Accelerate student learning increases for ELL and low income students	EL	All Schools	N/A: LCAP Year 1	EL reclassification rate will increase	EL reclassification rate will increase	EL reclassification rate will increase	Pupil achievement; Course Access
Decrease achievement gap on standardized tests	1.2 Accelerate student learning increases for ELL and low income students	EL, LI, FY	All Schools	N/A: LCAP Year 1	Double 1.1 Targets for LI, EL, FY students	Double 1.1 Targets for LI, EL, FY students	Double 1.1 Targets for LI, EL, FY students	Pupil achievement; Course Access
Implementation of collaboration time & professional learning at all schools	2.1 Improve collaboration and autonomy at schools	All Students	All Schools	N/A: LCAP Year 1	Develop staff survey to measure collaborative decision-making	Establish baselines using new survey	Set measure targets using 2015-16 baseline data	Implement Common Core State Standards
Increase share of teachers & principals rated as proficient or exceptional	2.2 Recruit and train high quality teachers and principals	All Students	All Schools	N/A: LCAP Year 1	Develop tool to rate teachers and principals proficient or exceptional	Establish baseline using new evaluation tool	Set measure targets using 2015-16 baseline data	WCA Strategic Plan

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Hire the Highly Qualified teachers and Principals when openings happen.	2.2 Recruit and train high quality teachers and principals	All Students	All Schools	N/A: LCAP Year 1	% of new teacher who are highly qualified will increase	% of new teacher who are highly qualified will increase	% of new teacher who are highly qualified will increase	WCA Strategic Plan
Increase share of classified employees who stay	2.2 Recruit and train high quality classified employees	All Students	All Schools	N/A: LCAP Year 1	% of classified employees who stay year will increase	% of classified employees who stay into their 4th year will increase	% of classified employees who stay into their 4th year will increase	WCA Strategic Plan
Ensure implementation of CCSS for all students, including EL students	2.3 Improve instructional practice through professional development and professional learning communities at schools	All Students	All Schools	N/A: LCAP Year 1	Develop observational tool to measure CCSS implementation	Establish baselines using new observational tool	Set measure targets using 2015-16 baseline data	Implementation of CCSS
Increase parent engagement, involvement, and satisfaction.	3.1 Increase parent engagement, involvement, and satisfaction	All Students	All Schools	N/A: LCAP Year 1	Develop annual parent surveys which will measure engagement, involvement & satisfaction	Establish parent survey baselines	Set measure targets using 2015-16 baseline data	Parent Involvement
Increase # of parents who complete Healthy Kids Parent Survey	3.1 Increase parent engagement, involvement, and satisfaction	All Students	All Schools	N/A: LCAP Year 1	Healthy Kids Parent Survey response rate will increase by 10%	Healthy Kids Parent Survey response rate will increase by 10%	Healthy Kids Parent Survey response rate will increase by 10%	Parent Involvement
Increase community engagement and satisfaction	3.2 Increase community engagement and satisfaction	All Schools	All Schools	N/A: LCAP Year 1	Develop annual community surveys which will demonstrate increase engagement/satisfaction	Establish community survey baselines	Set measure targets using 2015-16 baseline data	WCA Strategic Plan
Increase attendance rates for underserved students	4.1 Allocate services to ELL and low income students	LI, EL, FY	All Schools	N/A: LCAP Year 1	ADA rate for underserved groups will increase by 0.5%	ADA rate for underserved groups will increase by 0.5%	ADA rate for underserved groups will increase by 0.5%	Student Engagement
Decrease suspensions and expulsions for underserved groups	4.1 Allocate services to ELL and low income students	LI, EL, FY	All Schools	N/A: LCAP Year 1	# of suspensions/expulsions of underserved groups will decrease by 5%	# of suspensions/expulsions of underserved groups will decrease by 5%	# of suspensions/expulsions of underserved groups will decrease by 5%	Student Engagement
Increase cohort promotion rate for underserved groups	4.1 Allocate services to ELL and low income students	LI, EL, FY	All Schools	N/A: LCAP Year 1	Cohort promotion rate for underserved groups will increase by 3%	Cohort promotion rate for underserved groups will increase by 3%	Cohort promotion rate for underserved groups will increase by 3%	Student Engagement
Increase school attendance rates	4.2 Improve student engagement and climate outcomes	All Students	All Schools	N/A: LCAP Year 1	School attendance rates will increase by 0.5% for all schools with lower than 97% attendance rate	School attendance rates will increase by 0.5% for all schools with lower than 97% attendance rate	School attendance rates will increase by 0.5% for all schools with lower than 97% attendance rate	Student Engagement

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
					Decrease % students chronically absent	4.2 Improve student Engagement and climate	All Students	
Decrease # of middle school dropouts	4.2 Improve student engagement and climate outcomes	All Students	All Middle Schools	N/A: LCAP Year 1	# of middle school dropouts will decrease by 5%	# of middle school dropouts will decrease by 5%	# of middle school dropouts will decrease by 5%	Student Engagement
Decrease # of out-of-school suspensions	4.2 Improve student engagement and climate outcomes	All Students	All Schools	N/A: LCAP Year 1	# of out-of-school suspensions will decrease by 3%	# of out-of-school suspensions will decrease by 3%	# of out-of-school Suspensions will decrease by 3%	Student Climate
Decrease # of expulsions	4.2 Improve student engagement and climate outcomes	All Students	All Schools	N/A: LCAP Year 1	Maintain low level of expulsions	Maintain low level of expulsions	Maintain low level of expulsions	Student Climate
Increase Healthy Kids Survey School Climate Index	4.2 Improve student engagement and climate outcomes	All Students	All Schools	N/A: LCAP Year 1	Increase Healthy Kids Survey School Climate Index by 5%	Increase Healthy Kids Survey School Climate Index by 5%	Increase Healthy Kids Survey School Climate Index by 5%	Student Climate
Increase % students meeting at least 5 of 6 PFT fitness standards	4.2 Improve student engagement and climate outcomes	All Students	All Schools	N/A: LCAP Year 1	% students meeting at least 5 of 6 PFT standards	% students meeting at least 5 of 6 PFT standards	% students meeting at least 5 of 6 PFT standards	Other Pupil Outcomes
Improve communication to stakeholders and increase external communications through website and media	5.1 Improve practices that build trust through transparency, data sharing, and communication	All Students	All Schools	N/A: LCAP Year 1	Develop communication tools/measures	Establish measure baselines	Set measure targets using 2015-16 baseline data	WCA Strategic Plan
Ensure staff roles and responsibilities are clear and transparent	5.1 Improve practices that build trust through transparency, data sharing, and communication	All Students	All Schools	N/A: LCAP Year 1	Develop roles and responsibility documents/charts and related communication plan	Establish baseline measure	Set measure targets using 2015-16 baseline data	WCA Strategic Plan
Conduct data needs assessment	5.2 Improve data collection and management systems	All Students	All Schools	N/A: LCAP Year 1	Develop needs assessment plan and implement	Establish baseline measure	Set measure targets using 2015-16 baseline data	WCA Strategic Plan
Establish data collection and data sharing protocols	5.2 Improve data collection and management systems	All Students	All Schools	N/A: LCAP Year 1	Develop data collection and data sharing protocols	Establish baseline measure	Set measure targets using 2015-16 baseline data	WCA Strategic Plan



Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Develop regular data reporting process	5.2 Improve data collection and management systems	All Students	All Schools	N/A: LCAP Year 1	Develop regular data reporting process	Establish baseline measure	Set measure targets using 2015-16 baseline data	WCA Strategic Plan
Convene best practices conference, summer of innovation contest, scholar in residence and response to intervention	6.1 Accelerate implementation of best practices and earned autonomy in schools	All Students	All Schools	N/A: LCAP Year 1	Develop plan and measures	Establish baseline measure	Set measure targets using 2015-16 baseline data	WCA Strategic Plan
Update Technology Master Plan	6.2 Integrate technology in classrooms to improve student learning	All Students	All Schools	N/A: LCAP Year 1	Implement Technology Master Plan	Establish baseline measure	Set measure targets using 2015-16 baseline data	WCA Strategic Plan
Students will successfully participate in SBAC testing (in 2014-15, measured by % students who complete test)	6.2 Integrate technology in classrooms to improve student learning	All Students	All Schools	N/A: LCAP Year 1	Establish baseline (% students who complete test)	Set targets using 2014-15 baseline data	Set targets using 2014-15 baseline data	WCA Strategic Plan
% teacher miss-assignments: 0%	7 Provide basic services to all students	All Students	All Schools	N/A: LCAP Year 1	Ensure 0% miss-assignments rates	Ensure 0% miss-assignments rates	Ensure 0% miss-assignments rates	Basic Services
% teacher miss-assignments of English Learners: 0%	7 Provide basic services to all students	All Students	All Schools	N/A: LCAP Year 1	Ensure 0% miss-assignment rates	Ensure 0% miss-assignment rates	Ensure 0% miss-assignment rates	Basic Services
% students with own assigned textbook or tablet: 100%	7 Provide basic services to all students	All Students	All Schools	N/A: LCAP Year 1	Ensure Williams certification finds that 100% students have access to standards aligned materials	Ensure Williams certification finds that 100% students have access to standards aligned materials	Ensure Williams certification finds that 100% students have access to standards aligned materials	Basic Services
Increase % of facilities with overall rating of 'Good' or 'Exemplary' on Williams' Visit Report:	7 Provide basic services to all students	All Students	All Schools	N/A: LCAP Year 1	Increase % facilities with Good / Exemplary rating	Increase % facilities with Good / Exemplary rating	Increase % facilities with Good / Exemplary rating	Basic Services

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

The Wheatland Charter Academy serves a diverse student population of approximately 95 students in kindergarten through fifth grade. Approximately 38% of our students qualify for free or reduced priced meals and live below the poverty level. Wheatland Charter Academy (through our authorizer, Wheatland School District) decided in 2013/14 to offer free breakfast to all students in order to make sure the students were starting the day with a meal. This program has been very popular with our students, parents and community. The staff has definitely noticed a difference in how the students start the day and we have seen a sharp decrease in student tardies. 7% of our students are designated as English Learners. 1% of our students are Foster Youth. The Districts core instructional program will continue to be taught by Highly Qualified teachers and will focus on Common Core Standards. We will strive to provide students with lessons that actively engage them in challenging learning opportunities. The Common Core implementation includes the use of supplemental materials which are rigorous and encourage higher level thinking, as well as real life opportunities. The Wheatland School District Board has directed the District to continue to look at CTE type electives for our students and to continue to bring music, art, drama and other opportunities to the students 6<sup>th</sup> – 8<sup>th</sup> grades, as students transfer after their 5<sup>th</sup> grade completion from WCA. WCA offers a Montessori supplement to curriculum that aligns with hands-on, concrete, personal learning experience model of common core. Professional development for teachers will continue to support their efforts to fully implement the Common Core and design lessons that actively involve students in their learning and provide opportunities for regular collaboration among students to deepen their knowledge.

Supports for students below grade level including students with disabilities will be available at all school sites when assessment data identifies the need for services. Special Education services are described in Exhibit A. Teachers will coordinate a plan to provide necessary interventions and monitor student progress. Teachers will provide additional support for students whose literacy skills are below grade level.

We look forward to continuing to reinstate enrichment opportunities as part of the regular program in the Wheatland Charter Academy. We plan to provide music instruction to all students beginning in 2014/15. The opportunities to participate in music and arts instruction along with other elective opportunities with the Common Core will provide all students a well-rounded education. Students who are performing at high levels will continue to be challenged at the appropriate levels.

Wheatland Charter Academy will continue to use the Renaissance Program in all of the schools. This program works to enhance instruction and academics, promote positive attendance, decrease discipline, promote positive behavior, enhance school climate, promote teamwork and provide recognition to students and staff.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in Year 2 and year 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
1.1 Improve student achievement for all students	Pupil achievement; course access	Ensure TK class size reduction to average of 24 students	All schools K-3 LEA-wide		Additional staff added if necessary	Additional staff added if necessary	Additional staff added if necessary
1.1 Improve student achievement for all students	Pupil achievement; course access	Expand transitional kindergarten	LEA-wide		Additional staff added if necessary	Additional staff added if necessary	Additional staff added if necessary
1.1 Improve student achievement for all students	Pupil achievement; course access	Ensure K – 3 <sup>rd</sup> grade class size reduction to average of 24 students	LEA-wide		Additional staff added if necessary	Additional staff added if necessary	Additional staff added if necessary

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
1.1 Improve student achievement for all students	Pupil achievement; course access	Expand EL Programs	School-wide		Materials, supplies & staff from base budget	Materials, supplies & staff from base budget	Materials, supplies & staff from base budget
1.1 Improve student achievement for all students	Pupil achievement; course access	Library book, science & arts materials refresh & accelerated reader at K-8	LEA-wide		Books, materials & supplies \$ from base budget with \$ in supplemental & concentration grants – See Exhibit B	Books, materials & supplies \$ from base budget with \$ in supplemental & concentration grants – See Exhibit B	Books, materials & supplies \$ from base budget with \$ in supplemental & concentration grants – See Exhibit B
1.1 Improve student achievement for all students	Pupil achievement; course access	Expand & improve career ready programs & services	LEA Wide		Add staff, programs & services from supplemental & concentration grants	Add staff, programs & services from supplemental & concentration grants	Add staff, programs & services from supplemental & concentration grants
1.1 Improve student achievement for all students	Pupil achievement; course access	Expand innovative STEM opportunity	School-wide family-wide in 2015-16, LEA-wide		Implementation of STEM Lab for schools \$ from supplemental, concentration grants – See Exhibit B	Implementation of STEM Lab for schools \$ from supplemental, concentration grants – See Exhibit B	Implementation of STEM Lab for schools \$ from supplemental, concentration grants – See Exhibit B
2.1 Improve collaboration and autonomy at schools	Implement Common Core State Standards	Implementation of collaboration time & professional learning at all schools	LEA-wide		Instructional leadership academy, academic conferencing & data analysis using \$ in state CCSS and federal Title I & Title II funds – See Exhibit B	Continue instructional leadership academy, academic conferencing & data analysis using \$ from supplemental & concentration and \$ federal Title I & Title II grants – See Exhibit B	Continue instructional leadership academy, academic conferencing & data analysis using \$ from supplemental & concentration and \$ federal Title I & Title II grants – See Exhibit B
2.1 Improve collaboration and autonomy at schools	Implementation of CCSS, academic content & performance standards	Decentralize funding to schools for implementation of school plans	LEA-wide		Direct allocation to schools using \$ in supplemental & concentration grants – See Exhibit B	Direct allocation to schools using \$ in supplemental & concentration grants – See Exhibit B	Direct allocation to schools using \$ in supplemental & concentration grants – See Exhibit B
2.2 Recruit and train high quality teachers and principals	WCA Strategic Plan only	Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention	LEA-wide		Use \$ in base budget and federal grants to hire hard to find teachers – See Exhibit B	Use \$ in base budget and federal grants to hire hard to find teachers; improve competitive salary position for teachers & principals – See Exhibit B	Use \$ in base budget and federal grants to hire hard to find teachers; improve competitive salary position for teachers & principals – See Exhibit B

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
2.3 Improve instructional practice through professional development and professional learning communities at schools	Implementation of CCSS, academic content & performance standards	Implementation of CCSS, ELL standards, Next Generation Science standards in all schools	LEA-wide		Provide professional coaches, data support tools, professional development & supervision using \$ in state CCSS funds and \$ in Title II and \$ in supplemental & concentration grant funds – See Exhibit B	Provide professional coaches, data support tools, professional development & supervision using \$ in state CCSS funds and \$ in Title II and \$ in supplemental & concentration grant funds – See Exhibit B	Provide professional coaches, data support tools, professional development & supervision using \$ in state CCSS funds and \$ in Title II and \$ in supplemental & concentration grant funds – See Exhibit B
2.3 Improve instructional practice through professional development and professional learning communities at schools	Implementation of CCSS, academic content & performance standards	Use teacher evaluation and student feedback surveys to improve student outcomes	LEA-wide		Create & implement teacher evaluation and student feedback surveys with \$ in base budget – See Exhibit B	Implement teacher evaluation and student feedback surveys with \$ in base budget – See Exhibit B	Implement teacher evaluation and student feedback surveys with \$ in base budget – See Exhibit B
2.3 Improve instructional practice through professional development and professional learning communities at schools	Implementation of CCSS, academic content & performance standards	Provide additional calendar days for teacher professional development	LEA-wide		Provide additional calendar days for teacher professional development using \$ in supplemental & concentration funds – See Exhibit B	Provide additional calendar days for teacher professional development using \$ in supplemental & concentration funds – See Exhibit B	Provide additional calendar days for teacher professional development using \$ in supplemental & concentration funds – See Exhibit B
3.2 Increase community engagement and satisfaction	WCA Strategic Plan only	Increase involvement & provide access community based organizations and businesses	LEA-wide		Increase involvement & provide access community based organizations and businesses with \$ in base budget funding – See Exhibit B	Increase involvement & provide access community based organizations and businesses with \$ in base budget funding – See Exhibit B	Increase involvement & provide access community based organizations and businesses with \$ in base budget funding – See Exhibit B
4.2 Improve student engagement and climate outcomes.	Pupil engagement; School climate; Other pupil outcomes	Enhance the implementation of Renaissance	LEA-wide		Enhance the implementation of Renaissance using \$ in supplemental & concentration grant funds – See Exhibit B	Enhance the implementation of Renaissance using \$ in supplemental & concentration grant funds – See Exhibit B	Enhance the implementation of Renaissance using \$ in supplemental & concentration grant funds – See Exhibit B
4.2 Improve student engagement and climate outcomes	Pupil engagement; School climate; Other pupil outcomes	Provide for basic student safety and social-emotional support	LEA-wide		Provide for basic student safety and social-emotional support using \$ in base budget funds and \$ in supplemental & concentration grant funds – See Exhibit B	Provide for basic student safety and social-emotional support using \$ in base budget funds and \$ in supplemental & concentration grant funds – See Exhibit B	Provide for basic student safety and social-emotional support using \$ in base budget funds and \$ in supplemental & concentration grant funds – See Exhibit B

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
4.2 Improve student engagement and climate outcomes.	Pupil engagement; School climate; Other pupil outcomes	Support and expand the Safe, Supportive School grant funding after state grant funds end in 2013-14	LEA-wide		Use \$ in supplemental & concentration grant funds to support and expand the Safe, Supportive School programs – See Exhibit B	Use \$ in supplemental & concentration grant funds to support and expand the Safe, Supportive School programs – See Exhibit B	Use \$ in supplemental & concentration grant funds to support and expand the Safe, Supportive School programs – See Exhibit B
4.2 Improve student engagement and climate outcomes.	Pupil engagement; School climate; Other pupil outcomes	Increase services for students and provide coordination to arts and gifted programs, as well as training for teachers	LEA-wide		Use \$ in base budget funding and \$ in supplemental & concentration funds to increase services for students and provide coordination to arts and gifted programs, as well as training for teachers – See Exhibit B	Use \$ in base budget funding and \$ in supplemental & concentration funds to increase services for students and provide coordination to arts and gifted programs, as well as training for teachers – See Exhibit B	Use \$ in base budget funding and \$ in supplemental & concentration funds to increase services for students and provide coordination to arts and gifted programs, as well as training for teachers – See Exhibit B
4.2 Improve student engagement and climate outcomes.	Pupil engagement; School climate; Other pupil outcomes	Add extracurricular Programs and support for coordination within schools	LEA-wide		Use \$ in supplemental and concentration grant funding to add extracurricular programs and support for coordination within schools – See Exhibit B	Use \$ in supplemental and concentration grant funding to add extracurricular programs and support for coordination within schools – See Exhibit B	Use \$ in supplemental and concentration grant funding to add extracurricular programs and support for coordination within schools – See Exhibit B
5.1 Improve practices that build trust through transparency, data sharing, and communication	WCA Strategic Plan only	Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly	LEA-wide		Use \$ base budget funds to fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly – See Exhibit B	Use \$ base budget funds to fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly – See Exhibit B	Use \$ base budget funds to fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly – See Exhibit B

5.2 Improve data collection and management systems	WCA Strategic Plan only	Add Director position for data collection, entry, LCAP implementation & program implementation	LEA-wide		Use \$ in supplemental & concentration grant funds to employ a Director Position – See Exhibit B	Use \$ in supplemental & concentration grant funds to employ a Director Position – See Exhibit B	Use \$ in supplemental & concentration grant funds to employ a Director Position – See Exhibit B
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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in Year 2 and Year 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
6.2 Integrate technology in classrooms to improve student learning	WCA Strategic Plan only	Use data system of formative, interim & summative assessments for regular school year	LEA-wide		Use \$ state & federal funds for a data system of formative, interim & summative assessments for summer & regular school year – See Exhibit B	Use \$ in base budget funds for a data system of formative, interim & summative assessments for summer & regular school year – See Exhibit B	Use \$ in base budget funds for a data system of formative, interim & summative assessments for summer & regular school year – See Exhibit B
6.2 Integrate technology in classrooms to improve student learning	WCA Strategic Plan only	Hire 5 hour Para Ed – Tech for two sites	LEA-wide		Use \$ state & federal funds, interim & summative assessments for regular school year – See Exhibit B	Use \$ state & federal funds, interim & summative assessments for regular school year – See Exhibit B	Use \$ state & federal funds, interim & summative assessments for regular school year – See Exhibit B
6.2 Integrate technology in classrooms to improve student learning	WCA Strategic Plan only	Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network	LEA-wide		Use \$ in state/federal funds to Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network – See Exhibit B	Use \$ in state/federal funds to Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network – See Exhibit B	Use \$ in state/federal funds to Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network – See Exhibit B
6.2 Integrate technology in classrooms to improve student learning	WCA Strategic Plan only	Provide technology devices for students	LEA-wide with high need schools first		Use \$ in district funds to provide technology devices for students – See Exhibit B	Use \$ in district funds to provide technology devices for students – See Exhibit B	Use \$ in district funds to provide technology devices for students – See Exhibit B
6.2 Integrate technology in classrooms to improve student learning	WCA Strategic Plan only	Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	LEA-wide		Use \$ in supplemental, concentration grants, \$ in base budget, to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum – See Exhibit B	Use \$ in supplemental, concentration grants, \$ in base budget, to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum – See Exhibit B	Use \$ in supplemental, concentration grants, \$ in base budget, to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum – See Exhibit B



- B. Identify additional annual actions and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above).

List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

The Wheatland Charter Academy fully understands the need to provide support for all students. Some students require support for short periods of time in order to comprehend a particular skill or concept. Other students require a system of ongoing supports in order to meet the needs presented by certain circumstances in their lives. Approximately 38% are considered low income. 7% of our students are designated as English Learners. 3% of our students are Foster Youth. Wheatland Charter Academy strives to provide an instructional program that meets the needs of all students. We also work very hard to provide an instructional program that meets the needs of the students who may be underperforming academically through Response to Intervention/Early Intervention. Additional instruction time is planned in order to provide increased access to Common Core Standards. This additional learning time will also provide opportunities for interventions for targeted students and/or enrichment opportunities. Support services for English Learners are well established in our District. Identified students receive services designated to meet their needs. The teachers provide focused instruction to meet the individual needs of each EL student. We have site ELAC and a District DELAC committee. These representatives have a venue for voicing their concerns and to provide input on how we can better serve the needs of the students. It also provides an effective means of communication between the school and the home.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA- wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	LCAP Year Year 2: 2015-16	LCAP Year Year 3: 2016-17
1.2 Accelerate student learning increases for ELL, low income, foster youth students	Pupil achievement; course access	Increase Para Ed services for English Language Learner, Foster Youth and Limited Income students	LEA-wide		Increase hours and number of para educators in grades Kdg and 1 <sup>st</sup> grade using \$ in supplemental & concentration grant funds – See Exhibit B	Increase hours and number of para educators in grades Kdg and 1 <sup>st</sup> grade using \$ in supplemental & concentration grant funds – See Exhibit B	Increase hours and number of para educators in grades Kdg and 1 <sup>st</sup> grade using \$ in supplemental & concentration grant funds – See Exhibit B
1.2 Accelerate student learning increases for ELL, low income, foster youth students	Pupil achievement; course access	Counseling and psychological services for highest needs schools	School-wide in 14-15 & 15-16; LEA-wide in 16-17		Provide additional counselors and psychologists time for students in highest needs schools with \$ in supplemental & concentration funds – See Exhibit B	Provide additional counselors and psychologists time for students in highest needs schools with \$ in supplemental & concentration funds – See Exhibit B	Provide additional counselors and psychologists time for students in highest needs schools with \$ in supplemental & concentration funds – See Exhibit B
1.2 Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students	Pupil achievement; course access	Increase services for English Language Learner assessment, reclassification processes and materials	LEA-wide		Increase and improve ELL assessment & reclassification services & materials with \$ in supplemental & concentration funds – See Exhibit B	Increase and improve ELL assessment & reclassification services & materials with \$ in supplemental & concentration funds – See Exhibit B	Increase and improve ELL assessment & reclassification services & materials with \$ in supplemental & concentration funds – See Exhibit B
1.2 Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students	Pupil achievement; course access	Implement the full-services learning center model at schools	School - wide		Implement the full-services learning center model at one school in 2014-15 with \$ in supplemental & concentration funds – See Exhibit B	Implement the full-services learning center model at one school in 2015-16 with \$ in supplemental & concentration funds – See Exhibit B	Implement the full-services learning center model at one school in 2016-17 with \$ in supplemental & concentration funds – See Exhibit B

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	LCAP Year Year 2: 2015-16	LCAP Year Year 3: 2016-17
1.2 Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students	Pupil achievement; course access	Add staffing at middle school to improve learning of targeted students at high need schools	School-wide		Add staffing at middle School \$ in supplemental & concentration funding – See Exhibit B	Add staffing at middle School \$ in supplemental & concentration funding – See Exhibit B	Add staffing at middle School \$ in supplemental & concentration funding – See Exhibit B
1.2 Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students	Pupil achievement; course access	Continue to provide out-of-school time services to highest need students	LEA-wide		Summer Camp with \$ supplemental & concentration funding and \$ in ASP funding – See Exhibit B	Summer Camp with \$ supplemental & concentration funding and \$ in ASP funding – See Exhibit B	Summer Camp with \$ supplemental & concentration funding and \$ in ASP funding – See Exhibit B
1.2 Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students	Pupil achievement; course access	Add/increase music to all schools	School-wide		Using \$ in supplemental & concentration funding – See Exhibit B	Using \$ in supplemental & concentration funding – See Exhibit B	Using \$ in supplemental & concentration funding – See Exhibit B
3.1 Increase parent engagement, involvement, and satisfaction	Parent Involvement	Increase services in schools for parent liaison, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation	School-wide for targeted schools		Add parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$ in supplemental & concentration grants – See Exhibit B	Add parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$ in supplemental & concentration grants – See Exhibit B	Add parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$ in supplemental & concentration grants – See Exhibit B

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4.1 Allocate services to ELL, low income, foster youth, redesignated EL students	Pupil achievement; course access	Implement the 2014 English Language Learner master plan	LEA-wide		Add staffing including professional development coaches and materials with \$ from supplemental & concentration funds and \$ from state/federal grants – See Exhibit B	Add staffing including professional development coaches & materials with \$ from supplemental & concentration funds and \$ from state/federal grants – See Exhibit B	Add staffing including professional development coaches & materials with \$ from supplemental & concentration funds and \$ from state/federal grants – See Exhibit B
4.1 Allocate services to ELL, low income, foster youth, redesignated EL students	Pupil achievement; course access	Provide counseling & psychological services for whole school intervention schools	School-wide		Provide counseling & psychological services for the whole school intervention school using \$ from supplemental & concentration funds – See Exhibit B	Provide counseling & psychological services for the whole school intervention school using \$ from supplemental & concentration funds – See Exhibit B	Provide counseling & psychological services for the whole school intervention school using \$ from supplemental & concentration funds – See Exhibit B
4.1 Allocate services to ELL, low income, foster youth, redesignated EL students	Pupil achievement; course access	Provide technology coaches at targeted schools	School-wide 14-15 & 15-16 and LEA-wide 16-17		Use \$ in supplemental & concentration funds to provide technology coaches at schools – See Exhibit B	Use \$ in supplemental & concentration funds to provide technology coaches at schools – See Exhibit B	Use \$ in supplemental & concentration funds to provide technology coaches at schools – See Exhibit B

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 44.44 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

WCA's funding for Supplemental and Concentration in FY14-15 is estimated at \$18,416. After identifying \$18,416 in FY 2012-13 expenditures which support and serve the students identified in the unduplicated count, the increased expenditures in 2014-15 are estimated to be \$20,000. The program areas funded are provided in section 3A of this document.

WCA is housed on the Lone Tree School campus, which provides Title 1 school wide programs. Approximately 38% of our students qualify for free or reduced priced meals. 7% of our students are designated as English Learners. 1% of our students are Foster Youth. 10% of our student population has been identified as students with disabilities (with 5% of that 10% receiving speech only services).

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The Wheatland Charter Academy serves a diverse student population of approximately 95 students in kindergarten through fifth grade. Approximately 38% of our students qualify for free or reduced priced meals. Wheatland Charter Academy (through our authorizer, Wheatland School District) decided in 2013/14 to offer free breakfast to all students in order to make sure the students were starting the day with a meal. This program has been very popular with our students, parents and community. The staff has definitely noticed a difference in the how the students start the day and we have seen a sharp decrease in tardies. 7% of our students are designated as English Learners. 1% of our students are Foster Youth. As a result of a wide range of socio-economic and language needs, a variety of approaches are needed. Some students require support for a short period of time in order to comprehend a particular skill or concept. Other students require a system of ongoing supports in order to meet the needs presented by certain circumstances in their lives. We believe the best way to meet the needs of all of our students is to increase opportunities for student learning.

The unduplicated student count in WCA is estimated to be 44.44% in the 2014-15 school year. Programs and services that are district wide and school wide are offered predominately at schools that have a percentage of unduplicated student count over 35%. A portion of supplemental and concentration funds were allocated to all schools for school site level decision making based upon each school's percentage of students qualifying.

The minimum proportionality percentage equals 2.74%.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

1-03-14 [California Department of Education]

## Exhibit A – Special Education Services

The overall system for delivery of services to children with disabilities at the Wheatland Charter Academy is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration. The District conducts child find activities, evaluates students who are suspected of having a qualifying disability, and offers an individualized education program (IEP) of special education and related services to qualifying students.

Through the IEP process and participation of all required IEP team members including parent, special education teacher, general education (GE) teacher, administrator and related service providers as necessary, students qualifying for special education are assured of an offer of a Free and Appropriate Public Education in the Least Restrictive Environment. The IEP team works collaboratively to assure that the services and supports identified on the IEP are provided to the student in a manner that provides educational benefit in the Least Restrictive Environment. A full continuum of options is available for consideration by the IEP team including specialized academic instruction, speech-language services, psychology services, occupational therapy, adapted physical education, educationally related mental health services, physical therapy, nursing, assistive technology equipment support, behavior assessment and planning, and itinerant vision services. Specialized itinerant instruction for students who are Deaf or Hard of Hearing is also available, as necessary, through contracted services with Sutter County Superintendent of Schools. For students who are unable to progress at their neighborhood school or another school within the District, the district IEP team considers referral to the regional special day class program (SDC) with Yuba County Office of Education, or a referral to a non-public school (NPS).

Students with disabilities participate in general education, including nonacademic and extracurricular activities, to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other removal of students with disabilities from the regular education environment may occur. This is warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When a student is placed in a regional SDC program or an NPS, the IEP team will consider transition back to district programs at each IEP.

Specific information about special education at the District is detailed in the following documents available at the District office and/or the Yuba County SELPA office: 1) Yuba County SELPA Local Plan for Special Education, 2) Yuba County SELPA Local Policies and Procedures, and 3) Yuba County SELPA Eligibility Criteria Handbook.

**Wheatland Charter Academy**  
**Exhibit B: LCAP Budget Summary**

Related State & Local Priorities	Actions & Services	Object Code	LCFF Base Res 0000	Lottery Res 1100	Unrestricted GF	Common Core State Standards Res. 7405	Prop 20 Instr Mat Res 6300	Special Ed Res 6500	Restricted GF	Combined GF
	Special Education	1000s			\$ -				\$ -	\$ -
Student Achievement	ParaEducators	2000s	\$ 66,261.17		\$ 66,261.17				\$ -	\$ 66,261.17
		3000s	\$ 58,361.18		\$ 58,361.18				\$ -	\$ 58,361.18
Course Access	Materials/Supplemental	4000s		\$ 12,978.00	\$ 12,978.00				\$ -	\$ 12,978.00
	Targeted Services	5000s			\$ -				\$ -	\$ -
		6000s			\$ -				\$ -	\$ -
		7000s			\$ -			\$ 19,000.00	\$ 19,000.00	\$ 19,000.00
		<b>Total</b>	\$ 124,622.35	\$ 12,978.00	\$ 137,600.35	\$ -	\$ -	\$ 19,000.00	\$ 19,000.00	\$ 156,600.35
		1000s			\$ -				\$ -	\$ -
Student Engagement	FRC-Intervention	2000s	\$ 15,477.03		\$ 15,477.03				\$ -	\$ 15,477.03
		3000s	\$ 14,354.43		\$ 14,354.43				\$ -	\$ 14,354.43
School Climate	ROCK	4000s	\$ 6,000.00		\$ 6,000.00				\$ -	\$ 6,000.00
		5000s			\$ -				\$ -	\$ -
		6000s			\$ -				\$ -	\$ -
Basic Services		7000s			\$ -				\$ -	\$ -
		<b>Total</b>	\$ 35,831.46	\$ -	\$ 35,831.46	\$ -	\$ -	\$ -	\$ -	\$ 35,831.46
	Professional development for teachers	1000s			\$ -				\$ -	\$ -
Implementation of Common Core State Standards		2000s			\$ -				\$ -	\$ -
		3000s			\$ -				\$ -	\$ -
	Textbook Adoption	4000s	\$ 9,250.00		\$ 9,250.00	\$ 11,717.00	\$ 3,090.00		\$ 14,807.00	\$ 24,057.00
	Supplemental Materials	5000s	\$ 1,000.00		\$ 1,000.00				\$ -	\$ 1,000.00
	Technology	6000s			\$ -				\$ -	\$ -
		7000s			\$ -				\$ -	\$ -
		<b>Total</b>	\$ 10,250.00	\$ -	\$ 10,250.00	\$ 11,717.00	\$ 3,090.00	\$ -	\$ 14,807.00	\$ 25,057.00
		1000s	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		2000s	\$ 81,738.20	\$ -	\$ 81,738.20	\$ -	\$ -	\$ -	\$ -	\$ 81,738.20
		3000s	\$ 72,715.61	\$ -	\$ 72,715.61	\$ -	\$ -	\$ -	\$ -	\$ 72,715.61
<b>BUDGET SUMMARY</b>		4000s	\$ 15,250.00	\$ 12,978.00	\$ 28,228.00	\$ 11,717.00	\$ 3,090.00	\$ -	\$ 14,807.00	\$ 43,035.00
		5000s	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	\$ -	\$ -	\$ -	\$ 1,000.00
		6000s	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		7000s	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00
		<b>Total</b>	\$ 170,703.81	\$ 12,978.00	\$ 183,681.81	\$ 11,717.00	\$ 3,090.00	\$ 19,000.00	\$ 33,807.00	\$ 217,488.81