

**Plumas Alternative Learning Services, d/b/a**

**Plumas Charter School**

# **Renewal Charter Petition**



**Presented September 13, 2017  
To the Governing Board of the  
PLUMAS UNIFIED SCHOOL DISTRICT**

*This document was prepared in compliance with the terms, conditions, and requirements of California Education Code Section 47605, et seq., The Charter Schools Act, and related applicable statutes and regulations.*

## Affirmations and Assurances

As the authorized lead petitioner, I, **Taletha Washburn**, hereby certify that the information submitted in this petition for a California public charter school, submitted to the Plumas Unified School District (PUSD), and to be located at several sites throughout Plumas County is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if the charter is approved, Plumas Charter School will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

- ☐ Plumas Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(c)(1)]
- ☐ Plumas Charter School will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605(b)(6)]
- ☐ Plumas Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- ☐ Plumas Charter School will not charge tuition. [Ref. California Education Code Section 47605(d)(1)]
- ☐ Plumas Charter School shall admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to Plumas Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code Section 47605(d)(2)(B)]
- ☐ Plumas Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- ☐ Plumas Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- ☐ Plumas Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Education Code Section 47605(b)(5)(E), 5 C.C.R. § 11967.5.1(f)(5)(C)]
- ☐ Plumas Charter School will ensure that its teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. [Ref. California Education Code Section 47605(1)]
- ☐ Plumas Charter School will at all times maintain all necessary and appropriate insurance coverage.
- ☐ Plumas Charter School shall, for each fiscal year, offer at least the minimum number of minutes of instruction per grade level required by Education Code Section 47612.5(a)(1)(A)-(D).
- ☐ If a pupil is expelled or leaves the Plumas Charter School without graduating or completing the school year for any reason, Plumas 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. [Ref. California Education Code Section 47605(d)(3)]
- ☐ Plumas Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- ☐ Plumas Charter School shall on a regular basis consult with its parents and teachers regarding the School's education programs. [Ref. California Education Code Section 47605(c)(2)]
- ☐ Plumas Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]
- ☐ Notwithstanding any other provision of law and except to the extent inconsistent with this section and Section 47634.2, Plumas Charter School shall comply with Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 and implementing regulations adopted thereunder. [Ref. California Education Code Section 47612.5(b)]

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Taletha Washburn, Executive Director, Plumas Charter School

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Date

## **Table of Contents**

I.	Educational Program	Page 12
II.	Annual Student and School Wide Goals	Page 14, 38
III.	Measurable Pupil Outcomes	Page 38
IV.	Methods of Measuring Student Progress	Page 44
V.	The Governance Structure of the School	Page 46
VI.	Employee Qualifications	Page 51
VII.	Health and Safety	Page 55
VIII.	Racial and Ethnic Balance	Page 57
IX.	Admission Requirements	Page 59
X.	Financial Planning, Reporting and Accountability	Page 63
XI.	Suspension, Dismissal, and Expulsion Procedures	Page 68
XII.	Employee Participation in STRS, PERS, and Social Security	Page 80
XIII.	Attendance Alternatives	Page 81
XIV.	School District Employment Rights	Page 81
XV.	Dispute Resolution	Page 82
XVI.	School Closure Procedure	Page 83
	 Additional Impact on Charter Authorizer	 Page 86
	Additional Clauses	Page 89

## **List of Tables**

1. Whole School Enrollment History	Page 22
2. Historical API Scores	Page 39
3. 2016-2017 iReady Data	Page 44
4. 2016-2017 iReady Growth Data	Page 45
5. Comparative SBAC Data: PUSD and PCS-Language Arts Grades 3-6	Page 41
6. Comparative SBAC Data: PUSD and PCS-Mathematics Grades 3-6	Page 41
7. Comparative SBAC Data: PUSD and PCS-Language Arts Grades 7-11	Page 42
8. Comparative SBAC Data: PUSD and PCS-Mathematics Grades 7-11	Page 42
9. Comparative Ethnicity Data for PUSD and PCS 2015-2016	Page 57
10. Historical Ethnicity Demographic Data	Page 58

## **List of Figures**

1. Stages of Intervention	Page 38
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## Appendices

1. Local Control Accountability Plan
2. Comprehensive Resource Center Schedules (Quincy, Greenville, IVA, and Chester)
3. PCS Parent, Student Handbook
4. Student Suspension, Dismissal and Expulsion Policy
5. PUSD/PCOE Memorandums of Understanding
  - a. Comprehensive
  - b. PCOE
6. PCS's Student Enrollment Policy and Procedure
7. CDE API Reports
8. Governance Related Policy
  - a. Plumas Charter School Conflict of Interest Policy and Procedure
  - b. Plumas Charter School Code of Ethics for Board Members Policy and Procedure
  - c. Board Member Publicity
  - d. Policy on Distribution of Authority Between PCS Executive Director and PCS Board of Directors
9. Administrative Job Descriptions
  - a. Executive Director Job Description
  - b. Site Director Job Description
10. Edtec Services and Qualifications
11. PALS
  - a. Articles of Incorporation
  - b. Bylaws
12. Insurance Policy
13. Comprehensive Educational Staff Listing and Qualifications
14. Teacher Evaluation Rubric and Teacher Evaluation Process
15. Comprehensive Listing of Staff Development Activities Provided over the Last Three Years
16. Health and Safety Related Policies
  - a. Injury and Illness Prevention Program Safety Manual

- b. Emergency School Safety Policy and Procedure
  - c. Field Trip Safety Policy and Procedure
  - d. Policy and Procedure on Administration of Medications at School
  - e. Plumas Charter School is a Tobacco Free, Drug Free and Weapon Free Zone
  - f. PCS Employee Handbook
  - g. Student Policy on Sexual Harassment
- 17. Sample Master Agreement for Independent Study
  - 18. Plumas Charter School Closure Policy and Procedure
  - 19. 2015-2016 Auditors Report
  - 20. 2015-2016 Audit Finding Documentation and Remediation
  - 21. 2017-2018 Budget Projections and Cash Flow
  - 22. Facilities Leases
  - 23. EDCOE/JPA Agreements
  - 24. A-G Approved List
  - 25. Student Action Plan

*Charter of Plumas Charter School  
A California Public Charter School*

**Legislative Intent for Charter Schools [Ref. California Education Code Section 47601]**

This petition will outline how Plumas Charter School (PCS) will help accomplish the goals of the California legislature for charter schools:

(a) Improve pupil learning.

*PCS's curriculum and instructional methods are well-aligned with the needs of the target population. They are responsive to students' needs, with emphasis on instructional differentiation and personalization, relevance and student engagement.*

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

*Any student can enroll in PCS to take advantage of its distinctive and flexible learning opportunities.*

(c) Encourage the use of different and innovative teaching methods.

*PCS focuses on identifying, developing, and applying student's academic, artistic, and social-emotional strengths. PCS incorporates each student's strengths to differentiate instruction, monitor growth, and adjust instructional emphasis and support as needed. PCS's instructional program incorporates meaningful and relevant interdisciplinary, thematic learning experiences with an emphasis on critical thinking and real-life application. PCS will provide opportunities for participation in visual and performing arts, and in design thinking.*

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

*PCS offers teachers the opportunity to be fully invested in the school's program and all of the decisions therein. Teachers have the opportunity to participate in curriculum and other committees, and in developing the comprehensive school program. Teachers are encouraged to attend PCS Board of Director's meetings, where they can be actively involved in decision-making at the school site.*

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

*As described above, PCS will provide parents and students with an educational choice that is different from the traditional model.*

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

*This goal is achieved through charter school legislation and reflected in the description of academic accountability of this petition.*



(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

*This goal is also embedded in the structure of charter schools, by allowing alternatives like PCS to exist alongside non-charter public schools.*

PCS recognizes the fact that not all students learn the same and that students are often unmotivated to succeed in school because of negative peer influences, frustrations with the learning process, and/or limited visions for their futures. We actively personalize the education of each of our students and take into consideration each student's and families unique needs.

The Charter Schools Act (or Act) (Education Code Sections 47600 *et seq.*) requires each charter school to have a "charter" that outlines at least the fifteen (15) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

### **Introduction**

PCS is a public charter school that serves Transitional Kindergarten through 12th grade. PCS offers a innovative educational programs in Quincy, Indian Valley and Chester, California. PCS is known for its personalized learning approach, its programmatic flexibility and its sincere attention to the needs of our students. PCS is implementing an arts-enriched, interdisciplinary learning environment aligned with state standards using a variety of curriculum that nurtures the intellectual, social, and creative growth of students, builds an inclusive community and supports the academic achievement of its students.

With a strong backbone of support from multiple entities, including the California Charter School's Association, the Charter Schools Development Center, Edtec, Plumas Rural Services, Plumas County Probation, and Feather River College, Plumas Charter School has and will continue to demonstrate operational, fiscal, and programmatic capacity to operate and maintain a successful school. Interest and support for the school is strong in the community as evidenced by community organizations, educational organizations and our tremendous growth over the last four years that has resulted in a waiting list for some program options.

In this petition we will demonstrate that PCS will offer a rigorous standards-based educational program that employs sound teaching practices. Our budget is presented realistically and demonstrates a fiscal understanding of charter school accounting and law. Our operations and procedures are sound and based on related rules, regulations and authorizing structures. PCS will continue to add value to the lives of students, families, and Plumas County.

### **The Role of Teachers**

Teachers will support the creation and implementation of a curriculum that is interdisciplinary, thematic, standards based, and engaging. To help students to learn best, teachers will adapt curriculum and lessons to match their students' needs, interests, and strengths. Teachers will continue to learn and grow themselves in order to both improve their craft and provide students with visible models of learners. To do this, teachers need more than skills; they need time, energy and a genuine love of learning. PCS aims to support their teachers through professional development and through the provision of instructional aides for most teachers.

PCS will provide time for teacher collaboration during the regular school week. PCS believes that good teaching requires time during which teachers can reflect and thoughtfully strategize and collaborate. This time will be allotted to the following activities:

- Collaborative curriculum planning and articulation;
- Review of student action plans
- Discussion of challenging student behavior and effective strategies in mediating it
- Review of student work
- Discussion and analysis of specific students and their learning needs;
- Staff development on components of the PCS program

Allowing for this time regularly will support teachers in addressing the needs of individual students and will foster a professional atmosphere in which teachers are comfortable discussing their successes and their struggles. As a result, we anticipate that teachers will continually improve their skills and student needs will be met.

### **The Role of Families**

Students are more successful when family and community publicly and consistently support the students' activities and learning. Parents and guardians significantly impact student learning, both directly and indirectly. They provide models of learners for their children and can interact with their children in ways that facilitate learning. Given the potentially positive influence families have on student learning, PCS views parents and guardians as partners and values their involvement in all facets of school life, from volunteering in center based activities to sharing ideas with school leaders.

Family involvement will be encouraged at PCS. This involvement will respect family schedules and interests and can take the form of:

- Becoming a member of the PCS Board of Directors
- Volunteering in center based activities/field trips;
- Conducting phone calls to parents in support of school programs;
- Participating in evening or weekend community events in support of school programs.

### **Administrative Team**

#### **Taletha Washburn, Executive Director**

Mrs. Washburn has been involved in education within Plumas County for 20 years. Her various roles have included tutor, mentor, AmeriCorps volunteer, substitute teacher, Feather River College Adjunct Faculty, and TRIO Grant mentor and teacher. She has worked specifically with PCS for 13 years and has expertise in all aspects of charter school management, including curriculum, instruction, and assessment; finance, facilities, and business management; and organizational management, governance, and administration. Mrs. Washburn completed her undergraduate work at Feather River College and Brevard College, majoring in Ecology, and her graduate work at Chico State University. She holds a MA in Education: Curriculum and Instruction, and Teaching Credentials in Mathematics and Life Science.

*Susan Weber, IVA Director Grades TK-8*

Ms. Weber has been involved in education both in the United States and across the globe for the past 38 years. As a member of the Missionaries of Charity (order founded by Mother Teresa) for 16 years, she was involved in design mobilization operations and administration, opening the first AIDS Hospice in New York, developing and implementing programs for unwed mothers, the homeless, emergency relief work, orphanages, and summer camps. For 13 years she applied, developed, and implemented the ASES (After School Education and Safety Program) for Plumas Unified School District. She developed and implemented our current learning center for 7 - 12 grade in Indian Valley. She has worked on policy development for the ASES program, written grants, and developed programs as well as presented at the National Charter School Conference held in Washington, D.C. Ms. Weber completed her undergraduate work at Franklin and Marshall majoring in Physics.

*Ryan Schramel, IVA Director Grades 9-12*

Mr. Schramel was raised in Plumas County, graduating from Greenville High School in 1999. He attended Saint Mary's College until 2003, graduating with a BS in Psychology. He was then commissioned in the United States Marine Corps. As a United States Marine he deployed multiple times in support of combat operations in both Iraq and Afghanistan, he has also supported Humanitarian Aid/Disaster relief operations in South East Asia. His personal awards include: Bronze Star with Combat Distinguishing Device, Meritorious Service Medal, and the Navy and Marine Corps Commendation medal with Combat Distinguishing Device and two gold stars in lieu of third award. In 2014, he left the active duty component and has been pursuing a career in public education. Ryan holds a Teaching Credential in Social Science.

*Patrick Joseph, Quincy Site Director*

Mr. Joseph has over 10 years of management and leadership experience while serving as an Infantry Officer in the United States Marine Corps (USMC). He is continuing to serve as a reservist in the USMC-Reserves. He holds a BA in Political Science from the University of Massachusetts, Boston. Mr. Joseph is currently pursuing a M.Ed. in Education Administration from National University. He continues to apply his background in leadership fundamentals, planning, and collaboration to our educational environment. He believes that all can be shared with students, teachers, families, and staff alike in an effort to create a more cohesive learning environment.

**Support for Administrative Team**

PCS is supported by the following groups of professionals:

*Charter Schools Development Center (CSDC)*: CSDC has over 22 years of experience in assisting charter schools with successful charter school development and implementation in California, nationally, and internationally. Founded by former State Senator and former State Secretary of Education Gary Hart (author of California's charter law) and co-directed by national charter school expert Eric Premack, CSDC is renowned for its charter school technical expertise and assistance. CSDC will be assisting PCS with its charter school planning and specific implementation issues on an as-needed basis.

California Charter Schools Association (CCSA): CCSA provides state and local advocacy, leadership on accountability, and a variety of operational and support services to its members. Member benefits include local support, discounts, helpful tools and essential information. CCSA runs a comprehensive portfolio of programs and services for operating charter schools, charter development teams, charter support organizations, charter-friendly businesses, and charter professionals.

APLUS+ Personalized Learning Network Association

APLUS+ is the first and only movement and membership association nationwide that is dedicated to advancing the Personalized Learning model for students, and to supporting schools whose mission and vision is to provide a more personalized education for its enrolled students. Founded by Jeff Rice, and currently in its 16<sup>th</sup> year of operation, APLUS+ supports approximately 60 Personalized Learning public charter schools throughout California collectively enrolling more than 70,000 K-12 students. Since its inception, APLUS+ has been a leading voice to raise awareness and understanding of the critical need for a personalized approach in education for the growing number of students for whom a rigid, classroom-only model is not a good match for success.

Law Office of Jennifer McQuarrie: PCS contracts with the Law Office of Jennifer McQuarrie for legal advice as well as governance trainings as needed. Ms. McQuarrie, owner of the Law Office of Jennifer McQuarrie, has been working with charter schools in a variety of capacities since 2003. After leaving her position as a high stakes commercial litigator with an international law firm, Ms. McQuarrie has focused her practice on charter schools and employment issues and has represented charter schools in all areas of operation, including but not limited to, organizational start-up, expansion, and school closure, petition drafting, renewal strategies, revocation appeals, bond financing transactions, facilities issues, employment counseling and litigation, special education, student discipline, policy drafting and governing board training

Edtec: PCS currently contracts with Edtec, a respected charter school “back office” service firm to provide various budget development, fiscal management, financial monitoring, and business consulting services. Edtec is an independent charter school administrative services firm located in Emeryville, California. Now in its 15<sup>th</sup> year, they provide a comprehensive set of back-office, administrative, and financing services to over 300 charter schools in seven states, assisting them in meeting the complex operational and compliance hurdles of successful charter school operation.

## **ELEMENT I: Educational Program**

*“The educational program of the school, designed, among other things, to identify those whom the 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.” Ed. Code § 47605(b)(5)(A)(i)*

*“The annual goals, 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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii)*

*“...The manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the ‘A’ to ‘G’ admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii)*

PCS will be open to all students in grades TK-12. PCS will be nonsectarian in its programs, admission policies, employment practices, and all other operations. PCS will specifically support students seeking an alternative instructional environment, particularly those whose educational experiences to date have not been satisfactory or have not resulted in sufficient development of their academic and social potential. PCS will not charge tuition and will not discriminate against any pupil on the basis of ethnicity, gender, national origin, disability, sexual orientation, or other characteristic.

PCS offers educational programs at four resource centers throughout Plumas County. Each resource center offers varying optional levels of educational support in the form of classes, enrichment activities, study groups, tutorials and one on one support. All program offerings are available to all PCS students. All attendance accounting is based on the non-classroom based model, which relies on the time value of assignments given, as determined by credentialed staff members.

### **Plumas Charter School’s Mission and Role in the Community**

#### **The Plumas Charter School Mission**

*To provide a personalized learning environment with a culture of acceptance for a diverse community. We encourage the development of compassionate, resilient, life-long learners. Plumas Charter School operates under the core values of respect, accountability, responsiveness and compassion.*

Plumas Charter School has been serving Plumas County since 1998. Plumas Charter School is here to serve our community by using the flexibility afforded a charter school to provide an educational option that is responsive to the unique qualities and needs of each child. PCS affords students and families an additional public school option. We see ourselves as enhancing educational opportunities in our community in cooperation with our District. We actively strive to maintain open communication with District schools around the comprehensive needs of the students we share.

PCS provides individualized education structured to be meaningful and accessible to each student, so that each one can build academic knowledge, work and study skills, a sense of responsibility, community spirit, and respect for self and others.

The following educational goals support the mission and vision of Plumas Charter School and address the needs of all students including socioeconomically disadvantaged pupils, English learners, pupils with disabilities and gifted learners. PCS bases its goals on the objective of enabling students to become self-motivated, competent lifelong learners.

Annual Goals and Actions to Achieve State Priorities: Pursuant to Education Code Section 47605(b)(5)(A)(ii), following are tables describing PCS's 2017-2018 annual goals to be achieved in the state priorities school wide and for all numerically significant subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. Where, priorities are not applicable because the subgroup is not numerically significant (English Language Learners) or based on how they apply for the grade levels served or the nature of the program operated, annual goals and annual outcomes are not given below.

Plumas Charter School Annual Goals and Actions to Achieve State Priorities
<p><b>State Priority #1:</b> The degree to which teachers are appropriately assigned (E.C. § 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. § 17002(d))</p> <p><b>State Priority #2:</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language.</p> <p><b>State Priority #4 and 8.</b> Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Statewide assessments (CAASPP )</li> <li>B. The Academic Performance Index (API)</li> <li>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT</li> <li>E. EL reclassification rate</li> <li>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</li> <li>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. § 99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</li> </ul>

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

Annual Goals to Achieve Priority #1, #2, #4, #7 and #8	Actions to Achieve Annual Goals
<p><u>Comprehensive LCAP Goal 1:</u> Student achievement: Improve student achievement through the intentional use of Student Action Plans, curriculum adoption and standards implementation, relevant professional development for teachers, engaging lessons and activities and offering a broad range of course options</p> <p>* SBAC: Maintain or increase school wide performance levels. Goals for specific increases: 2018 ELA and Math: 1% Increase to percentage of students who Meet or Exceed Standard</p> <p>*iReady: Maintain or increase student performance levels. Goals for specific increases: Math and Reading EOY: 1% increase to students on or above level.</p> <p>*Curriculum and related professional development/implementation of content standards: Adoption and implementation of Mathematics Curriculum (9-12). Training to be provided for math teachers by curriculum providers</p> <p>*Adoption and implementation of English Language Arts Curriculum (9-12). Training and implementation guidance will be provided by staff expert.</p> <p>*Adoption and implementation of Science Curriculum (K-8). Training to be provided by curriculum providers (June 2017)</p> <p>*Adoption and implementation of Social Studies Curriculum (K-12). Training to be provided by curriculum providers and staff expert (June 2017)</p>	<p>*Increase Met or Exceeded student performance by 1% school wide on both ELA and Math SBAC scores</p> <p>*Increase EOY iReady performance levels in both Math and Ready by 1%</p> <p>*Adopt and implement Social Studies (K-12) and Science curriculum (K-8), provide training</p> <p>*Adopt and implement Mathematics Curriculum (9-12), provide training</p> <p>*Adopt and implement English Language Arts Curriculum (9-12), provide training</p> <p>*Consistent Student Action Plan intervention and progress tracking for lowest performing students.</p>

<p>*Intervention: Consistent Student Action Plan intervention and progress tracking for lowest performing students</p> <p>*Course options: PCS will continue to offer a range of courses and during the 2017-2018 school year, will clearly identify a minimum of two CTE pathways. PCS will also submit two more elective courses for A-G approval.</p> <p>*Technology: Because of our movement of centers this summer, PCS will need to purchase more devices so that access is adequate at each of our centers.</p> <p>*Teacher Assignment: All teachers will continue to be appropriately assigned and credentialed</p> <p>*Facilities: One site will be moving to a different location for this school year, and it too will be maintained and in good repair</p> <p>*EL Programs and Services; English proficiency progress and reclassification rate: PCS provides programs and services to EL students on an individualized basis and will continue to do so</p> <p>%Students successfully completing A-G: Course catalogue will be appropriately amended so that we can effectively track this metric. At the end of the year, based on the tracking, PCS will set appropriate goals.</p> <p>%Students successfully completing CTE Pathways: PCS will delineate two CTE pathways for students to access for the 2017-2018 school year and we will track accordingly.</p> <p>%Students passing AP exams: PCS does not plan to offer AP courses</p> <p>%Students demonstrating college preparedness (Early Assessment Program exam): PCS students will participate in the assessment program. PCS students will also continue to</p>	<p>Teacher focus on student engagement, and providing relevant interesting hands on lessons and assignments including thematic units and cross-curricular activities</p> <p>*PCS will continue to offer a range of courses and during the 2017-2018 school year</p> <p>*PCS will purchase adequate equipment to support the move of our center</p> <p>*If EL students join PCS this year, an appropriate program will be developed for them to enable their success, and appropriate assessment will be documented</p> <p>*PCS will update course catalogue appropriately to allow for comprehensive A-G tracking and for college course tracking</p> <p>*PCS will clearly identify a minimum of two CTE pathways and track student's who complete them</p> <p>*PCS does not plan to offer AP courses</p>
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concurrently enroll in junior college classes and this will be reflected on the school dashboard for this metric	*Students will participate in the EAP exam program
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<p><b>State Priority #5</b> Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.</p> <p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #5 and #6</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<p><u>Comprehensive LCAP Goal 2:</u> School culture: In an effort to encourage student engagement, school connectedness, a healthy school culture, and a sense of safety, PCS sees the need to offer consistent school activities annually, to offer formalized character building programs, and to offer varied educational opportunities that support student's needs. PCS also sees the need to secure long term facilities so that our programs can be stabilized.</p> <p>*Annual events/activities calendar for all sites: An annual events/activities calendar will be created and implemented for each site, containing a minimum of four student centered events; to be published at the beginning of the year.</p> <p>*Student Behavior: Implementation of Second Step Curriculum and Morning Meeting: All K-8 teachers will consistently implement the Second Step curriculum, and will use Morning Meeting on the days students are on site.</p>	<p>*Staff will collaborate to create and implement annual events/activities calendars for each learning center, which will include a minimum of four student centered events.</p> <p>*With support from administration, all K-8 teachers will consistently implement the Second Step curriculum, and will use Morning Meeting on the days students are on site.</p>

<p>*Review and updating of existing policies around student behavior: Staff will review all existing student behavior policies and update accordingly.</p> <p>*More consistent implementation of Behavior Support Plans: All staff will consistently use the outlined Behavior Support Plan process and documentation for behaviorally challenged students.</p> <p>*Expanded services with Plumas Rural Services: We are planning to have PRS offer programs at all of our centers during the 2017-2018 school year, and expand services to include elementary age students.</p> <p>*Lease of district owned facilities: We will be moving from one district facility into privately owned facilities with options on long term leases; we will continue to pursue the development of a PCS owned facility in Quincy.</p> <p>*Program evolution: PCS will continue to offer personalized learning programs at each center, but will implement program changes in response to identified student needs. Our Indian Valley Academy program will shift to include specific time blocks at the centers to provide additional support for struggling students, and our high school program in Quincy will shift to include less center based classes and more one on one support time.</p> <p>*Attendance rates: PCS will increase average attendance rates by 1%.</p> <p>*Student Climate survey: PCS will continue to implement the Student Climate Survey annually and use the data to help with the decision making.</p> <p>*High school graduation and dropout rates, school attendance rates, chronic absenteeism rates, middle school dropout rates, suspension and expulsion rates</p> <ul style="list-style-type: none"> <li>• High school graduation rate: Maintain a high graduation rate</li> </ul>	<p>*Staff will review and update all existing policy around student behavior.</p> <p>*Staff will implement consistent Behavior Support Plans for students who struggle with appropriate behavior.</p> <p>*Administration will work with Plumas Rural Services staff to expand the existing agreement to include activities at all of our centers, and to include elementary level students.</p> <p>*In June/July 2017, we will be moving from the Greenville High campus to privately owned facilities in Taylorsville. Administration will work with the property owners to establish a longer term lease. PCS has been actively pursuing facilities options for our Quincy center as well. We are working with lenders, the county, and a project manager to develop property that we were donated. We will continue to pursue this development, and are hoping that by the end of the 2017-2018 school year, we will be ready to break ground.</p> <p>*PCS will continue to offer a variety of program options at each center, but will implement program changes in response to identified student needs. Both our Indian Valley Academy and Quincy 9-12 program will shift to include less center based courses, and specific time blocks at the centers to provide additional support for struggling students.</p> <p>*PCS will continue to use a School Climate Survey with students to help us determine if the steps we are taking to improve school culture are working.</p>
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<ul style="list-style-type: none"> <li>• High school dropout rate: Maintain a low dropout rate</li> <li>• School attendance rate: Increase attendance averages to 92%</li> <li>• Chronic absenteeism rates: Decrease rate by a minimum of 1%</li> <li>• Middle school dropout rates: Maintain low rate</li> <li>• Suspension: Maintain low rate</li> <li>• Expulsion: Maintain low rate</li> </ul>	
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<p><b>State Priority #3</b> Parental involvement: efforts to seek parent input in decision making school wide and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups.</p> <p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITIES #3 and #6</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<p><u>Comprehensive LCAP Goal 3: Parent Involvement:</u> In an effort to increase parental involvement, PCS will hold a minimum of three parent meetings at each center annually, and will seek to expand parent participation on the Board of Directors to include a representative from each community we serve.</p> <p>*Regular parent meetings at each center: Each center will hold a minimum of three parent meetings though out the school year. The meetings will be scheduled in advance on the master calendar and will provide dinner and child care as incentives for parents to better engage at the meetings.</p> <p>*Five current parent board members representing two of the three communities we serve: The PCS Board will maintain a minimum of four parent</p>	<p>*PCS staff will facilitate a minimum of three parent meetings at each center. These meetings will be scheduled in advance on the master calendar, and will provide child care and dinner to increase participation.</p>

<p>board members but we will actively seek to recruit a representative from the Chester area</p> <p>*Annual Parent Involvement Survey: PCS will expand upon and continue to implement the parent involvement survey in order to continually assess parent's opinions on involvement opportunities.</p> <p>*More formalized parent group: PCS would like to continue to formalize the parent group and encourage their continued involvement in school activities and in school decision making.</p>	<p>*PCS staff and existing board members will actively seek to recruit a parent or community representative from the Chester area.</p> <p>*PCS will continue to utilize a Parent Involvement Survey to keep informed as to how parents are feeling about the opportunities the school provides for their involvement. The results of the survey will be used to continue to evolve our practice.</p> <p>*PCS staff and parents will continue to solidify a more active and formalized parent/teacher organization.</p>
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<p><b>State Priority #1:</b>The degree to which teachers are appropriately assigned (E.C. § 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. § 17002(d))</p> <p><b>State Priority #2:</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language.</p> <p><b>State Priority # 8.</b> Other Pupil Outcomes</p> <p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #3, 5 and 6	ACTIONS TO ACHIEVE ANNUAL GOALS
<p><u>Comprehensive LCAP Goal 4: Staff Support:</u> In an effort to ensure consistent and relevant staff support and development, PCS will pre schedule a minimum of four professional development activities annually which will include curriculum training and implementation, behavior support training, and software training.</p> <p>*Professional Development: PCS administration will plan for professional development activities further in advance and provide staff with a PD calendar at the beginning of the school year.</p>	<p>*PCS administration and staff will plan and schedule an annual professional development calendar that will be shared with staff in August.</p>

<p>*PCS will also commit more funds to PD this year regardless of the overall budget outlook</p> <p>*Collaboration and staff meetings: All sites will have a designated day during the weekly schedule allotted to staff meetings and collaboration.</p>	<p>*PCS administration will commit a minimum of \$15,000 for staff professional development.</p> <p>*All center weekly schedules will include a day that is designated for teacher collaboration and meetings.</p>
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### **Core Values of Plumas Charter School**

Childhood is a time to experience, explore, question, wonder, imagine and to sense life in its various shapes, sizes and stages. All youth need to develop interests, uncover hidden talents, experience satisfaction through accomplishments, while exploring their aptitudes, abilities and interests. To support student success in these areas, PCS holistically approaches the educational experience we offer through the core values of respect, accountability, responsiveness and compassion.

### **What it Means to be an Educated Person in the 21<sup>st</sup> Century:**

Plumas Charter School considers an educated person in the twenty-first century to be someone who:

- is respectful, accountable, responsive and compassionate;
- is literate;
- possesses the soft skills (collaboration, critical thinking, creativity and communication) necessary to function in our changing world
- has an overview of the history of humankind;
- has an understanding of the political process;
- has an ability to solve mathematical problems, to think scientifically and to apply those skills in their daily lives;
- possesses a strong work ethic and sufficient organizational skills to function in the economic world;
- and has the values and social skills necessary to function constructively in the community in which he or she lives.

This educated person is one who has realized his or her own unique educational interests, talents, and abilities, both vocational and personal. It is the goal of this charter school to help students to become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

### **How Learning Best Occurs**

Plumas Charter School believes that learning best occurs when a variety of methods of instruction, relevant experiences, and access to career professionals are available. In order to optimize the academic and personal growth of each student and to help them become lifelong learners, PCS believes that the following should be observed:

- Resource center classes and instruction are maximized. Students have a variety of options county wide.
- Innovative teaching strategies are used such as hands-on learning, thematic learning, enrichment integration and project based learning.
- Instruction is differentiated by ability level, need and interest
- Each student has a Personalized Learning Plan, in which a standards-based curriculum is adapted to each student's particular strengths, needs, goals, and interests.
- Close, individual monitoring and frequent teacher/administrator/staff-student-parent communication are emphasized.
- Supplemental enrichment is integrated into the student's program, including but not limited to music and art instruction, garden education, field trips and excursions, apprenticeships, internships, school and community service, project-based classes, and technology-based learning.
- Students are provided with the guidance and support they need in order to develop the work habits and personal skills that will enable them to achieve their goals.

### **Objectives of Plumas Charter School**

Students will work towards the achievement of yearly academic and personal growth as measured by:

- Performance in curriculum that adheres to the California Common Core State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act.
- Improvement in attitude, behavior and citizenship as assessed by parents, ES's, and any other relevant parties such as Probation or SELPA staff, using self-assessment, teacher-assessment, and adult-assessment instruments as appropriate.
- Fall-to-spring and year-to-year growth in iReady scores on Reading, Mathematics, and Language Assessments.
- Year-to-year increase in SBAC scores.

### **Ia. Our Students**

In our original 1998 chartering document, Plumas Charter School committed to supporting students who, for various reasons, choose not to utilize the traditional public school classroom. These students may fall in to one of the following categories:

1. Academic challenge
2. Family relationships, personal beliefs and values
3. Travel
4. High risk/at risk students, including but not limited to
  - Academic deficiency (skill set or credit)
  - Emotional needs
  - Drop outs
  - Pregnant teens/teen mothers

PCS serves students in Transitional Kindergarten (TK) through grade twelve, and the elementary population tends to differ significantly from the high school population. Of the above categories, it is categories one through three that most frequently apply to our K-8 students. Historically, PCS served a significant percentage of students who would fall under category two, which include what we call traditional home-schooling families—parents who have well-defined ideas about education and who confidently undertake the direction of their children’s learning. Over the last several years, we have seen a drop in the number of families who want to “home school” their children with our facilitation. Currently, this number is around 5% of our total student body. Conversely the number of TK-8 students who fall into categories one and four has increased substantially.

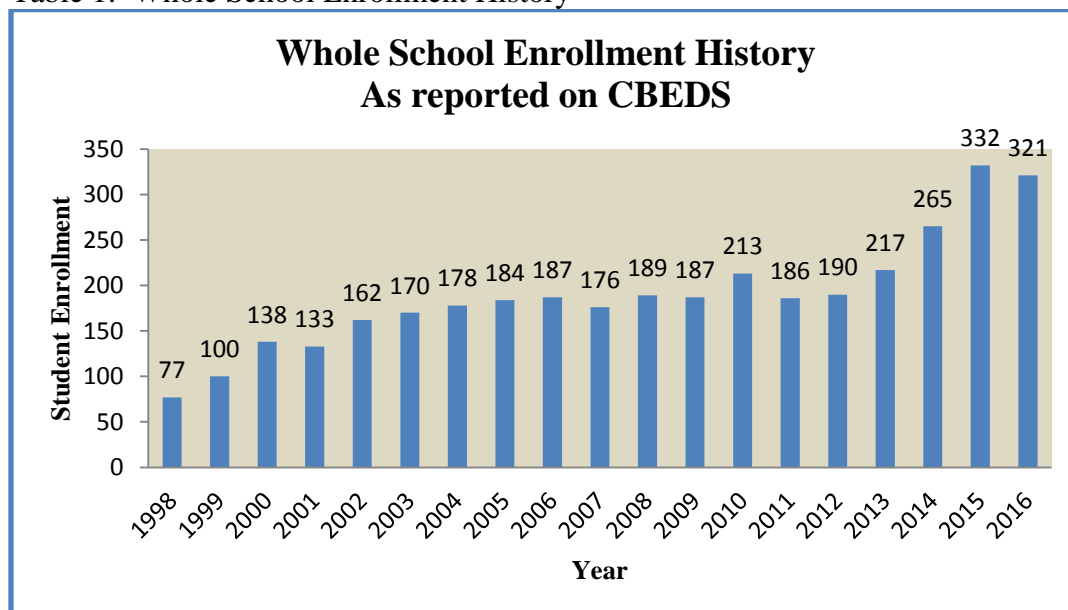
Some of our TK-8 students are with us because of needs and disabilities that have been formally identified or diagnosed by learning, medical or psychological professionals. In these instances, families have determined that the child’s needs are not being met in the conventional setting, and seek us out in the hopes of providing more extensive support to their students. Some of these students could be said to fall under category four, *high risk/at risk*, but they are not because their families are supportive and involved. When PCS functioned as a primarily homeschool program, truly at risk elementary age children (those with substantial needs and little familial support) were not able to remain in our programs because the families were most often unable to provide the requisite level of involvement and support. As our programs have grown and evolved over the last several years, we are able to provide significantly more structured support to all students. This support includes optional center based instruction at the resource centers two to four days a week, lunch and afterschool homework support, additional tutoring hours, small class sizes, modified and adapted curriculum, support from the SPED staff and regular on site counselors.

Category four applies more frequently to our high school students. At the 2017 revision of this charter petition, 40% of Plumas Charter’s 336 students are in grades 9-12. Approximately 48% of those students, are in the “High risk/at risk” category, including those students with academic difficulties, social or personal issues, severe family dysfunction, pregnancy or general apathy and lack of motivation where education is concerned. The remaining 52% of our high school students span categories one through three. The first category includes students who have enrolled with PCS in order to accelerate their education through early graduation and/or an early start on a college education through concurrent community college enrollment. At the 2017 revision of this charter, 19 students (14% of our high school population) took classes at Feather River College (FRC) during the fall semester and 12 students (9% of our high school population) took classes at FRC during the Spring semester.

While the needs of our students are diverse, we have found that the personalized learning model affords an excellent way to serve the academic needs of all of our students, whatever their reasons for enrollment. Plumas Charter considers its existence to be community-need-based; we are here to provide an educational home for students whose needs are not met in the conventional classroom. We have seen a significant increase in enrollment over the last four years, and we attribute the growth to our increased resource center offerings county wide, and our responsiveness to parents and students. [Table 1](#) shows whole school enrollment history since the inception of the school in 1998. With the implementation of the Local Control Funding formula,

and our conservative budgeting practices, we have been able to successfully support the growth through the expansion of our offerings. That being said, during the 2015-2016 school year, we actively capped programs countywide for a variety of reasons. While we are sensitive to enrollment trends within our authorizing district and the financial hardships they are facing, we acknowledge Ed Code 47605(d)(2)(C) that states that *“in the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.”*

Table 1: Whole School Enrollment History



## **Ib. Curriculum and Instructional Model**

Plumas Charter School has adopted a personalized learning approach to its educational programs. PCS first and foremost considers itself to be a personalized learning school that offers a variety of program options that include independent study, center based courses, and a variety of enrichment activities. As described in California Senate Resolution 36, Adopted in 2014:

*WHEREAS, The personalized learning model has evolved in the public school system as an innovative and distinguished learning model and choice in California public education, including charter schools; and*

*WHEREAS, The personalized learning model shall be distinguished from other learning models through its creation of uniquely tailored, personalized learning programs that are developed through an ongoing partnership between certificated teachers, parents, pupils, and personalized learning schools, according to the individual needs of each and every enrolled pupil; and supported by the school through a broad-based and in-depth array of learning programs, environments, curriculum choices and options for each pupil; and*



*WHEREAS, The personalized learning model integrates key components from the latest education research as to how pupils learn successfully, including smaller class sizes; more frequent one-on-one interaction with certificated teachers; greater parental involvement; direct pupil decision making participation; emphasis on pupil learning responsibility; varied choices in curriculum; online learning options; assessments of learning styles, paces, and preferences; multiple assessments of state standards progress; and options in learning environments; and*

*WHEREAS, The personalized learning model blends learning environments both within and beyond the classroom, including facilities-based instruction that supports a wide array of instruction-related activities, home-based instruction, online instruction, and community-based instruction to help pupils learn successfully who, for various reasons, do not and cannot thrive in a full-time classroom-based structure alone; and*

*WHEREAS, The personalized learning model serves pupils of diverse learning needs, challenges, and backgrounds, and is a particularly effective alternative for those pupils at both the low end and high end of the bell curve who have become discouraged with their learning progress and disengaged with the traditional public education system; and*

*WHEREAS, The personalized learning model offers a promising and viable education choice within the California public education system for the growing percentage of pupils who need an alternative learning model to succeed; and*

*WHEREAS, The personalized learning model has demonstrated a proven track record over the past 10 years of helping many of pupils in California public education to learn successfully who had previously struggled in a traditional classroom model; and*

*WHEREAS, The personalized learning model is passionately supported by many of elected officials, business leaders, education leaders, advocacy groups and representatives, administrators, teachers, parents, and pupils throughout California; now, therefore, be it*

*Resolved by the Senate of the State of California, That the Senate of the State of California commends personalized learning and calls upon Californians to recognize personalized learning as a distinct learning model in California public education and to further recognize the benefits and contributions of personalized learning as a promising choice in the California public education system for the growing number of pupils who need an alternative choice to learn successfully; and be it further*

*Resolved, That the Secretary of the Senate transmit copies of this resolution to the author for appropriate distribution.*

In 2015, the Bill and Melinda Gates Foundation engaged the RAND Corporation to carry out an ongoing study of foundation-funded schools that are employing promising approaches to personalized learning. This research is part of the foundation's public commitment to spread effective practices across districts and charter networks, develop innovative roles for teachers, and support implementation of college-ready standards. The comprehensive report can be found

at [http://www.rand.org/pubs/research\\_reports](http://www.rand.org/pubs/research_reports). The report had the following to say about the personalized learning approach:

*Although there is not yet one shared definition of personalized learning, leading practitioners in the field generally look for the following: (1) systems and approaches that accelerate and deepen student learning by tailoring instruction to each student's individual needs, skills, and interests; (2) a variety of rich learning experiences that collectively prepare students for success in the college and career of their choice; and (3) teachers' integral role in student learning: designing and managing the learning environment, leading instruction, and providing students with expert guidance and support to help them take increasing ownership of their learning.*

Plumas Charter School's instructional strategies include:

- An academically rigorous integrated curriculum
- Explicit instruction which includes modeling, guided practice and checking for -- understanding.
- Curriculum and instruction that is responsive to individual differences in abilities, development and learning styles
- Thematic units and project based learning
- Collaborative learning through participation in small group projects and literacy circles
- Extensive learning outside of the classroom through educational field trips and other activities
- Supportive independent study offerings that align with center based offerings
- A supportive learning center environment with a low student to teacher ratio
- Diagnostic assessment: Teachers will use online assessments to evaluate how students are progressing. These assessments will be used to make decisions about instruction, curriculum and individual student supports.

PCS's TK-12 program is fully WASC Accredited. In 2013 PCS received its second six year accreditation with a midterm review held in the Fall of 2016. Students who attend PCS will be educated through individually designed programs, called *personalized learning* which may include, but are not limited to: semester-long classes; workshops; community college classes; supervised independent study; apprenticeships; on-the- job training; online courses; project-based courses. Curricular materials will align with the Common Core Standards. Our first official Common Core aligned textbook adoption occurred in June of 2015, where we adopted the Houghton Mifflin *Go Math* program school wide for grades TK-8. In June of 2016, we adopted a whole school Language Arts curriculum including Step Up to Writing, Units of Study, Words Their Way, Houghton Mifflin Journeys, and a Scholastic Guided Reading Library. In June of 2017 PCS adopted Studies Weekly and EEI Science and Social Studies grades TK-8 (see *Local Control Accountability Plan, Appendix 1*). For the 2017-2018 school year PCS will utilize the New Visions program for grades 9-12 ELA and Social Studies, and EEI and Odysseyware for 9-12 grade in house science. Secondary student's programs will also include a vocational component with attention to career preparation and technology, as well as a focus on preparation for college. Our instructional model also includes the capping of classes and the addition of instructional aides to most K-8 center based classes in order to keep the student to adult ratio low and provide students with smaller group intensive instruction. Within the context of daily instruction at the centers, a uniting theme amongst TK-8 teachers is the use of rotations during

Mathematics and Language Arts. These rotations include direct instruction, small group work, independent work, technology supported review, projects and collaboration time.

The curriculum of Plumas Charter School shall consist of the foundational concepts, content goals and skills instruction as reflected in the California Common Core Standards in English/language arts, math, and technology, as well as the Next Generation Science Standards, the new history/social science frameworks, and the state standards for visual and performing arts. In addition, our instructional program will include visual and performing arts, health/physical education and technology. The curriculum will encourage discovery and will address all skill levels. Students will have the opportunity to work together at the centers and build upon each other's strengths. PCS believes that student achievement in each of the core academic areas is enhanced by engaging students actively in the curriculum and integration of academic content.

Each student will be assigned a supervising teacher, in addition to working with a collaborating group of PCS certificated teachers and staff. This PCS staff member will collaborate with the student and parent to design the student's program, oversee the student's progress, and, if necessary, make adjustments in that program in order to optimize the student's engagement and growth. Parents who enroll their children in PCS will, along with their student, sign a contract agreeing to accept responsibility for participation in, and support of, their children's education. These contracts, known as Master Agreements for Independent Study (see [Appendix 17](#)), will describe the student's courses, the chosen method(s) of assessing mastery in those courses, and, if applicable, the credits the student will receive upon successfully completing each course, in accordance with Education Code Section 51747. Students will be offered a broad course of study including academic core classes, elective and vocational education classes; offerings will include online, resource center, independent study and community college (see *Local Control Accountability Plan, Appendix 1*).

Plumas Charter Schools Independent Study Guidelines Policy and Procedure states the following:

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the date an assignment is given and the date by which the student must complete the assigned work shall be as follows:

- For pupils in Transitional Kindergarten through grade twelve, 20 days

Missed Assignments: After 3 missed assignments, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study.

Agreement: A current written agreement (Master Agreement for Independent Study or MA) for each independent study pupil shall be maintained on file for each participating student. Each MA shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be

consistent with the California Common Core Standards and course of study of students participating in the regular classroom setting. Monthly Assignment and Work Records (AWR) will be generated for each student that specifically outline each subject area assignment to be completed within the designated time frame.

Agreement Content: Each independent study written agreement shall contain all of the following provisions:

- General student data including the name, address, and grade level.
- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates, recognizing that no independent study agreement shall be valid for any period longer than one semester, or one half year when considering pupils on a year-round calendar.
- A statement of the number of course credits to be earned by the pupil upon completion.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

While each of our four learning centers does operate somewhat differently, there are many foundational components on which we all stand. These include the personalization of student's educational plans, use of the iReady program to assess students, the adoption of Student Action Plans to provide intervention to struggling students, to provide challenge to high performing students; the focus on 21<sup>st</sup> century skills, and the integration of visual and performing arts into the regular program. Collectively we recognize that the willingness to reflect on and improve our practice to better support students is essential, and we acknowledge that we are on the cusp of defining and grounding our programs county-wide, establishing a clearer niche as to what our programs holistically offer. As our Local Control Accountability Plan states, as the needs of our student population continue to shift, we must be responsive.

***English/Language Arts Elements:***

- Nonfiction reading and expository writing will feature prominently in the language arts curriculum.
- Students will be challenged to think critically about texts and to answer higher order questions.
- All students will be expected to take positions and support them in writing.
- Students with significant deficiencies in reading will be offered additional support in the form of iReady instruction, and specific intervention provided by teacher and aides.
- All students will receive integrated language arts instruction on a daily basis, both in their studies at the centers and at home

- Varied instructional methodologies will be provided for students with language arts difficulties in general education classes.
- Audio/video materials and computer programs for word processing will be used in individualized and group language arts activities, as appropriate. Computer software will be explored for utilizing educational technology.
- All students will learn strategies to improve reading comprehension skills.
- Language arts instruction may include diagnostic/perspective work in class, small groups and individual instruction as needed.

#### ***Science Elements:***

- A variety of concepts will be taught in the areas of earth, life, and physical science.
- A hands-on and self-discovering approach to science will be provided whenever possible.
- Science learning activities will involve research, experiments, reading, reporting, discussion, field trips and appropriate technology equipment.
- Scientific methods will be employed regularly.

#### ***Mathematics Elements:***

- All students will use math manipulative where appropriate.
- Instruction will be delivered at the student's skill level. For example, strategies such as instructional differentiation through re-grouping and re-teaching, extra practice, and challenge problems will be employed.
- All students will receive instruction in the stages of problem solving, including problem exploration, formulation, strategy development, solution activity and interpretation of results.
- Computer software will be selected by staff and purchased to enhance mathematics instruction in all grade levels.
- Students with significant deficiencies will be provided with additional support by teachers, aides, SPED staff, and through the iReady program
- Students will learn strategies and skills for modeling, problem-solving and reasoning that help discover the language of mathematics and apply it to authentic contexts.

#### ***History/Social Science Elements:***

- Cultural understanding and knowledge will be expanded through interdisciplinary integration with other curricular areas.
- Literature, biographies, documents and technology will be used as part of the students' instructional process.
- Appropriate core literature will be used at each skill level.
- Cooperative learning, role-playing, dramatizations, skits, music, art, re-enactment and simulation practices will be utilized.
- Maps, graphs, globes, charts, and atlases will be utilized.

#### ***Visual and Performing Arts Elements:***

- Instruction will develop awareness and appreciation in students by engaging them in a variety of activities to enhance artistic literacy.

- Drama, music and art will be offered
- Opportunities for community visual art displays will be utilized.
- Annual performances and recitals will be offered.

***Technology Elements:***

- Internet connectivity will be available in each classroom.
- All centers will provide adequate computer labs and mobile computer stations
- Implementation of computer skills beginning in Transitional Kindergarten with proficiency and sophistication increasing with subsequent grades.

***Learning Environment:***

PCS believes that a safe school environment with clear expectations and communication is critical to ensuring an effective curriculum. Accordingly, we will institute the following practices in our school culture to support learning:

- Parent & Student Handbooks will be distributed annually to parents, students, and staff for review and discussion.
- Positive reinforcement and activities to encourage responsible learning will be regular components of the curriculum.
- Implementation of Second Step social emotional curriculum
- Implementation of morning meetings in all centers
- Implementation of the Nurtured Heart approach for mitigating student behavior as well as supporting overall school culture
- Implementation of clear Behavior Support Plans for students who display ongoing behavior challenges
- Students will be involved in community service projects to promote citizenship
- Regular school-to-parent communication will occur by reporting every student's progress throughout the year.

**Implementation of the Program**

The first priority of Plumas Charter School is to provide our students with the best educational experience we can. Over the course of its existence, PCS has made use of the flexibility and autonomy afforded it as a charter school to engage in an ongoing process of improvement, working to improve its evaluation of the needs of our students and to adapt its practices to meet those needs. The PCS staff and administration have worked—and continue to work—in collaboration to create a structure and set of practices that allow us to optimize the quality of attention, instruction, and guidance we can provide our students with the resources we have.

The net effect of the school's evolution over the course of its existence has been an increased amount of time spent at the resource centers in various activities including classes, tutorial groups, enrichment activities, and mentored study, as well as an increased frequency of contact with teachers (see [Appendix 2](#) for comprehensive resource center schedules). What has been a constant is our focus on seeing each student as an individual and tailoring a program that supports his or her particular strengths, needs, interests, and ambitions.

The following is an outline of our program's general options. Upon enrollment, students, their parents/guardians and PCS staff decide together what program option may best meet the needs of the student. What makes our programs inherently different over our traditional school counterparts, is that students and their families choose the program that they believe will best meet the student's needs. Student's educational programs will most likely evolve over the course of their enrollment with PCS, and changes to programs are intentional choices made together by the students support team. Our students meet their teachers at four different learning centers, and because each location is different, center schedules differ. As always, any PCS student is eligible to take part in any grade-level-appropriate activity offered at any learning center. Although educational offerings at each learning center do differ, PCS is at its core a Personalized Learning School that uses the independent study attendance accounting model. When parents enroll their student with PCS, they are agreeing to support and oversee their child's education and ensure that they meet the necessary work completion requirements to maintain enrollment in PCS's programs.

### **Option 1: Learning Center**

As evident through the evolution of our programs, which was driven by responsiveness to our families, the vast majority of the students we serve are in need of more formal instruction and a greater degree of organizational support. Because of this, we have established our default program to be one including a variety of offerings at the resource centers, where students choose to come regularly to their center to participate in core and enrichment classes. Under this model, students are encouraged to come to their center two to four days a week to participate in core and elective classes, enrichment activities, and supervised tutorials. Students who are working below grade level or who are credit deficient are required under this model to attend additional supervised study sections, where they can receive academic tutoring and help with organization and assignment completion.

### **Option 2: Hybrid**

Students who need flexibility in their schedules for work, community college classes, or family, have the option of a hybrid program where they participate in some resource center classes, and some traditional independent study classes. A hybrid program can take on many forms, and will look different depending on the student's needs. Hybrid programs are designed individually for students during meetings with students, parents/guardians and PCS staff. When designing hybrid programs, many student specific needs are taken into account including current academic levels, support needed, college class schedules, and work schedules. At the high school level, a high percentage of our students are under this model.

### **Option 3: Homeschool/Traditional Independent Study Plan**

Families who are experienced in overseeing successful homeschool/independent study for their children, and students who have been successful with minimal guidance from their ES, will have the option of applying for traditional Independent Study (IS). An IS option will also be made available to students with extenuating circumstances such as pregnancy or emotional needs, but admission as such will be at a Director's discretion. If adequate attendance is not maintained within this option, the student's program may be changed to include the resource center classes. The application to IS consists of an essay detailing the reasons for applying for IS and a description of the organizational plan. Students must be working at or above grade level to apply for IS (or have a viable extenuating circumstance). The following factors are used to determine whether a student is likely to be successful in traditional Independent Study:

- a history of successful work completion
- a history of attendance at all scheduled meetings
- a history of prompt, clear communication with ES
- a GPA of 3.0 or above
- SBAC scores in the meet or exceeded standard range
- iReady scores at grade level or above
- parental/family oversight and support available
- consideration of extenuating circumstances

### **Transferability of High School Courses**

The following language is from the *PCS Parent & Student Handbook* (see [Appendix 3](#) for the full handbook which includes our graduation requirements): “High school students who think that they might choose to return to their local high school at some point should inform their ES of this fact, so that the ES can help them to align their course of study with that of the other school in order to facilitate a transfer.” PCS has historically acknowledged that one important role we play in our community is to provide an educational alternative that can sometimes be only temporary. Once a student has regained deficient units, worked through a disciplinary problem, recovered from an illness, or achieved some other aim, he or she may well choose to return to the local high school. Even if a student or parent does not raise this issue, our staff is trained to bring it up, reminding students that their feelings and ambitions may change and that it is good to keep their options open by keeping such a transfer in mind. PCS’s K-12 program is currently WASC accredited through 2020. At present, all of our core academic classes are A-G approved, as well as a variety of elective classes, and we are in the process of continuing to submit additional non-core classes. PCS’s A-G approved course list is available online at the University of California Office of the President website at [www.ucop.edu](http://www.ucop.edu) (See [Appendix 24](#)).

At individual meetings with their ES or with a PCS college and vocational counselor, PCS high school students and their parents will receive information on the transferability of their credits to other public high schools, the courses they will need in order to gain entrance to college, and the steps necessary for them to gain eligibility for entrance to the military. PCS staff will continue to receive training in these requirements.

### **Calendar, Instructional Minutes and Attendance**

The Executive Director of Plumas Charter School (PCS) shall annually present to the Advisory Board (Board) at its first meeting in June, at the latest, the proposed PCS calendar for the following school year.

The PCS calendar shall comply with all requirements of the law, needs of the community, students, staff and parents/guardians, while maximizing the number of school days at high attendance levels included in attendance reporting so as to maximize funding. The PCS calendar shall indicate the beginning and end of school dates, regular school days, number of teaching days, legal and local holidays, vacation periods, and other pertinent dates.



Plumas Charter School (PCS) has been and will continue to operate on an attendance calendar of a minimum of 180 days.

The breakdown of instructional time per grade level is as follows:

Kindergarten	36,000 minutes per year; 206 minutes per day
Grades 1 through 3	50,400 minutes per year; 288 minutes per day
Grades 4 through 8	54,000 minutes per year; 309 minutes per day
Grades 9 through 12	64,800 minutes per year; 366 minutes per day

The guidelines listed above are in accordance with Education Code Section 46201(A)(3) and Independent Study Guidelines as required in Education Code Section 51747.

Because we are a Personalized Learning School operating under the independent study program guidelines, attendance is claimed based on the time value of work completed, as determined by an appropriately credentialed staff member. It is the expectation that student's will miss no more than two days in any learning period (missed days are calculated based on number of missing assignments, not days of physical attendance at the resource center). If a student misses three or more days in consecutive learning periods, it indicates that the student is not completing their school work and as such is violating their Master Agreement for Independent Study. As described in great detail elsewhere in this petition, if a student does miss three or more days in consecutive learning periods, independent study may not be an appropriate educational placement.

Even though PCS offers center based instruction at each of its learning centers, all student attendance is claimed under the independent study model. Education Code section 47612.5(e)(1) delineates the specific conditions that must be met in order to be considered a classroom based program. The fourth condition states "The charter school requires its pupils to be in attendance at the schoolsite at least 80 percent of the minimum instructional time required pursuant to Education Code section 47612.5(a)(1)." Since all of our resource center offerings are optional, not a requirement (meaning that no student is required to come to any center based activity other than the weekly meeting with the teacher), we do not meet this condition and as such are classified as a non-classroom based school.

#### **Ic. Plan for Students who are Academically Low Achieving**

To directly support low achieving students, the ES, other teachers, administration, instructional aides, parent(s), and student will collaborate to design an optimal personalized learning plan. All students will be assessed (using the iReady diagnostic program) upon admission to PCS to identify their grade level proficiency in reading, language usage, and mathematics. With the information from these formal assessments, academic and testing records from the student's previous schooling, and information from both the parent and the student about the student's history, attitudes and interests, a learning plan will be established which will optimize the student's chances for success. Students identified through the iReady program as performing below grade level will be provided with additional supports and interventions that include in-class individual/small group tutoring by instructional aide, after school tutoring or during

enrichment time. Our Special Education staff regularly collaborates with the general education staff to discuss struggling students and recommended classroom based interventions. During the 2016-2017 school year, PCS implemented Student Action Plans as a means to clearly identify our lowest performing students, document prescribed interventions, and timeline student's academic progress. PCS plans to continue to streamline and expand upon the use of Student Action Plans to support academically low achieving students (see [Appendix 25](#) for the Student Action Plan document).

The expectation for student support is that all students' needs should be provided for within the regular education program setting. It is only when the general education program is unable to adequately meet a student's needs that a student should be pulled out of the classroom for specialized instruction or referred for special education services. The emphasis is in not allowing students to fail to make adequate progress in the basic academic skill areas. Implicit within our intervention program is that general education models are key components and conditions. These include:

- Comprehensive, systematic basic academic skills instructional programs provided to all students in general education classrooms;
- Sufficient amounts of instructional and practice time;
- Staff trained in the implementation of appropriate curriculum and teaching strategies;
- Students taught at their instructional level - not necessarily at the level of their age or grade; this is accomplished through modified curriculum and instructional grouping
- Students flexibly in moving through the various instructional levels (depending on their rate of progress) so that they are always appropriately challenged;
- Student progress measured and analyzed regularly, and educational decisions based on data;
- Students performing below normal grade level range will receive adequate additional support
- Center-based instructional activities accommodate different learning styles to draw out students' various strengths and needs;
- Small student to staff ratios;
- Instructional paraprofessionals staff many classes with lower skilled students to provide more attention to those most in need;
- Technology programs where students can move at their instructional level.

PCS operates under the assumption that both the confidence and the motivation to learn are fostered by providing the student with engaging and relevant learning activities, curriculum appropriate for his or her current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage his/her full potential.

#### **Id. Plan for Students who are Academically High Achieving**

To ensure that students are engaged and challenged to achieve their fullest potential, high achieving students will be served through such means as:

- Student groupings by skill level, to allow for assignments and activities beyond grade level target instruction;
- Assignments and projects that allow students to work to their accelerated ability;

- Staff who are attentive to the needs of high-achieving students to provide an emphasis on individualization and differentiation.
- Enrichment activities that augment their regular educational program.

High Achieving Students are identified as having demonstrated or having potential abilities that give evidence of high performance capabilities as defined the school's charter in accordance with regulations established by the SBE. Identification categories may include one or more of the following (EC 52202):

- Intellectual, creative, specific academic, or leadership ability
- High achievement as measured by iReady and SBAC
- Performing and visual arts talent
- Any other criterion that meets the standards set forth by the SBE

The personalized learning plans of high achieving students will be designed to suit their individual needs and to allow them to accelerate the pace of their learning and/or to pursue more challenging studies. PCS's high achieving high school students also have the option of concurrently enrolling in community college classes (most commonly at Feather River College). PCS staff will also help students to obtain internships in fields of academic or career interest. When a student enters the ninth grade at PCS, the process of acquainting him or her with post-high-school options begins. The staff will provide all students with information on college selection, financial aid, and scholarships as well as the opportunity to assess their own interests, values, and personalities as those relate to educational and career planning.

### **Ie. Plan for English Learners**

English Learners (ELs) will have full access to PCS's educational program. Upon enrollment, students will complete the state-required home language survey, included in the enrollment packet, to determine whether English is the student's native language. Within 30 days of enrollment, all students whose home language is other than English (not to include students who are inherently bilingual, in that they were taught two languages from birth) will be given the California English Language Development Test (CELDT) to determine their English language proficiency level. Based on the CELDT results, students will receive appropriate services as needed through mainstreaming in general education activities or additional instruction as "pull out". PCS will use annual CELDT data, teacher assessments, and other testing data to identify EL student needs and reclassify English Language Learners students as English proficient when appropriate.

Historically, PCS has served a very low proportion of EL students (0-2%), which is in line with the area's demographics. PCS's EL students successfully access the curriculum and develop English proficiency through our core program, with the same types of personalized supports that are provided for any student at PCS.

PCS's core educational program is also suited to EL students' needs because of its emphasis on instructional differentiation according to students' individual needs in literacy, including a breadth of strategies and resources that are used according to each student's needs.

Many strategies that constitute Specially Designed Academic Instruction in English (SDAIE) are ones that PCS uses as part of effective instruction for many types of learners. These include use of “realia” (real objects and materials), manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, story boards, story maps), visuals (study-prints, textbook illustrations, other projected materials, reproductions or paintings and documents), graphic organizers (metrics, Venn diagrams and webs), planned opportunities for interaction between all individuals at the centers (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience).

In addition to global strategies, English learners’ program placement will be based on CELDT results and may also be based on other assessment results and consultation with teachers and parents. Program placement may include participation in any of the school’s instructional options, including learning center, homeschool/independent study, or hybrid. All of these options will ensure that students receive targeted English Language Development (ELD) instruction aligned to the English language arts and ELD standards according to the student’s individual needs. This instruction may occur through the school’s core program or, should students have more intensive needs, through supplemental instruction. Additional and appropriate instruction would typically be scheduled in the same way that supplemental literacy instruction and intervention is scheduled.

PCS will seek to hire EL Authorized or CLAD certified, experienced teachers and work with other EL specialists and bilingual instructional aides as appropriate. Our goal is to ensure quality EL instruction that enables PCS’s EL students to attain English proficiency, achievement in all academic subject areas, and to have full access to the range of educational opportunities that PCS envisions for all of its students.

When an English learner has acquired a reasonable level of English proficiency as measured by the state-designated assessments approved by the California Department of Education, any Charter School assessments, and/or other criteria adopted by the Board, they will be considered for reclassification. (Education Code Sections 305-306; 5 C.C.R. § 11301). Reclassification procedures utilize multiple criteria for determining whether to classify a pupil as proficient in English including, but not limited to all of the following:

- Assessment of English language proficiency using the CELDT assessment;
- Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s mastery and progress on the California or Common Core Standards.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills (i.e. performance on the SBAC and or CMA) based upon the performance of English proficient pupils of the same age that demonstrate to

others that the pupil is sufficiently proficient in English to participate effectively in curriculum designed for pupils of the same age whose native language is English.

PCS will continue to monitor the progress of reclassified EL students following reclassification to ensure that students are maintaining progress. Progress monitoring will be based on the same assessments on which reclassification were based, including classroom-level assessments. PCS will work with teachers to ensure that adjustments are made based on ongoing review of student progress data. This monitoring will occur in tandem with progress monitoring of all students who are not performing at grade level or who are at risk.

PCS will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PCS will implement procedures to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

In accordance with applicable legal guidelines, PCS will ensure that EL students are tested annually until they achieve proficiency in English. Staff will use CELDT results to assist them in curriculum selection and instructional support. The percentage of EL students at PCS has historically been between 0 and 2%, so the need for services in this area has been small. As in other areas, however, we are committed to responding quickly and with flexibility to meet the needs of our currently enrolled students.

#### **If. Plan for Students with Special Needs**

Pursuant to Education Code Section 47641 and related laws, Plumas Charter School functions as a Local Education Agency (LEA) for Special Education purposes. As a public school, PCS has an obligation to serve students with exceptional needs. PCS will adhere to all laws and or consent decrees as applicable, affecting individuals with exceptional needs including all provisions of the Individuals with disabilities Education Act (IDEA), its amendment as, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office of Civil Rights mandates and AB 602. All students will be given equal access in admissions regardless of disabilities and PCS will not discriminate against any student nor deny admissions to any student based on his/her disabilities or lack of availability of special education services. All students with disabilities will be accorded the same Free Appropriate Public Education as at any other public school.

When Plumas Charter School made its transition from dependent to independent charter, it maintained its ties to the Plumas County SELPA. However, as of July 1, 2017, PCS transitioned to the El Dorado County Charter SELPA (herein referred to as EDCOE). The relationship between PCS and EDCOE is defined in a participation agreement (see [Appendix 23](#) for the full EDCOE agreement). During our transition year (2017-2018) PCS will also be partnering with the North State Charter Joint Powers Authority (JPA) to ensure that we are meeting the many new responsibilities we will be assuming as EDCOE partners. Our agreement with the JPA can also be found in [Appendix 23](#). These new partnerships will enable us to work with state level

charter specific organizations that will lend us tremendous autonomy and support in continuing to evolve and improve upon our support the special education students. Students who attend PCS will receive at minimum the same level of service as those students who attend conventional classroom based schools.

We believe that the most effective way to serve the needs of all of our students is to integrate special education and general education services as much as possible. By promoting collaboration and communication between general education and special education staff, we can better serve all students. This collaboration can result in prompt support and intervention as problems are experienced, resulting in more effective service to the student and, in some cases, elimination of the need for special education referral. In order to achieve this desired integration, we first arrived at an agreement with the Plumas SELPA in 2012 wherein we continued our SELPA membership but hire our own special education teacher(s) and potentially other service providers, who, as PCS staff members, will be readily available for consultation and collaboration with our full staff. We continued to contract with the Plumas SELPA for DIS, psychologist, and severe disability services for the immediate future. In partnering with EDCOE and the JPA, PCS can expand upon our program staffing and internalized program. PCS will continue to contract back with the Plumas SELPA for specific services as needed and as available. See [Appendix 5](#) for a detailed description of the ongoing service relationship between PCS and the Plumas SELPA.

### ***Child Find***

PCS has a comprehensive “child find” system to identify students who have or may have had exceptional needs. PCS will review all children’s names, and run them through SEIS, who are accepted through general enrollment (for non-impacted programs) or through the school’s lottery (for impacted programs) to see if any of the students have ever been identified as a child with special needs. When students with special needs are enrolled, a transition IEP is held, and participation of the previous school is encouraged. All students’ cumulative/confidential folders are reviewed when the student is enrolled into PCS. All students are given assessments either before school starts or shortly after school begins in the fall that helps identify children who may need extra help or services.

### ***Identification, Assessment and Monitoring***

Plumas Charter School uses a broad range of practices to identify special needs. These include, but are not limited to reviewing enrollment applications, obtaining and reviewing cumulative files, an annual “Kindergarten Round Up” day where we engage in various screenings such as vision, speech, and hearing screenings, followed by an additional “Kindergarten Kick Off” where students participate in various academic assessment activities that help to identify any initial deficiencies. PCS also implements Student Action Plans and a full Student Study Team (SST) process to prevent unnecessary identification of special needs and to help ensure that students’ needs are met in the general education environment. PCS utilizes the SST process for students who are not demonstrating success in academic classes (even after targeted intervention), who have emotional needs etc. The team usually consists of the student’s teacher(s), a school administrator, the student’s parent/guardian and other specialists if needed. Refer to the diagram below to see how a student progresses through different levels of supports.

Students with IEP's are monitored for progress toward goals and objectives three times over the course of the school year, and progress reports are sent to parents also three times a year. In addition, reports from the computer programs iReady, RazKids and SumDog are also used to monitor progress. Support providers and SPED teachers keep track on a daily basis what each IEP student is working on and how successful they are. If students are not making expected progress, an additional IEP meeting (outside of the annual and triennial IEP meetings) will be held to determine what program or services might help the student be more successful. Every 3 years an IEP student will go through a triennial evaluation to determine if the child is still eligible for services. At that time an assessment plan is signed and the psychologist and other service providers formally and informally assess the child.

*PCS's Student Enrollment Policy and Procedure* (see [Appendix 6](#)) emphasizes that upon enrolling a new student, a determination must be made as to whether the prospective student has an active IEP. As stated in our MOU, "in accordance with Education code Section 51745(c), no individual with exceptional needs may participate in independent study, unless his or her individualized education program specifically provides for that participation. Accordingly, students who seek enrollment in the charter school with an active IEP may not be formally enrolled until an IEP team has convened to ensure appropriateness of the placement." A student with an active IEP is enrolled only provisionally, for a 30-day period, during which an IEP meeting will be called and a determination decision made as to whether or not placement at Plumas Charter School is appropriate. During this initial 30-day period, the student's IEP related services will transfer to and be provided by PCS. Additionally, when a student with more severe disabilities and extensive support services in place seeks enrollment with PCS, a pre-enrollment meeting may be called between District and PCS staff to assist the transition of the student into the provisional enrollment period.

Because the personalized learning model is fundamentally concerned with tailoring the educational experience to the needs of the individual student, PCS is most often determined to be an appropriate placement. Our percentage of students with IEP's has historically varied between 9% and 13%, which coincides with the statewide public school average. At the 2017 revision of this charter, our whole school SPED percentage was 10.4%.

### ***Instruction***

Delivery of Special Education Services occurs at each of the Plumas Charter School centers or at other sites maintained by the district, county office of education or other appropriate providers. These arrangements are developed on a case by case basis and are reviewed and modified on a regular basis in coordination with applicable laws and individualized education plans (IEP).

Special Education students, which may include EL students with an IEP, will be mainstreamed to the greatest extent possible, using pull-outs only for services that cannot be provided through the general classroom setting. The educational program is designed to support students with diverse needs through components such as instructional strategies that accommodate varied learning styles, a relevant, engaging curriculum, grouping by skill level, infusion of the arts, tutoring resources during and after school and occasionally additional skill development classes. All instructional staff will be informed as to the contents of the Individualized Education Plans and their implications for instructional modifications. Students' general education teachers will be

involved with the development of IEPs to the greatest extent possible, including goal setting and identification of appropriate instructional strategies and instructional modifications. PCS provides a continuum of special education services to students including OT, PT, Speech and Language and other programs. If for some reason PCS does not have a program to meet the needs of a specific student; PCS has access to other programs in the county including SDC programs.

PCS implements and reviews programs and services, including related services, required by IEPs of its students to support the movement of students into the least restrictive environments and increase the interactions of all of these students with their non-disabled peers. PCS's instruction for students with disabilities follows as closely as possible the related curricular activities provided for all students at PCS. PCS's special education personnel are credentialed and licensed consistent with California laws and regulations. Student discipline and procedures for suspension and expulsions comply with federal and state laws and regulations and include positive behavioral interventions. PCS conducts regular staff development to enable general education teachers to support students with disabilities during all center based activities.

### **Due Process**

In the event of a due process claim to enforce the provisions of applicable special education law, PCS is committed to working in cooperation with the JPA and the EDCOE SELPA to the maximum extent permitted to respond to and defend the school and the SELPA. Every effort including mediation will be explored in order to quickly and inexpensively come to a mutual settlement that is in the best interest of the child.

### **Section 504**

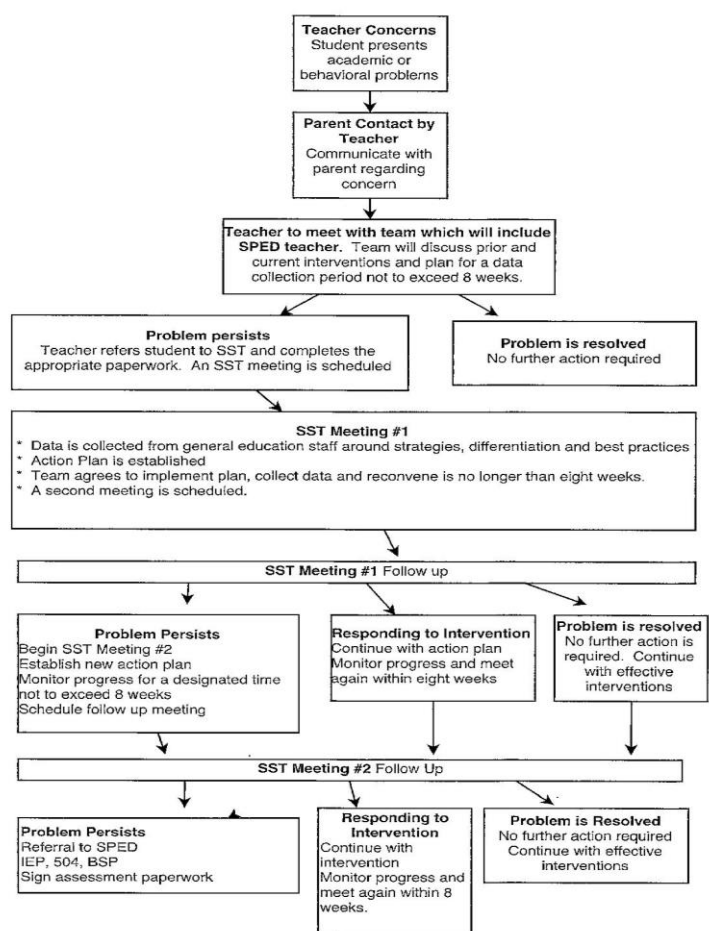
PCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of his/her disability be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

For qualifying students, a 504 team will be assembled by a Director and shall include the parent, guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, as appropriate. The 504 team will review the students existing record: including academic, social and behavioral records, and is responsible for making a determinations as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under IDEA but found ineligible for special education or related services under IDEA, those evaluations may be used to help determine eligibility under Section 504. The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. All 504 team participants, parents,



guardians, teachers and other participants in the students education including substitutes and tutors, must have a copy of each student's 504 plan. A copy of the 504 plan will be maintained in the student's file. Each students 504 plan will be reviewed at least once per year, with the 504 team, to determine the appropriateness of the Plan, needed modifications to the plan and continued eligibility.

**Figure I: Stages of Intervention**



## ELEMENT II & III: MEASURABLE PUPIL OUTCOMES and METHOD OF MEASURING STUDENT PROGRESS

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

Historically, Plumas Charter School has two “numerically significant” subgroups, Socioeconomically Disadvantaged Students, and White.

*“The method by which pupil progress in meeting those pupil outcomes is to be measured to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C)*

## **ELEMENT II: Measurable Pupil Outcomes**

**According to existing minimum criteria for charter renewal (Education Code 47607), Plumas Charter School is eligible for renewal because PCS attained a decile statewide rank of 4 in 2013 (the last year the API was published), and a similar schools decile rank of 8 also in 2013.**

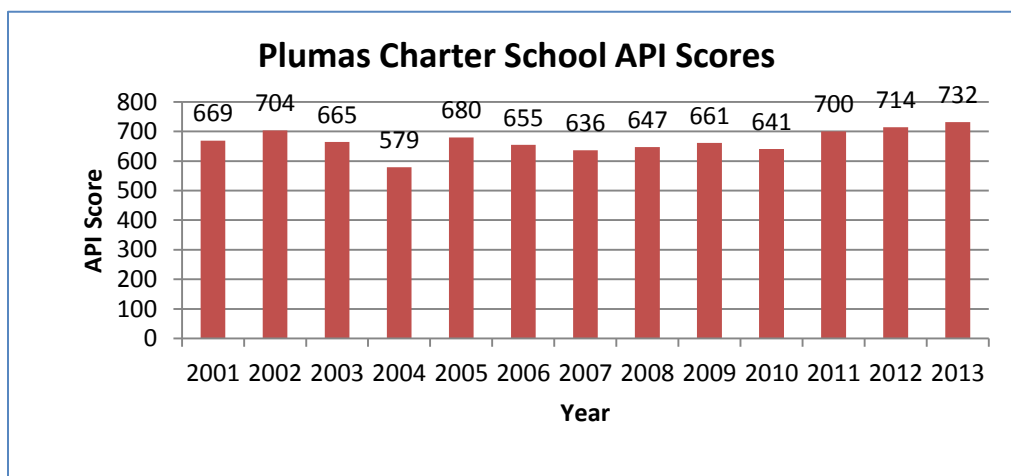
Specifically Education Code 47607 states the following:.....”Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4)(A) 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 schools 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.”

Our schoolwide API composite score grew from 700-732 during the last three years the STAR was given (see [Table 2](#)). In 2013, we met our whole school API growth target, as well as the growth target for the *White* subgroup, but did not meet the growth target for the *Socioeconomically Disadvantaged* subgroup. In 2012, we met our whole school API growth target, along with the target for the *Socioeconomically Disadvantaged* subgroup, but did not for

the *White* subgroup. In 2011 we met growth targets for all subgroups as well as whole school (see [Appendix 7](#) for CDE API Reports). It is worth noting for sake of perspective, that over the course of the three years listed above, the number of students tested was 123, 111, and 119. While we understand and value our API data to some extent, we also struggled significantly to derive much meaning from it because of the small number of students tested, and our historic highly mobile student population (average of 61% for the years 2009-2012). However, we experienced a student return rate of 61% going into the 2013-2014 school year, 79% in the 2014-2015 school year, 88% in the 2015-2016 school year, 80% in the 2016-2017 school year and a projected 87% going in to the 2017-2018 school year. Clearly our enrollment trends are shifting, and because of this, our data moving forward will be more meaningful. This trend also highlights our family's satisfaction with our programs.

Table 2: Historical API Scores



Student achievement will be assessed using multiple measures. As is required by the state charter law, PCS conducts state pupil assessments required pursuant to Section 60602.5, including the Smarter Balanced Test and other mandated state assessments. Academic mastery for non-special education students will be measured for incoming students with assessments such as iReady, upon entering the school to establish a baseline. PCS will collect and analyze data on student achievement on a regular basis. In addition to state testing, PCS uses other in house assessments which inform the teacher about success toward goals. These assessments are used to monitor progress and inform instruction, including identifying strengths and weaknesses of a student, a classroom, a grade level and the school in general.

In order to obtain a measure of the annual academic growth achieved by PCS students outside of the state mandated tests, we instituted individual pre- and post- testing in both Language Arts and Mathematics (to be delivered at the beginning of each school year or upon enrollment, and at the end of each school year). From the fall of 2008 to the spring of 2015, we used the Scantron. We chose to interpret the Scantron data as grade level equivalency (GLE), the data placing students below grade level, at grade level and above grade level. The desired trends within this data are less students performing below grade level between fall and spring, and more students

performing at or above grade level between fall and spring. Generally speaking, this trend was present in our data, but not to the extent we would have liked. We believe there were many factors affecting the success of the test and the progress of our students. They include our historically high mobility, the level at which students test when they arrive (a high percentage of them testing below grade level), technological difficulties with the test itself, lack of buy in of the test by both students and staff, and the potential that the students simply didn't make the progress we would like them to. That being said, there was a significant percentage of students each year (between 30-55%) who gained a minimum of a .5 Grade Level Equivalency increase (GLE) between the fall and spring tests.

Beginning in the fall of 2015, PCS adopted the iReady diagnostic and prescriptive instruction program to replace Scantron. This program provides an assessment platform more similar to that of the Smarter Balanced Assessment, and the content of the assessment is aligned more closely to the Common Core standards. The results of this assessment are also provided as a GLE (referred to as levels), and student's progress is tracked through a pre and post assessment.

Within the iReady assessment, we saw positive linear growth in our student's overall performance between their beginning of year and end of year assessments for the 2016-2017 school year. That being said we also acknowledge that at the end of the year a high percentage of our students were performing below grade level. Being that there is not internal assessment comparative data for PUSD, it is difficult to determine if in fact our annual growth performance data, as measured internally, is comparable to that of our district counterparts. Table \_\_\_\_\_ shows that even while EOY assessment data indicates a high percentage of students performing below their grade level, a significant percentage of students in each grade level showed growth as measured by BOY and EOY iReady data. Individual student growth over the course of each year is a primary desired academic outcome of PCS. This is a greater indicator of success as it captures that while a student may come into a year performing two or more levels below, they may make significant gains that don't necessarily reflect a move into the next performance band. We seek to meet students where they are academically and set appropriate goals for them based on their current levels.

Table 3: 2016-2017 iReady Data

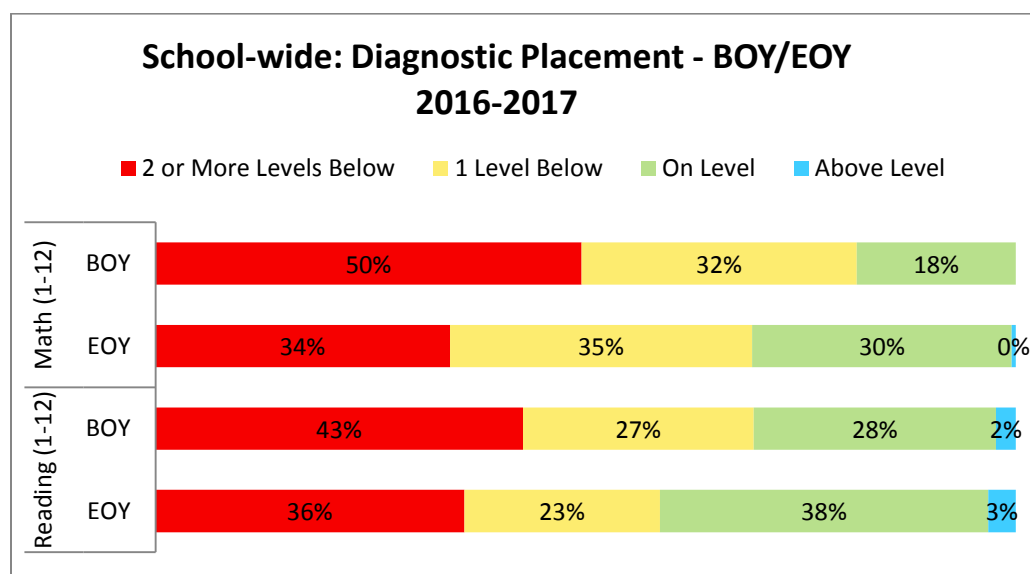
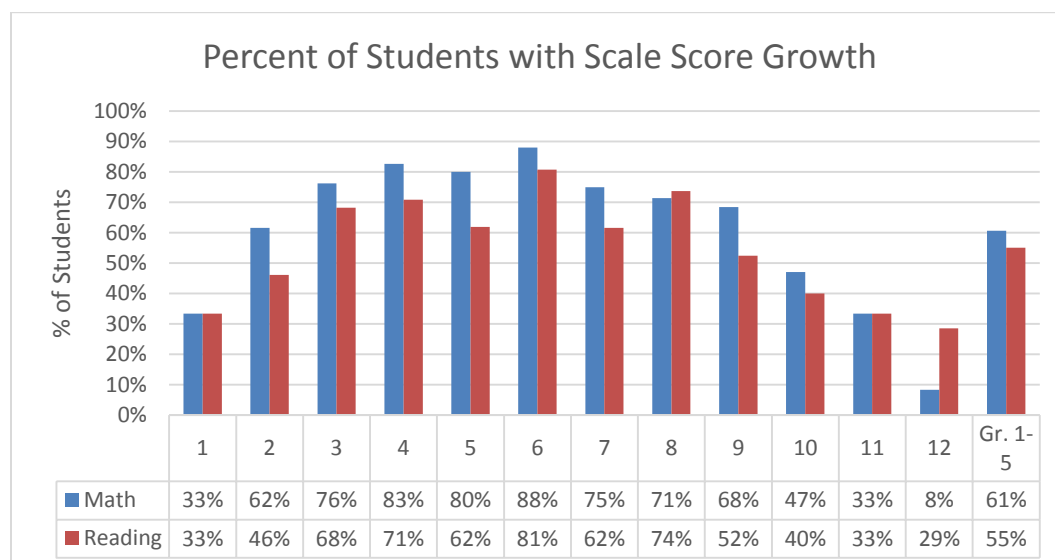


Table 4: 2016-2017 iReady Growth Data



Once a student participates in the diagnostic assessment within iReady, the program identifies skill areas and standards that have not been mastered and prescribes lessons to support the mastery. iReady time is built in to most rotations within the Language Arts and Mathematics instruction for students in grades 2-8, and the resource is available for home use.

In the Spring of 2015, PCS participated in the first round of SBAC testing. The data therein provided a good foundation on which to build. Out of the 164 students who took the SBAC in ELA, 32% of the students did not meet the standards, 27% nearly met the standards, 32% met the standards and 8% exceeded the standards. Out of the 161 students who took the SBAC in Mathematics, 38.5% did not meet the standards, 33.5% nearly met the standards, 22% met the standards and 6% exceeded the standard. In the Spring of 2016, we participated in the second round of SBAC testing, and our overall data was in line with our 2015 performance and that of

the district. Of the 175 students who took the SBAC in ELA, 35% of the students did not meet the standards, 25% nearly met the standards, 26% met the standards, and 14% exceeded the standards. Of the 172 students who took the SBAC in Mathematics, 40% of the students did not meet the standards, 33% almost met the standards, 19% met the standards, and 9% exceeded the standards. The graphs below highlight that, in line with renewal criteria as outlined in Education Code 47607(b), PCS's academic performance is at least equal to the academic performance of the public schools that charter school pupils would otherwise be required to attend. That being said, direct comparisons based solely on SBAC data are difficult because of our much smaller population, the fact that our school data is not disaggregated and reported out based on the communities we serve, and that we are a TK-12 school and as such our scores represent a wider range of students than any one district school. Because our student population is significantly smaller than that of the district, our whole school scores are more greatly impacted by the performance of one student. It is important to highlight in this discussion as well, that PCS attracts a significant percentage of students who are at risk, who academically and/or emotionally struggle, and who did not feel adequately supported by the traditional classroom setting. It is also worth noting that a significant percentage of our students do underperform on standardized assessments for more reasons than just their academic capabilities. Across our centers we serve a number of students who struggle significantly with behavior and emotional regulation. For such students, a significant component of their program with PCS is dedicated to the support first of these challenges and second to their academic progression. If a student's emotional and behavioral wellbeing is not intact, they are unable to reach their full academic potential. We have one or more instances each year of such students being referred to us by PUSD administration because of these and other challenges such as significant credit deficiency.

Whole SBAC data for the Spring of 2017 is not yet available but will be included in this petition as soon as it is.

PCS will continue to work towards actualizing a decrease moving forward in the number of students who do not meet the standards, and an increase in the other three categories. As our LCAP delineates, one of PCS's measurable outcomes for the 2017-2018 year is that our students will actualize a 1% increase in the number of students meeting or exceeding the standards in both Mathematics and ELA.

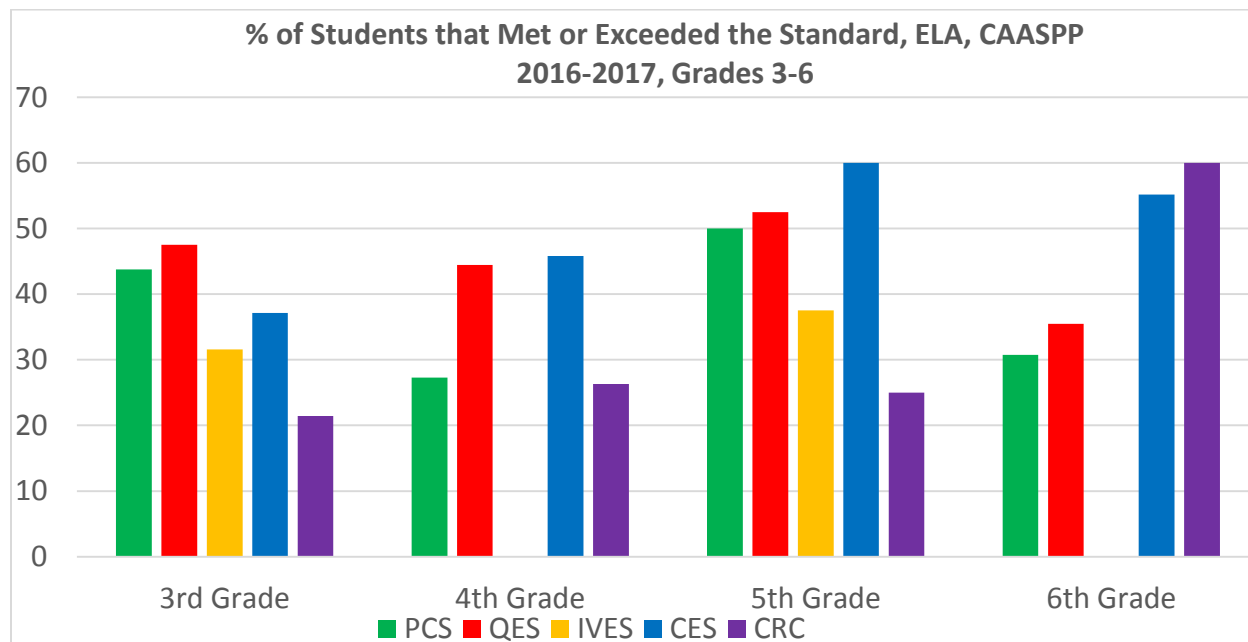
In order to continue to support student's emotional and behavioral growth, PCS continues to implement Morning Meetings during our center based activities, as well as the Second Step character building curriculum. We also employ specific Behavior Support Plans to support and remediate challenging student behavior. In the Fall of 2017, PCS staff will continue their training with the Nurtured Heart Approach as a common technique to approach and support student behavior.

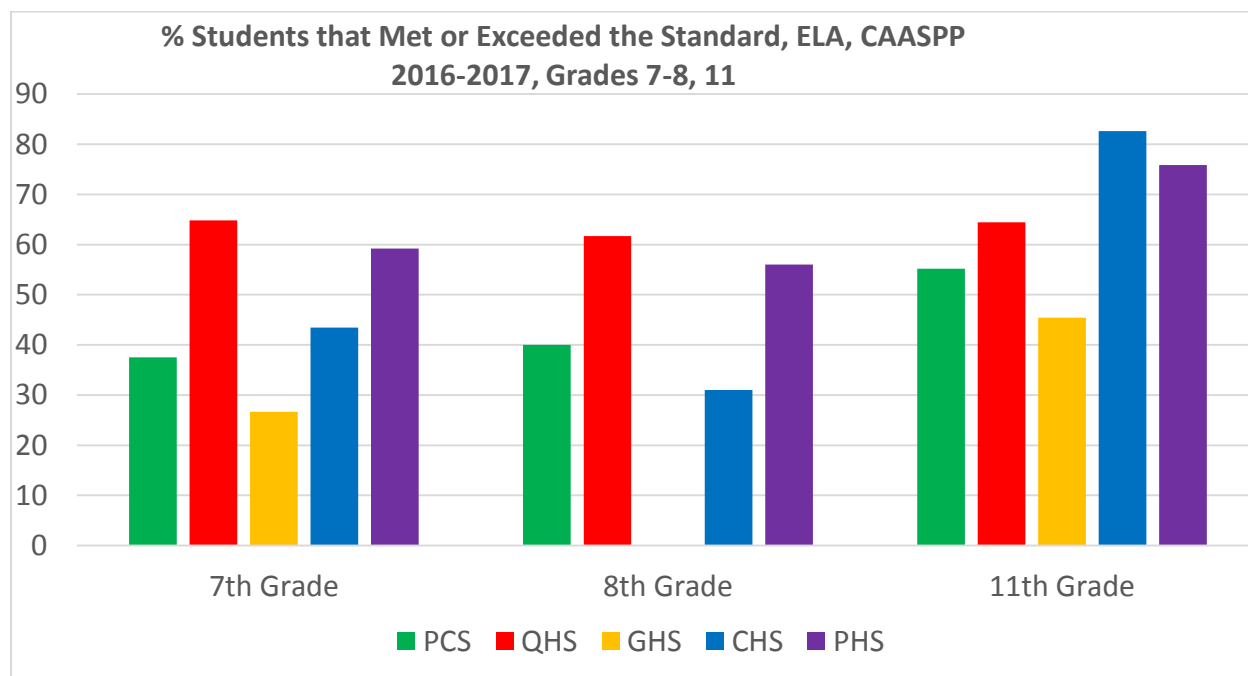
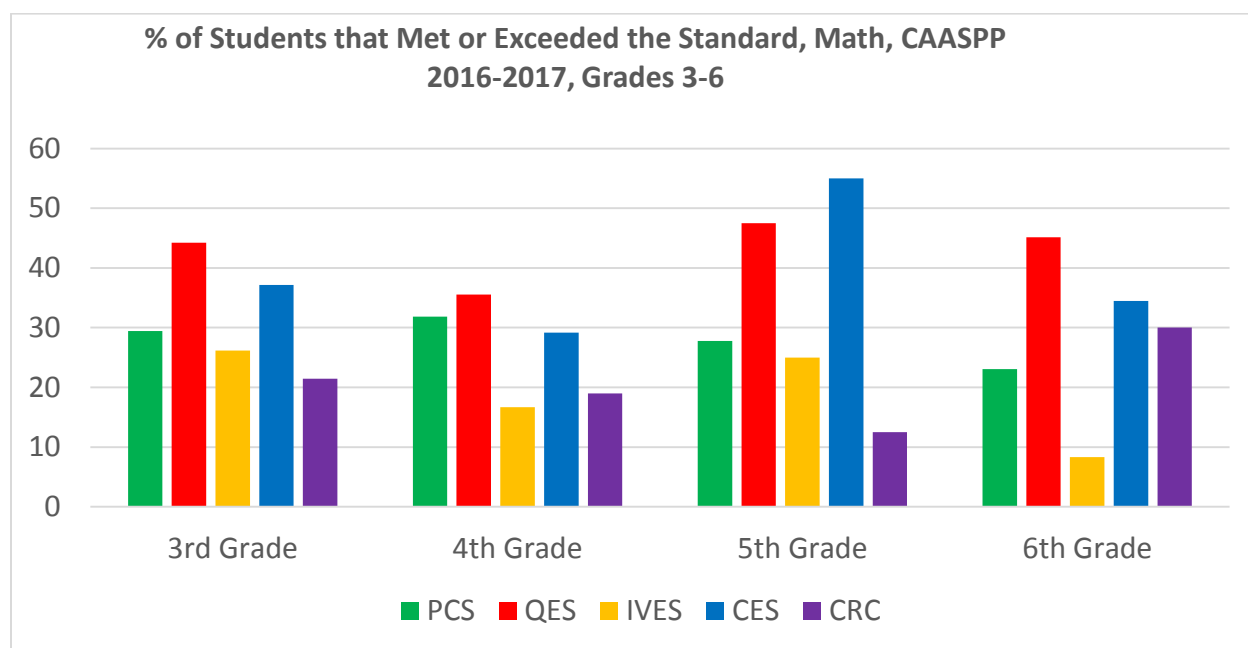
In order to support student's academic growth, we have implemented a new mathematics curriculum (Go Math), a new ELA curriculum (Step Up to Writing, Words Their Way, Units of Study, Houghton Mifflin Journeys), we utilize the iReady program to assist struggling students, we utilize Common Core aligned supplemental instructional materials, have implemented Student Action Plans for our students performing below grade level. Our staff is also provided

with professional development activities that support their implementation of Common Core as well as ways in which to better engage students.

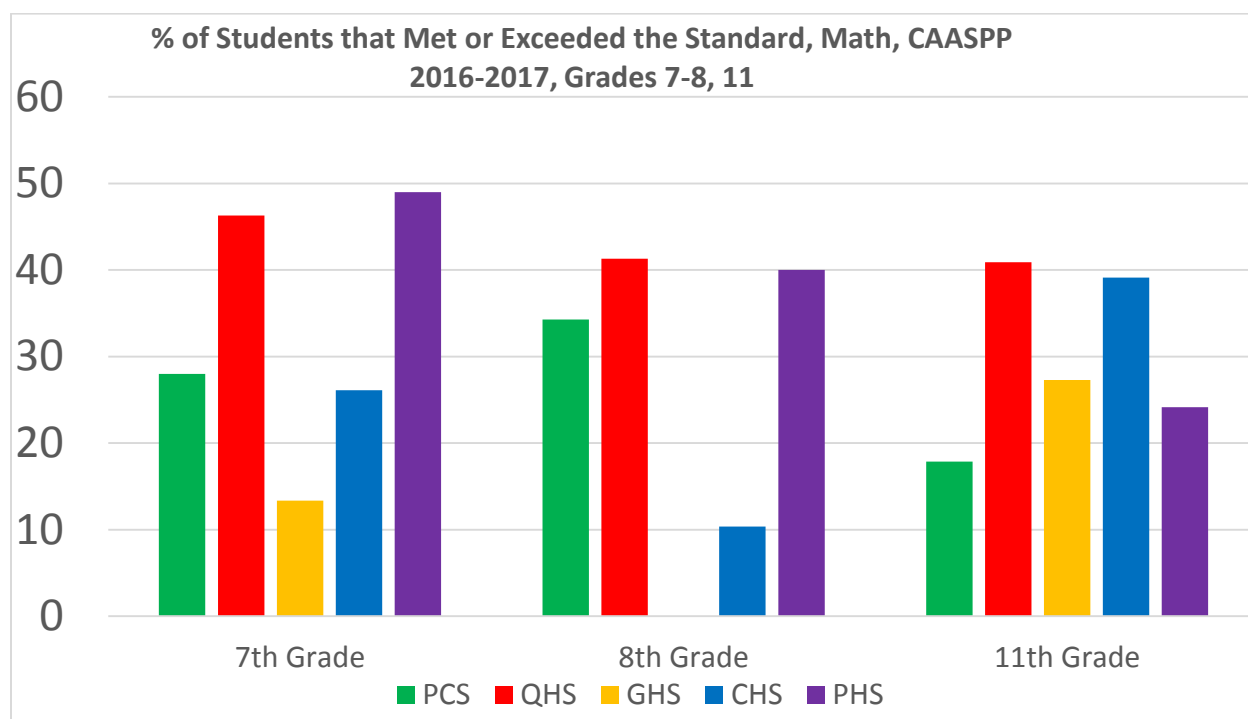
The following four tables display the comparative SBAC data across all of the schools located within Plumas Unified School District for the 2015-2016 school year. As the data displays, holistically PCS students performed equivalently to their district counterparts; performing better in some grades, and not as good in others. As mentioned elsewhere in this petition, PCS has identified several actions to help our students achieve growth on their annual SBAC scores.

**Tables 5-9: County SBAC Comparative Data**









As stated above, each PCS student will have a personalized learning program. Progress will be monitored and documented as outlined in the student's Master Agreement. It is a goal of Plumas Charter School that each student will achieve or exceed an individually appropriate level of annual growth in academic proficiency as outlined by Common Core Standards, and social and personal growth as outlined by PCS staff, in the following core areas:

### **Mathematics**

Students will develop an ability to think mathematically and apply mathematical skills effectively in the real world. Students will demonstrate the ability to apply arithmetic, fundamental algebraic, geometric, statistical and probability skills to work, life and business transactions.

### **Language Arts**

Students will demonstrate developmentally appropriate reading, writing, listening, speaking and presentation skills. Students will demonstrate skills in multiple forms of expression including written, oral, and multi-media. They will comprehend and critically interpret multiple forms of expression, including literature from various historical periods and cultures.

### **Science**

Students will develop an ability to think scientifically and will successfully utilize methods of scientific thinking, inquiry and research and will acquire an understanding of the major concepts underlying life and physical science and their applications.

### **Social Studies**

Students will develop an understanding of history and the political process. Students will understand and apply civic, historical, and geographic knowledge in order to serve as well-informed, critically-thinking citizens in a world of diverse cultures.

### **Social and Personal Growth**

Students will achieve growth in: personal awareness and understanding; social skills; and a sense of responsibility for themselves and the school community, including material belongings and surroundings.

A primary tenet of Plumas Charter School is to continue to evolve and innovate within our educational program to best support students to gain the knowledge and skills necessary to be successful within our rapidly changing world.

## **ELEMENT IV: METHODS OF MEASURING STUDENT PROGRESS**

### **State mandated testing: SBAC, California Science Test, Physical Education**

At Plumas Charter School, all school activities will be approached in such a way that students may extract maximum benefit from them. PCS will strive to ensure that state mandated assessments are conducted, and test results employed, in a manner that will serve as many of the school's goals as possible. It will be a priority to see that PCS students are well prepared to take SBAC, STAR Science, and Physical Education tests. Staff will be familiar with the blueprints for all areas in which each student will be tested. In working with students to develop personalized learning plans, PCS staff will work to ensure that subject matter standards are addressed, student engagement and relevancy are priority, and that opportunities to practice within the testing platforms are provided.

At the beginning of the school year, PCS staff will discuss the previous year's test results with students and parents, helping them to understand the results and helping students to see themselves as possessing the ability to improve their scores. PCS staff will use results from the various state testing as one of several factors to be considered when designing the personalized learning plan. Test preparation materials will be utilized throughout the year as supplements to the regular curriculum.

*It is a goal of PCS that our students work towards achieving annual growth on their iReady and SBAC assessments, and that they are able to successfully pass the various other state tests.*

### **Individual, longitudinal, standard-aligned assessments (within the context of the regular program)**

Because of the individualized character of a Plumas Charter School education, PCS students will be given in house formative assessments in reading, mathematics and language usage at the

beginning of each year (or upon enrollment) and again at the end of the year. The current program we are using to this end is called iReady. PCS staff will have the option of administering one or more of the assessments an additional two times per year to monitor student progress. In addition to informing decisions on placement, curriculum and instruction, these assessments will be used by PCS staff to build insight into the student and his/her needs. PCS staff will report the scores in norm-referenced, achievement, and growth terms, and will discuss them with parents and students in order to promote reflection and self-evaluation on the part of student, parent, and teacher. It is the goal for each student that they achieve annual growth with this assessment as appropriate to their individual performance levels. As mentioned elsewhere in this charter, the iReady program also offers a prescriptive instructional component, whereas it prescribes lessons to students based on their performance on the assessment. The goals of the prescribed lessons are to address skill gaps, provide remedial instruction, as well as to provide more challenge.

### **Other school based means to measure student progress**

PCS staff also regularly measures ongoing student progress through:

- A regular review of student assignment completion, work quality, and academic progress.
- Parent and ES observation
- Skill assessments
- Student presentations, demonstrations, and skill mastery
- Grades earned in PCS courses, PCS small-group classes, and community college and online courses
- Student portfolios

### **Plan for Collecting, Analyzing and Reporting Data on Student Achievement**

Students and their parents receive individual test results from all state mandated assessments. Additionally students and parents receive school level reports throughout the school year on student progress, which include report cards and iReady assessment data. Parents are also regularly given the opportunity to participate in a parent conference. At parent-teacher conferences, parents/guardians will review the progress of their child, discussing student progress in academic and non-academic areas. At these meetings, teachers, parents, and students will plan strategies for home and school to support student success. Academic interventions may be implemented as described above.

Teachers can access student assessment data within the iReady program and within our student data base, School Pathways. School Pathways archives student data for multiple years, so teachers can view multiyear progress on state level testing. Plans stemming from data analysis will also address professional development. Staff will be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations and for continuous improvement of the educational program. In this way student achievement data

will be used to foster continuous improvement to achieve the highest quality educational program possible.

Data analysis is conducted during staff and board meetings throughout the school year. During weekly site level meetings, staff continuously discusses students who are meeting, are exceeding or are struggling to meet the CC standards and grade level expectations. This process also helps to determine which students need academic intervention and which teaching styles, interventions and support materials are effective for struggling students. Teachers, students and parents regularly review achievement goals during data discussions throughout the year to monitor progress and adjust the specific approaches used in the classroom. Student specific assessment information is also shared with parents during conferences.

Student achievement data, from school-generated assessments as well as standardized tests, will be reported annually to stakeholder groups, so that parents, staff, the Board of Directors and the charter authorizer are apprised of the school's progress.

## **ELEMENT V: GOVERNANCE STRUCTURE**

*“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D)*

The Plumas Alternative Learning Services (“PALS”) is the California Nonprofit Public Benefit Corporation that operates PCS. The PALS bylaws provide for a Board of Directors consisting of a minimum of three and a maximum of thirty Directors (hereinafter referred to as “PCS Board”) (see [Appendix 11](#) for a copy of the bylaws). In order to provide for the community's educational needs and wishes to be brought forward, and to ensure that parents of PCS students are able to have a voice in determining the school's program, the PCS Board and administration work actively to promote both community and parent membership.

The PALS bylaws were revised in July of 2017 to change the composition of the PCS Board of Directors, namely to remove staff from the board and to reduce the desired number of board members. These bylaw amendments were conditionally adopted contingent upon the approval of the renewal petition. The amended bylaws state that it is a goal of the PCS Board to maintain board membership at five to seven, to include at least three parents or legal guardians of actively enrolled students of Plumas Charter School, at least two community members, and, as granting district representative per Education Code 47604(b), the Superintendent of the Plumas Unified School District or designee. Our comprehensive LCAP located in [Appendix 1](#) includes specific goals relative to our Board of Directors. All representatives will serve a two year term, and may serve more than one term. The Board of Directors will ensure that the Ralph M. Brown Act is followed to maintain transparency and compliance with state laws.

The bylaws describe the process by which board members are selected. The bylaws state “The Board of Directors shall cause regular Board vacancies to be advertised in all county newspapers and in the Charter School newsletter. Board members shall also identify and/or invite interested persons to apply for a seat on the Board of Directors. Prospective Board members shall attend a preliminary meeting of the Board; submit a letter of interest to the Board of Directors and meet formally with the Board

for consideration at the June meeting each year, or as soon thereafter as possible....Appointed Board members shall be sworn in at the July meeting or as soon thereafter as is possible.”

The PCS Board of Directors will be responsible for ensuring that the school fulfills its stated mission and that it does so in a lawful and ethical manner. They will ensure that, in carrying out that mission, public funds provided to the school are used responsibly, and in a transparent fashion. Transparency and fulfillment of public trust are to be the guiding principles of the Board’s own operations, and to that end, the Board has incorporated into its governing policies the requirement for ongoing governance training and board self-evaluation. Every two years, the Board as a whole receives a half day of governance training provided by our counsel. Board members consult regularly with counsel to ensure that the Board has approved and updated a body of policies sufficient for the prudent operation of the school. All meetings of the PCS Board of Directors or of standing committees of the Board, will be conducted in accordance with the Ralph M. Brown Act and related statutes. Several of the school’s existing board members have attended workshops and conferences to develop and hone their charter school and governance knowledge and skill set.

All Board members will, in accordance with the Board adopted *Plumas Charter School Conflict of Interest Policy and Procedure*, (see [Appendix 8](#)) file annually a Form 700, which will be kept on file by Plumas Unified School District. All new Board members will, upon taking office, be oriented to the Board’s role and responsibilities and to the guidelines established in the *Plumas Charter School Code of Ethics for Board Members Policy and Procedure* (see [Appendix 8](#)). The PCS Board will at least annually publish a notice in all Plumas County newspapers informing the public of its purpose and its interest in securing community membership on the Board, along with information about how to attend meetings and/or apply to serve. The Executive Director will ensure that, in addition, the Board and its role are regularly publicized in the school newsletter and that parents are invited to attend and participate in meetings and to serve if interested. (See *Board Membership Publicity*, [Appendix 8](#))

The PCS Board will be responsible for ensuring that the school fulfills its mission and the terms of its charter. To this end, the board will be charged with selecting and appointing the Executive Director, whose responsibility it will be to oversee the day-to-day operations of the school, which includes directly or indirectly supervising all school employees. In order to ensure the most effective use of the time of both the Executive Director and the board in service of the school’s mission, PCS has a board-adopted *Policy on Distribution of Authority Between PCS Director and PCS Governing Board* ([Appendix 8](#)). The Board’s selection of an Executive Director will include, but not be limited to, the following criteria: possession of a valid California teaching credential or equivalent experience, graduate level training in education or administrative credential; significant experience working in an educational environment, administrative experience and/or training; charter school experience; understanding of the mission of Plumas Charter School and of the role of its staff as public servants; a sense of obligation to serve students, their families, and their community; possession of a strong ethical sense and of the importance of ethical practices in all areas of school operations, and the ability to serve as a role model for staff. (See *Job Description Executive Director*, [Appendix 9](#)). In the last two years, PCS has expanded its administrative base to include three site level directors.

These Directors support all aspects of the site level programs, and support the Executive Director in whole school compliance.

Because a key element of the charter school model is responsiveness to local needs, a central duty of the Executive Director and other administrative staff is to ensure active parent involvement in Plumas Charter School. In addition to conducting ongoing publicity/education on the role of the PCS Board and recruiting parents to participate, administration will also regularly hold parent meetings across the sites. These meetings will focus on information sharing with parents, and on providing a venue in which parents can express concerns, provide feedback and suggestions.

Under the auspices of the Board, the Executive Director has responsibility for oversight of the academic and administrative functions of the school, including ensuring fiscal soundness and legal compliance. In January 2012, PCS partnered with the back office service company Edtec. This firm specializes in Charter School support services and affords a small school like ours access to expertise in a variety of business/management areas that we could not afford on an in-house basis, such as payroll, AP, governance, and budgeting. (See *Edtec Services and Qualifications*, [Appendix 10](#)). The PCS Board will, in consultation with the Executive Director, monitor and evaluate the performance and cost of Edtec support to determine whether use of their services continues to provide the best value for the school. PCS also has the benefit of access to and support from District staff within the scope of District oversight responsibilities, and from County Office staff under the terms of an MOU (See *PUSD and PCOE MOU's*, [Appendix 5](#)).

Pursuant to California Education Code Section 47604(c), Plumas Unified School District shall not be liable for the debts and obligations of Plumas Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Plumas Unified School District (“PUSD”) will not be liable for any actions taken by PCS. PCS will maintain a comprehensive range of insurance coverage commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the sponsoring district (See [Appendix 12](#) for our 2017-2018 *Charter Safe Insurance Policy*). PCS will act as its own fiscal agent to the fullest extent of the law. In fulfilling its obligations relating hereto, PCS will comply with applicable law.

### **Role of the Board of Directors**

#### **Vision and Strategic Plan:**

- The Board drafts, modifies and approves the School Mission Statement and in each subsequent year, reevaluates the School Mission;
- The Board drafts and approves the Plumas Charter School Strategic Plan;
- The Board adopts policies to successfully implement the School Mission and Strategic Plan;
- The Board oversees the PCS Executive Director to ensure that the School Mission and Strategic Plan are reflected in the day to day operations of PCS, including ensuring that the curriculum aligns with the School Mission.

### **Academic Performance Monitoring:**

- The Board, or a committee thereof, annually reviews student performance based on local, state- and federally-mandated assessments and sets goals for student achievement;
- The Board reviews and adopts academic policies to achieve above mentioned goals;
- The Board approves all academic performance reports to all federal, state and local agencies as required by law;

### **Staffing and Personnel:**

- The Board reviews and approves personnel policies and any amendments thereto;
- The Board ratifies hire and termination of all personnel. When the Board does not agree with a personnel recommendation by the PCS Executive Director, the decision of the Board is final after further consideration appropriate to the circumstances.
- The Board hires, evaluates, and terminates the employment of the PCS Executive Director.
- The Board establishes performance goals for the PCS Executive Director and communicates the goals to the PCS Executive Director;
- The Board annually reviews the PCS Executive Director's performance;
- The Board annually reviews and reevaluates the PCS Executive Director's employment contract;
- The Board establishes and annually reviews the PCS Executive Director succession and recruitment plans;
- The Board approves the salaries and compensation policies for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable);
- The Board hears and decides employee grievances.

### **Parent, Student and Community Relations**

- The Board, or a committee thereof, hears and decides student expulsion recommendations;
- The Board, or a committee thereof, hears and decides student academic dismissal appeals;
- The Board reviews and approves student and parent policies and any proposed amendments thereto;
- As needed, the Board communicates with the media and community at large, consistent with the School's Mission and Vision.

### **Finance and Budget**

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto;
- The Board reviews and approves the school's annual academic calendar;
- The Board, or a committee thereof, solicits and selects the school's independent financial auditor, oversees the auditor's work, and receives the auditor's report(s);
- The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements;
- The Board, or a committee thereof, reviews and approves the audit report;
- The Board monitors the responses to the audit report and implementation thereof.

### **Facilities**

- The Board enters into financing and building contracts;
- The Board approves construction and remodeling of facilities;
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options;
- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

### **Board Internal Business**

- The Board drafts, reviews and approves board policies and amendments thereto;
- The Board recruits prospective Board members;
- The Board orients new Board members;
- The Board, as needed, provides training to its members;
- The Board develops and yearly implements a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

### **Charter Performance and Renewal**

- The Board annually reviews the school performance reports;
- The Board, as needed, reviews charter school renewal proposals and reports.

### **School Administrator's Responsibilities**

#### **Delegation of Power to the PCS Executive Director**

The Board delegates the following powers to the Director, or his/her delegate:

#### **Vision and Strategic Plan:**

- The PCS Executive Director implements the Board-adopted policies for carrying out the School Mission and Strategic Plans by, among other things, adopting appropriate procedures and training school staff on their implementation.

#### **Academic Performance Monitoring:**

- The PCS Executive Director creates a report reflecting student performance based on state and federally mandated assessments, provides a copy to the Board, reviews the performance with the Board or a committee thereof, and provides input to the Board when setting goals for student achievement on state mandated assessments;
- The PCS Executive Director makes a report on student performance on school level assessments at the end of each school year.
- The PCS Executive Director oversees implementation of Board adopted policies for reaching established student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures;
- The PCS Executive Director creates all academic performance reports required by federal, state and local agencies as required by law and provides them to the Board for approval;
- The PCS Executive Director develops the school calendar and provides it to the Board for approval.

#### **Staffing and Personnel:**

- The PCS Executive Director drafts all personnel policies and presents them to the Board



for review and approval. The PCS Executive Director also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval;

- The PCS Executive Director hires and terminates all school personnel with advice and assistance of Board and notifies the Board of all such actions at the next scheduled Board meeting. The PCS Executive Director is responsible for all recruitment activities associated with the hiring of school personnel;
- The PCS Executive Director recommends the salaries of all School personnel in compliance with any applicable state laws and collective bargaining procedures to the Board for information purposes;
- The PCS Executive Director ensures that all school personnel are evaluated on a yearly basis and creates the process for such evaluation;
- The PCS Executive Director implements all personnel policies, including the school's internal complaint procedures. If applicable, the PCS Executive Director presents employee grievances to the Board, which hears and decides them.

#### **Parent, Student and Community Relations**

- The PCS Executive Director implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.
- The PCS Executive Director follows the policies and procedures adopted for student academic dismissals and refers any student appeals to the Board to hear and decide such appeals;
- The PCS Executive Director drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The PCS Executive Director drafts amendments to the student and parent policies, and presents them to the Board for approval;
- At the request of the Board, the PCS Executive Director communicates with the media and community at large in a fashion that is consistent with the School's Mission.

#### **Finance and Budget**

- The PCS Executive Director drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The PCS Executive Director drafts amendments to the fiscal policies, and presents them to the Board for approval;
- The PCS Executive Director drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts;
- The PCS Executive Director drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements;
- The PCS Executive Director implements the responses to the audit report as instructed by the Board.

#### **Facilities**

- The PCS Executive Director conducts school site needs assessments at the direction of the Board;
- The PCS Executive Director conducts capital campaigns as needed;

- The PCS Executive Director implements any facilities policies.

### **Charter Performance and Renewal**

- The PCS Executive Director annually drafts any required school performance reports for Board review;
- The PCS Executive Director, as needed, drafts charter school renewal proposals and reports.

## **ELEMENT VI: THE QUALIFICATIONS TO BE MET BY INDIVIDUALS EMPLOYED BY THE SCHOOL**

*"The qualifications to be met by individuals to be employed by the school." - Education Code 47605(b)(5)(E).*

### **Qualifications of School Employees**

Plumas Charter School will ensure that all legal qualification requirements will be met for teachers and staff of the school. Each certificated employee at the charter school will meet the state and federal licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the PCS Board and/or the Director. There will be no discrimination against any applicant or employee on the basis of race, ethnicity, age, gender, gender identity, gender expression, national origin, sexual orientation, marital status, disability or medical condition, either actual or perceived, or for association with any person or group with one or more of the above actual or perceived characteristics.

The qualifications of all employees shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.

Whenever a position becomes available at PCS, we may advertise the opening in several different ways, utilizing Edjoin, the local newspapers, the local offices for workforce development, and through the career centers at local colleges/universities. We also strive to, when appropriate, train and support our staff in-house to assume different roles within the organization. Potential employees are interviewed by a hiring committee that is composed of the Executive Director, appropriate Site Director, and at least one other staff member as appropriate depending on the position. As mentioned elsewhere in this petition, the Executive Director is hired and evaluated by the Board of Directors. Annually a board committee is established and deemed responsible for evaluating the ED and recommending continued employment and any salary adjustment. The ED is then responsible for directly evaluating, or overseeing the evaluation of, all other staff members. Appropriate professional development is offered throughout the year, both in and out of house.

At the 2017 revision of this charter, PCS employs four administrators: the Executive Director and three site level Directors. The Executive Directors (ED) qualifications and role are described in the previous section and are highlighted also in [Appendix 9](#). The Site Directors (see

Appendix 9 for job description) qualifications are similar to that of the ED, but the roles are more centered on the daily program oversight of a specific site; namely Quincy and Indian Valley Academy. The Site Directors are under the supervision of the ED.

There are three categories of employees at Plumas Charter School that work directly with students in classrooms; Credentialed Teachers (also referred to as Certificated Staff), Enrichment Instructors and Instructional Aides.

**Credentialed teachers** are those teachers responsible for providing all of the core subject instruction in English Language Arts, Mathematics, Science and Social Studies. Credentialed teachers will hold a valid teaching certificate (or other permit as issued from the California Commission on Teaching Credentialing (CCTC) such as a Short Term Staff Permit or Provisional Internship Permit in accordance with Education Code Section 47605(l). Certificated teaching staff selection will be based upon, but not limited to, the following criteria: appropriate, current California teaching credential(s); willingness to embrace an evolving approach to education; a sense of obligation to serve students to the best of their ability; strong interpersonal skills and ability to serve as a role model and have positive, constructive relationships with all students; strong intellect and thorough grasp of subject area(s); a high level of professionalism; willingness to seek training to improve and broaden their skills; ability to work collaboratively and an understanding of the importance of collegiality among the entire school staff in order to optimize service to students despite limited resources.

All Credentialed Teachers in grades K-8 have Instructional Aides who work with them regularly during center based activities.

**Instructional Aides** are non-credentialed staff members who work under the direct supervision of a Credentialed Teacher and Site Director. Instructional Aides support the learning environment at each center as directed by the Credentialed Teacher and Site Director, through the leading of small group activities, one on one remediation, monitoring and supporting students working independently, assisting in paperwork, and assisting in overall student supervision.

**Enrichment Instructors** are non-credentialed staff members who teach non-core or elective classes. These classes include Art, Gardening, Experiential Education, Philosophy, Choir, Dance, Drama and Music. Instructional Aides and Enrichment instructors are typically individuals who have undergraduate degrees and/or significant experience with children.

Appendix 13 provides a 2017-2018 comprehensive educational staff listing along with qualifications.

We also have several non-instructional classified support personnel. These classified employees will assist the school with various tasks such as human resources and personnel, purchasing, payroll, record keeping, student attendance, mandated reporting, enrollment, etc.

The school will seek administrative and operational staff who have demonstrated experience or expertise related to the work tasks required of the position. PCS will provide staff members with professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements pertinent to their job functions. All non-certificated

staff will possess experience and expertise appropriate for their position within the school as defined by personnel policies and job descriptions.

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code Section 44237. PCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. The Executive Director and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances as required by California law.

Staff qualifications and job descriptions will be maintained on file at Plumas Charter School and will be available for inspection upon request by the chartering authority, PUSD. The qualifications for non-certificated staff, including both instructional and clerical, largely mirror those for credentialed teachers. At Plumas Charter School we understand that our students are very observant and perceptive, and the best way we can teach them how to behave responsibly and with integrity is to do so ourselves, and the best way to teach them mutual respect and cooperation is to model those traits when working together as a staff.

At Plumas Charter School, teachers work under a performance based pay structure, and are provided with an evaluation rubric at the beginning of each year in order to provide them guidance and a clear understanding of what is expected of them (See *Teacher Evaluation Rubric and Teacher Evaluation Process*, Appendix 14). Throughout the course of a school year, teachers are observed three times by administrative staff, and two times by their peers. The peer observation is an important collaboration and feedback tool. Feedback and discussion follow these observations, and teacher salaries for the following year are based upon their performance scores on the overall rubric. In this way, Plumas Charter School will not only hire excellent teachers, but the school will ensure that teachers continue to perform at a high level, and that they are incentivized to do so. PCS is an at-will employer and as such is not forced to retain unsatisfactory teachers or to reward teachers for mere longevity. Longevity is awarded to the extent that its benefit can be observed in a teacher's performance and documented on the evaluation rubric.

Collegiality is a primary component of the PCS culture. Site level staff will meet weekly, and whole school instructional staff will meet quarterly. Site level meetings include collaboration on curriculum and programs, instructional approaches, site level activities, site level challenges, and appropriate trainings such as test proctoring and the student data base. Quarterly instructional staff meetings are designated primarily for staff development, whole program visioning and collaborating, and best practice sharing. The entire PCS staff will meet semi-annually to review comprehensive whole school topics.

Ongoing professional training will be another primary element of Plumas Charter School. Professional development is addressed in the Teacher Evaluation Rubric and rewarded under the PCS pay-for-performance system. Periodically, the administrators and the full-time teaching staff may attend the California Charter Schools Association (CCSA) annual conference. This provides the opportunity for the whole staff to become informed on the latest educational research and developments and for the administrative staff to hear expert opinions on legislative,

regulatory, budgetary developments. Administrators also attend the Leadership Update hosted by the Charter Schools Development Center on the years it is offered in Northern California. Plumas Charter School also provides annual professional development activities on-site by bringing in facilitators and utilizing teacher experts to work with staff on such topics as student engagement, Common Core implementation and program visioning. [Appendix 15](#) provides a comprehensive listing of staff development activities provides over the last three years.

The staff is also able to collaborate on ways to apply the ideas to which they've been exposed. During the off years that the staff does not attend the above conferences, we encourage the pursuing of individual professional development by attending Northern California workshops and online trainings. Teachers are also encouraged to pursue research on educational topics that are of particular interest to them. In order to receive credit on the rubric for professional development, these projects must be approved in advance by the Director(s). Teachers are strongly encouraged to present their findings to the teaching staff at a staff meeting, and they are awarded additional rubric points for doing so, in that such professional dialogue increases the level of professionalism and collegiality of the teaching staff.

## **ELEMENT VII: PROCEDURES TO ENSURE THE HEALTH AND SAFETY OF PUPILS AND STAFF**

*"The procedures that the charter school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described by [Education Code] Section 44237." Education Code Section 47605(b)(5)(F).*

Maintaining a safe and healthful environment for students and staff is a priority for the administration of Plumas Charter School. PCS will comply with all of the requirements of Education Code Sections 44237 and 45125.1 and will comply with the Family Education Rights and Privacy Act as well as all applicable laws concerning immunization, first aid, facility safety, child abuse reporting, emergency response, blood-borne pathogens, and related issues for both employees and students. All employees of PCS will be risk assessed for, and if required, tested for tuberculosis in accordance with Education Code Section 49406. The procedures in place for ensuring safe school premises and practices include the following:

### Board Responsibilities:

- The Governing Board of Plumas Charter School regularly approves an updated Injury and Illness Prevention Program Safety Manual (IIPP). This manual outlines the internal structure for monitoring the safety of the practices and facilities of each PCS learning center and for addressing any unsafe conditions that arise (see [Appendix 16](#)).
- PCS has the following Board Policies in place (see [Appendix 16](#))
  - Emergency School Safety policy and procedure
  - Field Trip Safety policy and procedure
  - Policy and Procedure on Administration of Medications at School
  - Plumas Charter School is a Tobacco Free, Drug Free and Weapon Free Zone
- PCS is committed to providing a school environment that is free from sexual harassment, as well as any discrimination or harassment based upon such factors as race, religious

creed (including religious dress and grooming practices), color, national origin (including language use restrictions), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or any other legally protected category.

- The Board adopted PCS Employee Handbook clearly prohibits such harassment, defines it, and explains the procedure for reporting it without fear of reprisal (Appendix 16).
- The Board adopted Policy on Student Sexual Harassment prohibits and defines sexual harassment of a student by another student or a staff member as well as outlining the complaint process (Appendix 16).

#### Administrator Responsibilities:

- The Site Director(s) will maintain oversight of safety compliance at all school locations and assume responsibility for scheduling regular fire, earthquake, lockdown, and shelter in place drills, instructing the staff on procedures and ensuring that they, in turn, instruct their students.
- PCS has posted fire escape routes at the door of every room at each of its learning centers, clearly indicating exit routes from the building. These are reviewed annually for visibility, legibility and correctness.
- Director(s) will ensure that all staff completes the required safety related classes as prescribed by our liability insurance.

#### Registrar Responsibilities:

- Track the immunization status of all new and continuing students to ensure that the student's immunization history puts him or her in compliance with the most recent state requirements. The Registrar will remain apprised of all current California immunization requirements, to oversee family notification of those requirements, and monitor compliance under supervision of the Executive Director.
- Ensure that any students who are enrolling in public school for the first time have documentation of all required medical and dental examinations required for admission to a California public school.
- Ensure that all enrolled students receive all required, school-provided examinations, including: vision upon first public school enrollment and at least every 3<sup>rd</sup> year thereafter until the completion of grade 8; and hearing in Kindergarten or grade 1, in grade 5, grade 8, grade 11, and upon first public school enrollment. Examinations will be provided by qualified professionals as outlined in Education Code.

#### Administrative Secretary Responsibilities:

- Supervision of the tuberculosis testing of all new hires, monitoring of TB certification status of continuing employees and timely notification of any staff members whose certification requires renewal.
- Oversight of the fingerprinting of all new hires and classroom volunteers, ensuring that no employment or service begins until after clearance is obtained.

#### Whole Staff Responsibilities:

- The entire staff of PCS signs an affidavit at upon employment acknowledging that they understand their responsibilities as mandatory reporters of suspected child abuse. The Director(s) discuss the reporting process briefly, reminding staff members to come for counsel if they have questions. A representative from Child Protective Services is regularly invited to instruct the staff during ongoing staff meetings. Staff members are reminded at the beginning of each school year that if they have doubts about their perceptions or their responsibility they should contact CPS or discuss them with the Director(s).
- The entire PCS staff is offered on-site CPR and first aid training every two years.

### **ELEMENT VIII: RACIAL AND ETHNIC BALANCE**

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

Every student of Plumas Charter School attends on a voluntary basis. Ethnic and socioeconomic balance will be monitored. PCS’s student population is expected to continue to reflect the population of the local community. The school will be nonsectarian in all of its practices and will not discriminate based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, gender, sexual orientation, gender identity, gender expression or association with a person or group with one or more of these actual or perceived characteristics or other category protected by law (AB9). Plumas Charter School will strive to maintain a racial and ethnic balance among its students that is reflective of the population residing within the territorial jurisdiction of Plumas Unified School District. The means by which the school will achieve this balance will be through publicizing the school’s program and activities in such a way as neither to encourage nor discourage the interest or participation of any particular racial or ethnic group (through newspaper and radio advertisements); as well as holding a public enrollment lottery for new students as the need arises. Table 7 below contains an extracted Enrollment by Ethnicity Report from the CDE website for both PCS and PUSD. The small size of PCS makes the school-district comparison somewhat imprecise, but Table 8 provides additional insight into the student numbers involved. Holistically our ethnic balance is in line with that of PUSD, some categories being slightly higher and some lower. It is important to note that the largest discrepancy between the ethnic demographics of PCS and PUSD is in the Hispanic and Latino population. The table below shows that PUSD currently has 15% enrollment under this designation and PCS has 7.2%. The primary reason for this difference is the fact that PCS no longer operates a learning center in the city of Portola in Eastern Plumas County, where the highest percentage of Hispanic and Latino people in the county are located. PCS did operate a center in Portola for a number of years, and then in December of 2013 we opted to close the center because of declining enrollment due in part to the fact that we were in effect competing with another charter school located across the street. If we remove Portola demographics from PUSD, the Hispanic and Latino enrollment

percentage for PUSD then becomes 6.6% which is in fact lower than Plumas Charter School's current percentage of this demographic.

Table 7: Comparative Ethnicity Demographic Data for PUSD and PCS 2015-2016

School	Not Reported	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Total
Beckwourth (Jim) High	0	0	1	0	0	1	0	5	3	10
C. Roy Carmichael	0	0	2	2	0	97	0	242	21	364
Chester Elementary	0	0	0	3	0	18	0	184	9	214
Chester Junior/Senior High	0	1	6	3	2	18	0	129	4	163
Greenville Jr/Sr High	0	0	22	2	0	13	0	44	4	85
Indian Valley Elementary	0	0	19	1	1	11	0	83	5	120
Portola Junior/Senior High	0	0	3	0	1	70	0	164	15	253
Quincy Elementary	0	12	8	2	3	29	0	239	22	315
Quincy Junior/Senior High	0	8	6	1	0	21	1	267	12	316
Total	0	21	67	14	7	278	1	1,357	95	1,840
<b>District Percentage</b>	<b>0</b>	<b>1.1</b>	<b>3.6</b>	<b>.76</b>	<b>.38</b>	<b>15</b>	<b>.05</b>	<b>74</b>	<b>5</b>	
Plumas Charter	7	6	21	2	0	24	2	270	0	332
<b>PCS Percentage</b>	<b>2</b>	<b>1.8</b>	<b>6</b>	<b>.6</b>	<b>0</b>	<b>7.2</b>	<b>.6</b>	<b>81.3</b>	<b>0</b>	

Table 8: PCS Historical Ethnicity Demographic Data-Percentage

-CBEDS	10/1/2008	10/7/2009	10/6/2010	10/5/2011	10/3/2012	10/2/2013	10/1/2014	10/7/2015	10/5/2016
Year	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
American Indian or Alaska Native	10.7	14.0	16.0	11.8	10.4	7.8	7.2	7.3	8
Asian	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0
Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Filipino	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.3
Hispanic or Latino	6.5	8.0	5.2	3.8	4.2	2.3	0.8	0.9	.00
African American not Hispanic	4.7	2.1	2.8	1.6	2.1	0.5	1.5	2.1	1.3
White	76.9	73.3	73.2	78.5	82.3	88.5	87.2	86.4	87.6
Chinese	0.6	0.5	0.5	0.54	0.0	0.5	0.4	0.3	0.0
Korean	0.6	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0
Laotian	0.0	1.6	1.8	2.2	1.0	0.0	0.4	0.3	0.3
Tahitian	0.0	0.0	0.0	0.54	0.0	0.5	0.4	0.3	0.3
Other/Pacific Islander	0.0	0.0	0.0	0.54	0.0	0.0	0.0	0.0	0.0



Hawaiian	0.0	0.0	0.0	0.54	0.0	0.0	0.4	0.3	.3
Unspecified	0.0	0.0	0.0	0.0	0.0	0.0	1.5	2.1	1.9
<b>Total</b>	100.0	100.0	100.0	100.0	100.0%	100.0%	100.0%	100.0%	100.0%

Because ours are small communities, we find that most potential students hear of us by word of mouth. In addition, we encourage and validate (See *Teacher Evaluation Rubric*, [Appendix 14](#)) our teachers to publicize their student activities by sending photographs and stories to the local newspaper or by inviting a reporter in advance. PCS advertises on the Plumas County community radio station, KQNY, and we traditionally place an advertisement in the local newspapers with an outline of what our school offers annually. We participate in the Plumas Children's Fair with an activity booth annually.

PCS will maintain up-to-date records of the ethnicities of its students, and if the balance is not reflective of that of PUSD, a committee of Plumas Charter School parents, teachers, and staff will meet with the District Superintendent to discuss the imbalance and explore available options for restoring it, which may include additional outreach initiatives. PCS Staff members are instructed and monitored by the Director(s) to ensure that Plumas Charter School presents a respectful and welcoming atmosphere to all who visit or contact us. The Plumas Charter School Teacher Evaluation Rubric includes professionalism and student support, and these categories specifically provide for evaluation of the teacher's demonstration of respect for all students and their families. The PCS staff are instructed and reminded that we are public servants, supported by the tax dollars of our community members and as such obligated to provide the highest level of service to all students and their families.

## ELEMENT IX: STUDENT ADMISSIONS

*"Admission requirements, if applicable." Ed. Code § 47605(b)(5)(H)*

It is a goal of PCS to attract, enroll and retain the broadest spectrum of students and families representative of the limited diversity existing in the County. Students residing within Plumas County or its adjacent counties will be considered for admission without regard to ethnicity, national origin, gender, gender identity, gender expression, gender related appearance and behavior, disability, achievement level or any other category protected by law. The 2014-2015 school year marked the first year where a public enrollment lottery was necessary due to impacted programs. In the event that the number of students applying to attend PCS exceeds the school's capacity, admission, except for currently enrolled students of the school, will be determined by a public random drawing held in stages, according to preference group, in the following order: (1) siblings of current students; (2) children of PCS staff members, to be limited to 10% of total enrollment; (3) students who reside within the boundaries of Plumas Unified School District; (4) all others (refer to [Appendix 6](#) for our comprehensive enrollment policy).

Interested families must first complete and submit an enrollment application that must be validated by our Registrar. If the program being applied for is not impacted, the student is deemed enrolled (pending review of suspension/expulsion/SARB and probationary status) and an enrollment meeting with the appropriate Site Director is scheduled. If the program being applied for is impacted, the student will participate in the lottery as described above and in [Appendix 6](#). Once a student is enrolled, the parent and enrolling student must sign a semester-long independent study contract, called a *Master Agreement for Independent Study* (see [Appendix 17](#)), which outlines Plumas Charter School's academic and behavioral expectations, philosophy, and program requirements. Continued enrollment is subject to the *Plumas Charter School Policy and Procedures for Suspension, Dismissal, and Expulsion* (see [Appendix 4](#)).

Upon enrollment, students are queried (on the PCS Enrollment Form) as to their suspension/expulsion/SARB, probation status. Any student currently under suspension/expulsion/SARB will not be enrolled until the Director(s) confers with the principal of the previous school and/or a district administrator for approval of the enrollment. Any student on probation will not be enrolled without the approval of the appropriate probation department official. The purpose of these approvals is to ensure that the student is not trying to avoid disciplinary action by the previous school or county office. To date no student has been denied enrollment based upon this approval process. As mentioned elsewhere in this Charter, after enrollment, students are queried as to their participation in special education. Any student with a current IEP will be provisionally enrolled until the IEP team can meet and discuss appropriateness of placement in IS per Education Code Section 51745(c).

Plumas Charter School will comply with all state laws governing the minimum and maximum ages for public school attendance. Pupils over the age of nineteen years can be enrolled only if (1) they have been continuously enrolled in public school in pursuit of a high school diploma while 19 years of age, and without a break in enrollment since that time, and (2) they continue to make satisfactory progress towards a high school diploma, and (3) they are not over the age of 22 years.

**Specifically, our admissions policy states the following:**

PCS is open to any student in Plumas and contiguous counties who meets the admissions requirements described herein. If the number of pupils who wish to attend PCS exceeds PCS's capacity, enrollment (except for students already attending) shall be determined through the use of a lottery and subsequent waiting list. After the lottery, students from the waiting list will be enrolled, as space allows. Preference shall be extended as described under the heading *Preferences*.

In order to be eligible for enrollment in PCS, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code, or appropriate Waiver.
  - Entering Kindergartners: Must now have proof, signed by a doctor, of having had all required immunizations.
  - Entering 7<sup>th</sup> Graders: Must now have proof, signed by a doctor, of having had all required immunizations.

- To be eligible to enroll in kindergarten, students must turn 5 years old on or before: September 1 (*EC* Section 48000[a]).
- Students turning five between September 2 and December 2, will be enrolled in a Transitional Kindergarten program.
  - For purposes of this section, “Transitional Kindergarten” means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Such admissions will be made on a case by case basis at the discretion of the Executive Director, based on kindergarten readiness assessments.
- To be eligible for enrollment in first grade, students must be at least age 6 years of age on or before: September 1 (with some exceptions in accordance with the Board’s age-admission policy and in accordance with law).
- Students must enroll with at least one parent or guardian, except for students 18 and older.
- Students above the age of 19 are ineligible for admission unless: they have been continuously enrolled in public school since before their 19<sup>th</sup> birthday; they are being served under the term of an Individualized Education Program; and/or PCS or program qualifies for an exemption from the general prohibition on serving students over age 19, in accordance with the California Education Code.
- No student of PCS may concurrently attend a private school that charges the student’s family for tuition.
- All students shall be documented as residents of the State of California and of Plumas County or an immediately adjacent county (Butte, Sierra, Tehama, Shasta, Yuba or Lassen).
- No student will be admitted during the term of an expulsion for bringing to or possessing a firearm at any school, unless the Executive Director makes a determination based on the specific facts of the situation in accordance with PCS’s discipline policy. A student that has been otherwise expelled may be admitted to PCS at the discretion of the Executive Director on a case-by-case basis.

The PCS Director(s) and PCS Board reserve the right to, on a case by case basis, admit to a kindergarten program a child having attained the age of five years at any time during the school year with the approval of the parent or guardian, subject to the following conditions:

- The Director and/or the Board determine that the admittance is in the best interests of the child.
- The parent or guardian is provided information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

### **Required Documents**

For Transitional Kindergarten/Kindergarten students or students enrolling in a public school for the first time:

- Copy of birth certificate or other proof of birth (examples include but are not limited to a religious, hospital or physician’s certificate showing date of birth, an adoption record,

affidavit from a parent/guardian, previously verified school records or any other documents permitted by law.

- Immunization record or appropriate waiver
- Student Health Inventory or appropriate waiver
- Dental Health Report
- Student Physical
- Proof of residence on file

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures will result in conditional admission. All eligible students must meet the following requirements:

- Complete applications for admission must be submitted to
- Authorization for PCS to request and receive student records from all schools the student has previously attended or is currently attending;
  - Proof of full immunization or exception from the requirement;
  - Proof of health examinations required by the Health and Safety Code or waiver;
  - Proof of age with the application for admission;
  - Proof of residency;
  - Information regarding any special education or related services received by the student, the student's home language, and whether the student is an English language learner.

For homeless and foster students who are interested in enrolling with PCS, and are missing any of the above documentation, PCS will enroll them immediately and work with appropriate county level and previous school staff to obtain required records, or help students to meet requirements (as required by the McKinney-Vento Homeless Assistance Act, and Education Code 48853.5).

PCS shall follow any required procedures for the transfer of a program between SELPAs. Additionally, each application will be reviewed by staff to ensure that it is complete before the student will be considered for admission.

### **Preferences**

In the event that there are more students applying for admission than available space, preferences shall be extended in the following order of priority:

- Pupils currently attending PCS
- Siblings of students currently enrolled in PCS
- Children of staff (not to exceed 10% of the total student population)
- Students residing within the boundaries of the Plumas Unified School District.
- Students residing in counties contiguous to Plumas

### **Enrollment Process and Guidelines**

Plumas Charter School currently has open enrollment. In the event that the number of students applying to attend PCS exceeds the school's capacity, admission, except for currently enrolled students of the school, will be determined by a public random drawing held in stages, according

to preference group, in the following order: (1) siblings of current students; (2) children of PCS staff members, to be limited to 10% of total enrollment; (3) students who reside within the boundaries of Plumas Unified School District; (4) all others.

Currently enrolled students, who wish to receive preferential enrollment status for the following school year, must complete an Enrollment Form by the spring deadline.

### **Special Circumstances**

- *Special Education*  
Students with active IEP's will be enrolled to PCS with an administrative placement. Enrollment will be completed pending approval of PCS as a placement for the student by an IEP team meeting within 30 days of the administrative placement. The IEP team must agree that personalized learning with PCS is an appropriate placement for the student, and language to that effect must be added to the Notes page of the IEP; a stamp with this statement can be obtained from the Director.
- *Student Attendance Review Board (SARB)* Students who are involved in a SARB process will not be admitted to PCS until the attendance concerns are resolved to the satisfaction of PCS and district administration.
- *Expulsion or suspension*  
Students expelled or suspended from other schools will not be admitted to PCS without administrative approval, based on conference with the prospective student's previous school.
- *Probation*  
Prospective students on probation must have approval from their probation officer.

### **Grade Placement**

PCS identifies elementary school as including grades Transitional Kindergarten through sixth grade, middle school as including grades seventh and eighth, and high school as grades nine through twelve.

#### *Elementary and Middle School*

Academic performance as well as age, size and previous school placement will be considered when grade placements are made. Academic performance level will be determined using various means, including but not limited to:

- Previous standardized test results
- Work samples
- Student interview
- PCS testing

#### *High School*

High school student will be placed in the grade level commensurate with their accumulated credits.

### **Re-enrollment**

Students may not withdraw and re-enroll in PCS within the same semester. If a student would like to re-enroll, they must wait until the next semester. Exceptions may be granted upon Director(s) approval.

### **Parent/Student Procedure for Enrollment**

Parents/guardians may enroll their student(s) by completing the online enrollment application, and participating in an enrollment meeting with a Director(s) to review program options, reasons for enrollment and any special considerations such as suspension/expulsion/probation or SARB. Interested parents/guardians are encouraged to visit the PCS center of interest and the PCS website, where the Parent Handbook is available. Enrollment materials can be sent by email or U.S. Mail, or accessed online through our website, to interested parents/guardians and students. All enrollments must receive approval by an administrator before they are final, and the administrator will make the ES assignment at that time.

## **ELEMENT X: FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY**

*“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.” Ed. Code § 47605 (b)(5)(I)*

Plumas Charter School was founded in 1998 as a district-funded school-dependent charter. On May 1, 2000, the school became incorporated as a non-profit (See *PALS Articles of Incorporation, Appendix 11*) and commenced operation as a direct-funded school. Independent financial audits have been conducted annually since then. PCS had one audit finding its first year of operation as a direct funded school, and then experienced 16 years of subsequent clean audits. During the 2015-2016 fiscal year, PCS experienced its second audit finding in the history of the school, which was centered around an error with our NSLP student reporting. The finding has been remedied and filed with both the district and the state, and an improved procedure put into place so that our NSLP reporting is consistently accurate and validated throughout the year. See *Appendix 20* for a full detailing of the audit finding and its remediation. PCS’s 2015-2016 audit report can be found in *Appendix 19*. As a non-classroom-based school, Plumas Charter has also been required to submit funding determination reports every three to five years, and the result has been 100% funding. PCS meets the requirement outlined in Education Code 51745.6(a), by limiting the number of students that an IS teacher can oversee, the ratio not to exceed 25 ADA to 1 FTE.

Over the last five years, the school’s enrollment has steadily increased (refer to Table 1 above), along with the per ADA allotment allocated to us. This coupled with a conservative budgeting practice, has allowed for a comfortable reserve along with a fund balance that would support a facilities purchase or other facilities development as deemed appropriate (see *Appendix 21* for Budget Projections and cash flow).

The financial records of Plumas Charter School will be kept in accordance with generally accepted accounting principles (GAAP). An annual independent fiscal audit of the financial records of Plumas Charter School is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m), also employing generally accepted accounting procedures. The audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide. As mentioned in a previous section of this Charter, PCS is currently working with Edtec, and they maintain our comprehensive financial documentation and work directly with our auditors.

The Plumas Charter School Board of Directors will, through a request for proposal process, select an independent auditor. The auditor will have, at a minimum, experience in education finance for an annual financial audit, and will have experience with audits of educational entities and education finance, preferably with charter schools. The audit will be produced according to generally accepted accounting principles and will verify the accuracy of the Charter School's financial statements, average daily attendance, enrollment, accounting practices, state compliance, and review of the Charter School's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Executive Director will be responsible for contracting with and overseeing the work of an independent auditor.

The annual audit is forwarded to Plumas Unified School District, the Plumas County Office of Education, the State Controller and to the California Department of Education by the 15th of December of each year. The Executive Director and Board President review any audit exceptions or deficiencies and report to the whole PCS Board on their recommendations for correction. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

The Executive Director will work with the back office provider and designated audit firm to provide the information needed for the independent audit. To ensure sound fiscal practices throughout the school year, PCS will contract with a back-office provider to manage the school's financial operations and utilize a sound internal control policy. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Should the audit note any exceptions or deficiencies, Plumas Charter School will follow a procedure whereby:

- The Executive Director, along with the Board Directors, will review any audit exceptions or deficiencies and the Executive Director will report to the Board recommendations on how to resolve them.

- The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.
- Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process as outlined in this charter.

In addition, pursuant to Education Code 47604.33, PCS will submit to PUSD and the county superintendent of schools annually:

1. On or before July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. On or before December 15, 1st interim financial report reflecting changes through October 31.
4. On or before March 15, a 2nd interim financial report reflecting changes through January 31
5. On or before September 15, a final unaudited report for the full prior year.

Plumas Charter School will respond promptly to all reasonable inquiries by the District, including inquiries regarding its financial records. For reasonable cause, the District may engage audits of school finances at any time.

The PCS Board and staff will adopt and implement a comprehensive set of fiscal management policies and related administrative procedures that comprise the school’s system of internal controls, to be implemented by the Executive Director addressing, at a minimum: key fiscal management and control functions such as recording of revenues, deposit of revenues into bank or treasury accounts, authorization of expenditures, accounting, and check/warrant approval across different individuals and other similar internal controls policies to prevent embezzlement and other inappropriate or illegal handling of school finances. Such policies will be developed, periodically reviewed and revised to suit the school’s evolving needs.

Any funds due to the school that flow through PUSD shall be forwarded to the school as soon as practical. Plumas Charter School and Plumas Unified School District will negotiate in good faith on an annual basis to develop a memorandum of understanding that establishes the specific financial and service relationship (see [Appendix 5](#)).

PUSD shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated by this charter for a fee. In no event will this fee exceed one percent (three percent if located in rent-free facilities) of the cash revenues of the school provided to the school pursuant to the terms of the Charter Schools Act. These supervisory oversight services shall include (but are not limited to) the following:

- The initial review, negotiations, hearing, and approval of this charter contract;



- Good faith efforts to develop any needed additional agreements to clarify or implement this charter;
- Regular review, analysis, and dialogue regarding the performance reporting of the school;
- Monitoring of compliance with the terms of this charter and related agreements;
- Good faith efforts to implement the dispute resolution and related processes described in Section 14 of this charter; and
- Timely and good faith review of requests to renew or amend this charter as permitted under law.

Plumas Charter School is also subject to SB 740 (Non-Classroom Based Determination of Funding). Every three to five years PCS submits this documentation to the State Board of Education for review and approval. Under this legislation, several spending restrictions must be met in order to continue to receive full funding. The restrictions include spending at least 40% of total public revenue on certificated employees who provide direct instruction or instructional support to students, and spending at least 80% of the schools total revenue on instruction and related service.

### **Insurance**

The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect PCS from claims which may arise from its operations.

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect PCS from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence.

PCS shall keep on file certificates signed by an authorized representative of the insurance carrier.

### **Optional Insurance**

Should PCS deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the charter school.

### **Indemnification**

With respect to its operations under this charter, PCS shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the District, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of PCS or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the District, its officers, directors and employees. The District shall be named as an additional insured under all insurance carried on behalf of PCS as applicable.

With respect to its operations under this charter, the District shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend PCS, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the District or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the PCS, its officers, directors and employees.

### **Facilities**

This charter authorizes the operation of Plumas Charter School, which currently operates four distinct learning centers in three communities within Plumas County. Refer to Appendix 22 for the current facilities leases. The locations and descriptions of the facilities are as follows:

#### **Quincy TK-12: 175 North Mill Creek Road, Quincy, CA. 95971**

This center will serve between 180 and 230 students in grades TK-12. For the 2017-2018 school year, PCS will occupy roughly 13,000 square feet of the Pioneer facility, utilizing 8 regular sized classrooms, the office complex, two sets of student restrooms, and the multipurpose room. PCS shares maintenance expenses of the facility with PUSD. This location has been made available through the 2017/2018 school year. PCS has asked the PUSD Board for a minimum of a one year extension for the use of the facility. The Pioneer facility is a safe and functional site. Meanwhile, PCS is in active pursuit of alternative facilities and has begun a facility development project on a five acre parcel of land that was donated to the school. The property's location is 126 Kelsey Lane in Quincy. PCS is working with a project manager out of Butte County, who has significant experience in both school site development and financing. PCS has completed a variety of surveys on the property (Geotechnical, Environmental, and Wetland) in order to adequately prepare for county permitting as well as financing requirements. The facility we are seeking to develop will be roughly 15,000 square feet, and would support the existing program. PCS is applying for a USDA Rural Development financing to fund the facility development. A project budget can be supplied upon request, as can property specifics. The 2017-2018 annual lease price of the current this facility is approximately \$64,619.00.

#### **Indian Valley Grades 9-12: 4352 Main Street, Taylorsville, CA. 95983**

The 2017-2018 school year marks the first year of our use of this facility. In June of 2017, our Indian Valley programs for students in grades 7-12 moved from the district owned Greenville Junior/Senior High School, and the high school program moved to this facility. This center will serve between 40 and 70 students in grades 9-12. This 2,500 square foot facility is privately owned and we have a five year lease for its use. The facility consists of four separate rooms and two sets of bathrooms. This facility is a safe and functional site. If the number of students wishing to attend PCS at this center exceeds the capacity of the facility, we will actively consider additional facilities. We acknowledge that the acquisition of any new facilities will constitute a material revision to the charter petition. The lease price of the current facility is \$30,000.

#### **Indian Valley Grades TK-8: 212 Pine Street, Greenville, CA. 95947**

This center will serve between 40 and 50 students in grades TK-8. PCS occupies this entire building, which consists of a small office, a small multipurpose room, two classrooms, and restrooms. This location is leased through a private property owner on an annual basis. There is no discussion with the property owner of PCS not having continued access to this facility. We do anticipate renewing our lease for this facility. This is a safe and functional facility. If the number of students wishing to attend PCS at this center exceeds the capacity of the facility, we will actively consider other options. We acknowledge that the acquisition of any new facilities will constitute a material revision to the charter petition. The lease price of the current facility is \$9,000.

**Chester TK-12: 135 Main Street, #'s A, E, and F, Chester, CA. 96020**

This center serves between 30 and 50 students in grades TK-12. PCS occupies three suites and three bathrooms, of this six room suite. This location is leased through a private property owner, on a three year term. The current term is through June 2018, and there is an option to renew the term. We do anticipate renewing our lease for this facility. This is a safe and functional facility. If the number of students wishing to attend PCS at this center exceeds the capacity of the facility, we will actively consider other options. We acknowledge that the acquisition of any new facilities will constitute a material revision to the charter petition. The lease price of the current facility is \$17,400.

**Transportation**

PCS does not propose to carry any transportation contracts, but reserves the right to do so should the Board of Directors deem it necessary. All legal requirements for public school student transportation will be followed for any student transportation used for ongoing school activities and any events that are part of the school's regular educational program.

**ELEMENT XI: STUDENT SUSPENSION, DISMISSAL AND EXPULSION**

*"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605(b)(5)(J)*

PCS staff and administration are committed to ensuring that all students are familiar with the school rules and understand the purpose for them. Most important, we are committed to providing students the guidance and support they need in order to comply with the rules. Plumas Charter School has a *Code of Conduct*, which is published in its *Parent and Student Handbook* (see [Appendix 3](#)). Each year upon enrollment, students read and discuss the Code of Conduct with their ES and parent, and student and parent sign an acknowledgement of having read and agreed to the Code. We explain to our students the necessity of maintaining an orderly, positive environment in order to provide all of them with a valuable educational experience. We also explain that the basis for all of our rules is respect, including respect for self, and that we believe that following the rules will help to make them stronger, better individuals. Because we attract a significant number of at-risk high school students, our staff is encouraged to be non-

confrontational and to approach each student encounter as an opportunity to model and teach, communicating to the student our respect for him or her and our conviction that if we are to prepare them for a successful life, we are obligated to help them to learn to understand and follow rules.

However, when the rules are seriously or chronically violated, it may be necessary to suspend, dismiss, or expel a student from the school. The PCS Policy on Student Suspension, Dismissal and Expulsion is reviewed regularly by the Board to ensure that it remains appropriate and timely. It may be updated without the need to amend the charter so long as the amendments comport with legal requirements. (See *Plumas Charter School Student Suspension, Dismissal and Expulsion Policy and Procedure*, [Appendix 4](#)). Suspension and Expulsion are both consequences of negative and/or illegal behavior, while dismissal is a consequence of failing to comply with the program requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Plumas Charter School Student Suspension, Dismissal and Expulsion Policy and Procedure has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to regularly reviewing policies and procedures surrounding suspensions, dismissals and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Discipline related to both behavioral and academic/attendance issues includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, and use of alternative educational environments. Additional discipline as relates to behavior issues can include suspension and expulsion. Additional discipline as relates to academic/attendance issues can include dismissal.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended, dismissed or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The

Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Specifically, Plumas Charter School Student Suspension, Dismissal and Expulsion Policy and Procedure states the following:

### **Suspension**

- Definition: Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension results from a student committing a behavioral offense as outlined below. Suspension does not mean any of the following:
  - Reassignment to another education program or center at PCS where the student will continue to receive instruction;
  - Referral to a certificated employee designated by the Executive Director to advise pupils;
  - Removal from the educational activity without reassignment to another activity for the remainder of the activity period without sending the pupil to the Executive Director or designee.
- While suspended, the pupil may not loiter on or about any PCS grounds at any time, nor attend or participate in any PCS activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action.
- PCS shall consider suspension from PCS only when other means of correction fail to bring about proper conduct or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.
- A teacher may suspend a student only from his/her educational activities for the day of the suspension plus the following school day. The Executive Director or his/her designee may suspend a student from class, classes or the school for a period not to exceed five days. The Executive Director or his/her designee may extend a student's suspension pending final decision by the Governing Board of PCS on a recommendation for expulsion. On a recommendation for expulsion or dismissal, the Board may suspend a special education student being considered for expulsion or dismissal in accordance with the laws relating to expulsion and dismissal of special education students.
- A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to PCS activity or PCS attendance. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to PCS activity or attendance that occur at any time, including, but not limited to any of the following:
  - While on PCS grounds
  - While going to or coming from PCS
  - During the lunch period, whether on or off the PCS campus
  - During, going to, or coming from a PCS sponsored activity
- Grounds: Students may be suspended or expelled for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:
  - Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense

- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated PCS employee, with the Executive Director or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed robbery or extortion
- Caused damage to PCS property or private property
- Stole PCS property or private property
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Disrupted PCS activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other PCS officials or other PCS personnel engaged in the performance of their duties
- Knowingly received stolen PCS property or private property
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Made terrorist threats against PCS officials and/or PCS property
- Committed sexual harassment
- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device
- Committed hazing
- Committed vandalism/malicious mischief
- Violated academic ethics

- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion.

- ***Procedures Required to Suspend***

- The Director(s) shall investigate the incident and determine whether or not it merits suspension.

*Searches:* In order to investigate an incident, a student's attire,<sup>1</sup> personal property, vehicle or PCS property, including books, desks and PCS lockers, may be searched by the Executive Director or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of PCS. *Illegally possessed items shall be confiscated and turned over to the police.*

- Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Director(s) and the student in which the student shall be orally informed of the reason for the suspension, the evidence against him, and be given the opportunity to present informal proof of his/her side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.
- The Director(s) determine the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.
- The Director(s) fills out a *Notice of Suspension Form*, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's cumulative file at PCS. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to PCS. The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the PCS officials wish to ask the

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<sup>1</sup> This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

- The Director(s) determine whether the offense warrants a police report and will report certain offenses to law enforcement authorities in accordance with Education Code section 48902. When the Director(s) release a minor pupil to a peace officer for the purpose of removing the minor from the school premises, he/she will take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse.
- The Director(s) may require the student and his/her parent/guardian to sign an additional contract that states the conditions that the student is expected to meet while at PCS. Copies of the signed contract are kept by PCS and given to the parent/guardian.
- At the time of the suspension, a PCS employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform him/her of the suspension and the reasons for it. If a student is suspended without the informal conference, both the student and the parent/guardian will be notified of a student's right to return to PCS for the purpose of a conference.

- ***Special Education Student Suspensions.***

- When suspensions involve special education students, a manifestation determination meeting shall be held no later than the 10<sup>th</sup> suspension day (whether consecutive or cumulative for the school year). The Director(s) shall notify the student's special education teacher when the student's cumulative days of suspension for that school year reaches eight. The manifestation determination meeting shall include the Director(s), the parent, and relevant members of the student's IEP Team.
- The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.
- If the conduct is deemed a manifestation of the disability, the IEP Team must conduct a functional behavioral assessment, create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.



- In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan.
- The special education student may be removed from PCS to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at PCS, on PCS premises or to or at a PCS function under the jurisdiction of PCS; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at PCS, on PCS premises, or at a PCS function under the jurisdiction of PCS; or 3) has inflicted serious bodily injury upon another person while at PCS, on PCS premises, or at a PCS function under the jurisdiction of PCS.

*Appeal Process:* A student or the student's parent/guardian may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her School related offenses. Appeals must be made first in writing at the School level, and should be directed to the Director(s) within 5 of days of PCS sending the Notice of Suspension Form to the parent/guardian and the student. The Director(s) will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or his/her parent/guardian should appeal in writing to the Board within 10 days of the date of the PCS level written response and should direct it to the Chair of the Board for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

### **Behavioral Expulsion**

A student may be expelled for prohibited misconduct if the act is related to PCS activity or PCS attendance and occurs on any occasion, including but not limited to, a) while on PCS grounds; b) while going to or coming from PCS; c) during, going to, or coming from a PCS-sponsored activity.

Students may be expelled for any of the following acts when it is determined that the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except in self-defense;
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated PCS employee, with the Executive Director or designee's approval;
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code 11053-11058), alcoholic beverage, or intoxicant;

- Unlawfully offered, arranged, or negotiated to sell any controlled substance (as defined in Health and Safety Code 11053-11058), alcoholic beverage or intoxicant, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcoholic beverage or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to PCS property or private property;
- Stole or attempted to steal PCS property or private property;
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted PCS activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other PCS personnel engaged in the performance of their duties;
- Knowingly received stolen PCS property or private property;
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4;
- Harassed, threatened, or intimidated a student who was a complaining witness or witness in a PCS disciplinary proceeding for the purpose of preventing that student from being a witness and/or for the purpose of retaliating against that student for being a witness;
- Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription medication;
- Engaged in or attempted to engage in hazing of another;
- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury upon another person;
- Made terrorist threats against PCS officials and/or PCS property;
- Committed sexual harassment;
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and violating student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive, and, depending on the offense, a pupil may be expelled for serious misconduct not specified above.

### **Authority to Dismiss or Expel**

A student may be dismissed or expelled by the PCS Board following a hearing before it upon the recommendation of the Executive Director or designee.

### **Academic Dismissal**

Students who enroll with PCS agree to complete their assigned work in a timely manner, communicate regularly with their ES, and arrive promptly and well-prepared to each scheduled meeting. The student and parent or guardian signs a *Master Agreement for Independent Study* which details the student's obligations in order to attend an Independent Study program. Failure to meet any or all of these requirements is grounds for dismissal. Because Plumas Charter School claims attendance using an Independent Study model, where attendance is based on the time value of the work completed, if a student is missing a significant amount of school work, they are in fact truant. When any student enrolls with PCS, the student and family are informed of this fact, and through the signing of the Master Agreement, they are agreeing that the student and parent will ensure that the student completes the work assigned.

A student may be recommended for dismissal from PCS if:

- Student fails to complete and submit more than three assignments during any one learning period.
- Student misses more than two attendance days due to lack of work completed in a learning period.
- Student fails to communicate by phone, email, or in person with the ES at least once per week and respond promptly to all ES attempts to establish contact.
- Student misses more than one scheduled appointment without notifying the ES beforehand.
- Student fails to demonstrate academic progress.

### **Academic Dismissal Procedure**

The overall procedure for academically dismissing a student is the same as that for behaviorally expelling a student. The following steps are additional preemptive steps PCS will take to help students avoid academic dismissal.

- If student fails to fulfill the obligations outlined in the *Master Agreement*, the Director(s) will give the student and parent(s) a verbal warning to the effect that continued enrollment may be in jeopardy.
- The student may be assigned additional study hall periods, or lunch/afterschool detention where they can receive extra assistance and time to complete school work.
- If the student fails to respond to the warning with appropriate remediation, the Director(s) will notify student and parent/guardian via U.S. Registered Mail and a phone call, of specific student work and learning records that must be delivered to the ES by a given date. A meeting will be called that will include the parent/guardian, ES, student and Director(s), where an additional contract will be employed asking students to not only to get themselves caught up, but to stay caught up.
- If the work and documents are not received by the ES by the specified date, and/or if the student is unable to stay caught up on their assignments even with school based interventions, the parent/guardian and student will be notified by the Director(s) via Registered Mail that the student is being recommended for academic dismissal.

### **Expulsion/Dismissal Procedure**

Students recommended for dismissal or expulsion are entitled to a hearing before the PCS Board of Directors, to determine whether dismissal or expulsion is warranted. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed a dismissible or expellable offense.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. When the notice is mailed, it shall be deemed served upon the pupil.

When a student is recommended for academic dismissal, the parent can choose to waive their due process rights with respect to the academic dismissal, if they agree that Plumas Charter School is no longer an appropriate placement for their student. Parents will be provided with a waiver form, and advised of this option. Parents will be asked to return the waiver form within 5 school days. The waiver form will include the option to waive due process rights, or to proceed with the hearing.

The notice shall include:

- The date and place of the dismissal or expulsion hearing
- A statement of specific facts, charges and offenses upon which the proposed dismissal or expulsion is based;
- A copy of the PCS standards for student conduct relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's disciplinary status at Plumas Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
  - Notification of the rights of the student and parent/guardian, including:
    - The right to inspect and obtain copies of all documents to be used at the hearing;
    - The opportunity to confront and question all witnesses who testify at the hearing;
    - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

If after the due process hearing around a student dismissal, the Board of Directors decides not to dismiss the student, unless otherwise stated, the continued enrollment of the student will be contingent upon the student's ability to successfully complete the assigned work, maintain adequate levels of attendance, and maintain communication with PCS staff. This decision and stipulations will be communicated in writing to the student and parent/guardian. If after the subsequent learning period, the student continues to not meet attendance and work completion

thresholds and does not effectively communicate with school staff, they may be dismissed without an additional due process hearing.

***Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses***

PCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the PCS Board, Executive Director, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable standards for student conduct and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- PCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The person conducting the expulsion or dismissal hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person conducting the expulsion or dismissal hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, PCS must present evidence that the witness' presence is both desired by the witness and will be helpful to PCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being dismissed, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to dismissal or expulsion hearings, evidence may be admitted and used as proof only if it is evidence of the quality on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Executive Director or designee to dismiss or expel a student must be supported by substantial evidence that the student committed an expellable or dismissible offense.

Findings of fact shall be based solely on the evidence presented at the hearing. While hearsay evidence is admissible, no decision to dismiss or expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses whose identity, if disclosed, might subject them to an unreasonable risk of physical or psychological harm in the judgment of the Executive Director or PCS Board Chair.

If, due to a written request by the accused pupil, the hearing is held at a public meeting and the charge is committing or attempting to commit a sexual assault or committing a sexual battery (as defined in Education Code Section 48900), a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The recommendation and consideration of the PCS Board of Directors shall be made during the appropriate closed session held during a regular or special board meeting, and recorded as such in the board meeting minutes. The decision by the PCS Board shall be made in open session within ten (10) school days following the conclusion of the hearing, shall be final, and shall be communicated in writing to the student and parent/guardian.

If the dismissal or expulsion hearing panel decides not to recommend dismissal or expulsion, the pupil shall immediately be returned to his/her educational program.

#### **Written Notice of Dismissal or Expulsion**

Following a decision of the PCS Board to dismiss or expel, the Director(s) or designee shall send written notice of the decision, including the PCS Board's findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student;
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's expulsion or dismissal from Plumas Charter School.

The Director(s) shall send a copy of the written notice of the decision to dismiss or expel to the student's district of residence. This notice shall include the following:

- The student's name;
- The specific dismissible or expellable offense committed by the student

#### **Disciplinary Records**

PCS shall maintain records of all student dismissals and expulsions at the Charter School, and a copy of student specific decisions will be retained in the student's cumulative files. Such records shall be made available to the District upon request.

#### **No Right to Appeal**

The pupil shall have no right of appeal dismissal or expulsion from PCS, as the PCS Board decision to dismiss or expel shall be final.

#### **Dismissed and Expelled Pupils/Alternative Education**

Pupils who are dismissed or expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

#### **Readmission**

The decision to readmit a previously dismissed or expelled pupil or to admit an expelled pupil from another school district or charter school shall be at the sole discretion of the PCS Director(s). The pupil's (re)admission is also contingent upon PCS's capacity at the time the student seeks readmission.

### **ELEMENT XII: EMPLOYEE PARTICIPATION IN STRS, PERS AND SOCIAL SECURITY**

*"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." Ed. Code Ed. Code § 47605(b)(5)(K).*

Employees of Plumas Charter School participate in STRS, PERS, and/or Social Security, depending upon eligibility. All full time certificated teachers performing creditable service participate in STRS. Part time certificated staff performing creditable service have to reach eligibility before participating in STRS, unless they permissively elect to enroll at the beginning of their employment. Classified employees participate in Social Security, and qualifying classified employees additionally participate in PERS. Part time classified employees who work more than 1000 hours, or 125 8-hour days, in a fiscal year are automatically enrolled in PERS no later than the first day of the next pay period following enrollment. The Office Manager is responsible for ensuring that appropriate arrangements for retirement coverage are made for each employee upon hire and for ensuring that earnings data is promptly and accurately reported to the appropriate agency in each case.

PCS will make all employer contributions as required by federal social security, Medicare, workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

PCS will seek to be competitive with the general salary levels being offered at the local school district. The Executive Director, with approval from the PCS board, will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees that will allow PCS to attract and retain the caliber of employees necessary for PCS's success. PCS also plans to offer comprehensive benefits or benefit stipends to full-time employees and part-time qualifying employees, including employer contributions toward health and dental benefits.

The teachers and staff members at PCS value the opportunities for growth, collaboration, and respect as professionals. Teachers will be provided with preparation time and staff members will receive great satisfaction from working in a positive and caring environment where they are free to create innovative classrooms.

### **ELEMENT XIII: ATTENDANCE ALTERNATIVES**

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

Enrollment in Plumas Charter School is entirely voluntary. The traditional program offered by the local district is available to all students who choose not to enroll in Plumas Charter. The Charter School will inform the parent or guardian of each enrolling student that enrollment in Plumas Charter School does not confer the right to admission to a particular school of any local education agency, or any program of a local education agency, except to the extent that such a right is extended by the local education agency itself.



Transportation for PCS is the sole responsibility of the families who choose to attend PCS. PCS will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

#### **ELEMENT XIV: EMPLOYEE RETURN RIGHTS**

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

No public school district employee shall be required to work at Plumas Charter School. District employees electing to leave District employment in order to work at the Charter School will have no automatic rights of return to the District unless specifically granted by the District through a leave of absence or other agreement. Charter School employees will have, upon leaving the District to work in the Charter School, only those rights of return to District employment that the District may specify, and any other rights upon leaving employment to work in the school that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

#### **ELEMENT XV: DISPUTE RESOLUTION**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N)*

In order to resolve disputes within the Charter School pursuant to the Charter School's policies, to minimize the oversight burden of the District, and to ensure prompt and fair resolution of conflict, the following resolution procedures will be followed.

The staff and Board of Directors of PCS and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the resolution process.

In the event that the Charter School or District disputes the terms of this charter or any other issue regarding the relationship between Plumas Charter School and Plumas Unified School District, both parties agree to follow the process outlined below. The “oversight reporting and revocation procedure” set forth below is specifically exempted from this mediation procedure.

In the event of a dispute between the Charter School and the District, the staff and members of Board of Directors of the Charter School and the District agree to frame the issue in written form and refer the issue to the District Superintendent and Director or designee of the Charter School.

In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter, the Charter School requests that this shall be specifically noted in the written dispute statement. The Charter School agrees that these dispute resolution procedures cannot be utilized to impede or prevent the District from proceeding toward revocation or non-renewal which shall be done in accordance with Education Code Section 47607 and applicable regulations.

The Executive Director of the Charter School, or designee, and representatives of the District shall meet and confer informally in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to achieve resolution, both parties shall identify two representatives of their respective boards who shall jointly meet with the Executive Director or designee of the Charter School and a representative of the District to continue to attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the District representative and Executive Director or designee shall meet to select jointly a neutral, third party mediator whose expense shall be shared equally by both parties. The format of the mediation session shall be developed jointly by the District representative and Director or designee. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All procedures in this section may be revised upon mutual written agreement of the District and the Charter School. Mediation costs shall be equally split between the District and the Charter School.

The District may inspect or observe any part of the Charter School at any time. While not legally required, the Charter School asks, but recognizes it cannot compel, reasonable notice prior to any observation or inspection.

## **ELEMENT XVI: SCHOOL CLOSURE PROCEDURES**

*“A description of 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.” Ed. Code § 47605(b)(5)(O)*

If the school ceases operation, and the PCS Board determines that there is no successor charter school that can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying in writing within 72 hours of the decision school staff, parents and guardians of scholars, PUSD, SBE, and the County Office of Education, the retirement systems in which the school’s employees participate, and the California Department of Education.

For a variety of reasons, it may be necessary for Plumas Charter School to close. These may range from a voluntary action by PCS operators to a revocation of PCS, for cause, by the authorizing entity or the State Board of Education. While nobody likes to consider the possibility of (PCS) closing, CDE strongly suggests that closeout procedures are established as part of an agreement between the chartering entity and charter school prior to PCS commencing operation.” (Suggested Process for Charter School Closures, California Department of Education

– 11/19/01: Language from this document is included in this petition. PCS’s policy and procedure for closure (located in Appendix 18) is closely built upon this document.)

The following procedures will be followed for the permanent closure of PCS (Charter School”).

- Documentation of Closure Action
- Notification to the California Department of Education and County Office of Education
- Notification to parents and students
- Notification to receiving districts
- Notification to Special Education Local Plan Area (“SELPA”) in which PCS participates and to the retirement systems in which PCS’s employees participate
- Student and school records retention and transfer
- Financial close-out
- Dissolution of assets

### **Documentation of Closure Action**

The decision to close PCS, for any reason, will be documented and approved as an official action of the Board of PCS. The action will identify the reason(s) for PCS’s closure and the effective date of the closure. The official action will also designate a responsible entity to conduct closure-related activities; the Advisory Board of Directors (Board) of PCS may be so designated.

If it is feasible to do so while still maintaining a viable and appropriate educational program, PCS’s closure will occur at the end of an academic year. Midyear school closures should be avoided if possible, and PCS and charter authorizer should work together to endure that an appropriate, viable and legally complaint education program continues until the end of the school year.

### **Notification to the California Department of Education and County Office of Education**

PCS or the entity responsible for conducting closure-related activities for PCS will send a notice of PCS closure to the Plumas Unified School District, PCS’s Unit at the California Department of Education (“CDE”), and to the Plumas County Office of Education. The notification will include the following information:

- Charter school name, charter number and CDS code
- Date of closure action
- Effective date of the closure, if different
- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure
- The pupils’ school districts of residence
- The manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements
- Reason for the closure. The notice will specify whether the charter was revoked or not renewed or if PCS closed for another reason. If the charter is revoked pursuant to Education Code Sections 47605.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that PCS is being closed, but not revoked.

### **Notification to Parents and Students**

Parents and students of PCS will be notified as soon as possible when it appears PCS closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a description of the process PCS will use for the transfer of all student records. Parents will also be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school. For high school students, the information should include specific information on completed courses and credits that meet graduation requirements and college entrance requirements.

### **Notification to Receiving Districts**

PCS or the designated responsible entity will notify any school district that may be responsible for providing education services to the former students of PCS so that the receiving district(s) may assist in facilitating student transfers.

### **Student and School Records Transfer and Maintenance**

PCS or the designated responsible entity will transfer all student records, all state assessment results, and any special education records (“student records”) to the students’ district of enrollment eligibility or other school to which the student will transfer. PCS or the designated responsible entity and/or the authorizing entity will assist parents in the transfer of the students to another appropriate school and facilitate the transfer of all student records. The authorizing entity and PCS or the designated responsible entity will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept Charter School records in the event PCS is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after PCS closure. PCS or the designated responsible entity will also compile and maintain a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence for use in facilitating the transfer process.

Personnel records will be transferred and maintained in accordance with applicable law.

### **Financial Close Out**

PCS or the designated responsible entity will have an independent audit of PCS completed within six (6) months after the closure of PCS. This may coincide with the regular required annual audit of PCS. The purpose of the audit is to determine the net assets or net liabilities of PCS. The assessment should include an accounting of all Charter School assets, including accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of PCS’s liabilities, including any accounts receivable, which may include reductions in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to PCS. The cost of the audit may be considered a liability of PCS.

In addition to a final audit, PCS or the designated responsible entity will also submit any required year-end financial reports to the CDE and the authorizing entity in the form and time frame required under Education Code Section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year. If PCS or the designated responsible entity chooses to submit this information before the forms and software are available for the fiscal year, they can work with CDE on alternate forms.

For apportionment purposes for categorical programs based on prior year data, the CDE will count the ADA or enrollment of the closed Charter School with the data of the charter-authorizing entity in the first year after the closure, until normal CDE data collection processes reflect ADA or enrollment adjustments due to closed charter schools for all affected LEAs.

### **Dissolution of Assets**

To the extent feasible, any assets of PCS will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. Net assets of PCS will be transferred to Plumas Alternative Learning Services. Based on the corporation's bylaws, the net assets may be transferred to another public agency such as another public charter school.

The school operates under a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the PCS Board determines that it will dissolve the PALS corporate entity ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 *et seq.* and sections 6710 *et seq.*, and (ii) the PCS board may select the Authorized Closer to assist with the wind-up and dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Bylaws. Recipients of the PCS's net assets shall be restricted to California public schools.

## **ADDITIONAL IMPACT ON THE CHARTER AUTHORIZER**

*"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided and the potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operation." Ed. Code § 47605(g)*

This section is intended to satisfy the requirement of *Education Code section 47605(g)* that the charter school provide the school district with a district impact statement. This section provides information regarding the proposed operation and potential effects of PCS on PUSD. It is intended to assist PUSD in understanding how PCS may affect them but it is not intended to govern the relationship of the school and the District. Further details regarding the relationship between the charter school and the authorizer are typically determined following charter approval.

Potential impact related to facilities and administrative services is described above. As a separately incorporated public benefit corporation, Plumas Charter School anticipates that Plumas Unified School District will be immune from the debts and liabilities of the school, provided the district performs its statutory obligations as a chartering agency.

Plumas Charter School does not anticipate a significant change to the current number of students who reside in the Plumas Unified School District attending PCS. With current staffing and facilities, as well as with projected contingent facilities, PCS has a total capacity of between 300-400 students county wide. PCS ended the 2016-2017 school year with 336 students.

### **Civil Liability**

The school maintains liability and property insurance as outlined above to protect the school's assets and staff. Potential Civil Liability Effects Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law." PCS will be operated by a California non-profit public benefit corporation. PCS shall work to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

As stated above, insurance amounts will be determined by recommendations from PCS's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School, as appropriate.

The PCS Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

### **Administrative Services and School Contracts:**

Plumas Charter School operates efficiently as a nonprofit entity. It is anticipated that the Charter School will provide or procure most of its own administrative (or "back office") services including, but not limited to: credential and criminal background review of personnel, human resources, payroll, janitorial service, and fiscal and attendance accounting services either through its own staff or through an appropriately qualified third-party contractor.

PCS may be interested in continuing to discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between PCS and the District and subject to District availability and willingness to provide such services. The MOU will establish more specifically the financial and service relationship between the Charter School and the District. PCS's purchase of goods and services from the District shall not negate the operational independence of the Charter School from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

Plumas Charter School will follow all applicable Conflict of Interest laws and will develop internal control policies with its back-office provider. Plumas Charter School has entered into a contractual relationship with Edtec, a third party charter school administrative services provider. Plumas Charter School will follow all applicable Conflict of Interest laws and will develop internal control policies with Edtec. PCS acquires the following services from Edtec:

1. Finance and accounting, including budgeting, government financial reporting, audit support, and other financial compliance;
2. Payroll
3. Accounts payable;
4. Business consulting;
5. Data analysis
6. Compliance and accountability.

### **Reporting**

PCS will also complete and submit the following reports in a timely manner:

- ☐ CBEDS (California Basic Educational Data System).
- ☐ ADA (Average daily Attendance) Reports J18/19.
- ☐ SARC (School Accountability Report Card)
- ☐ Reports pertaining to Education Code 47604.33 mentioned specifically in Element Nine:
- ☐ Standardized Testing (SBAC)
- ☐ CALPADS (California Longitudinal Pupil Accountability Data System).
- ☐ Office of Civil Rights: Provide the information necessary for the District to submit the required data.
- ☐ California English Language Development Test (CELDT).

### **Funding**

PCS elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with Education Code Section 47651(a)(1). The School, through the corporation, will act as its own fiscal agent. The District agrees it will not transfer funds from the School's Treasury Account to the District Treasury Account without advanced written permission from the Charter School. While PCS does not expect the District to advance to the Charter School future revenues (i.e., smooth out the School's revenue stream), nothing in this charter shall prevent the District from electing to do so at the Charter School's request. The District shall charge for the actual costs of supervisory oversight of the Charter School in conformity with Education Code Section 47613.

PCS is responsible for recovering from the state all eligible mandated costs applicable to the school. Supplemental and Concentration grant funds received under Local Control Fund Formula must be spent in accordance with regulations adopted by the State Board of Education.

### **Budget and Financial Projections**

The budget, including cash-flow, and financial projections for the next first five years of operation for PCS can be found in Appendix 21.

### **Access to Records**

The Charter School shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless the law prohibits disclosure to the District of any such records. The Charter School shall promptly comply with all such reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District pursuant to Education Code Section 47604.3. Records of the charter school and of any parent corporation shall be considered public records under the Public Records Act (Government Code Section 6520 et seq.).

### **Charter Term**

As this is a petition renewal, the requested term is from 6/30/18 to 6/30/23. The current petition is set to expire on 6/30/18.

### **Community Impact**

Plumas Charter endeavors to provide a personalized learning environment with a culture of acceptance for a diverse community. PCS is designed to encourage the development of compassionate, resilient, life-long learners. PCS is proud to offer an educational program that will help children to appreciate their strengths and interests while encouraging the development of the mind, body and character of children. We are prepared to work in collaboration with PUSD to maximize our efforts and positively impact more Plumas County youth.

## ***ADDITIONAL CLAUSES***

### ***Revisions***

Material revision of the provisions contained in this Charter may be made in writing with the mutual consent of Plumas Unified School District and the PCS Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and time lines in Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to requesting renewal and/or making material amendments to the charter petition.

### ***Severability***

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of PCS and PUSD. The district and



school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

### ***Miscellaneous***

Plumas Unified School District and the charter school shall engage in a mutually agreeable Memorandum of Understanding (MOU), which outlines further details of the relationship between the District and the charter school. The MOU shall include, but not be limited to the following: services to be purchased by the charter school from the District, and the fee schedule for such services, including special education services and funding formulas. Fiscal reporting requirements to the state, either independently or through the District, and District support for the charter school in seeking additional funding. PCS reserves the rights to purchase additional administrative or other goods or services from any third party as needed. The MOU terms are to be developed and mutually agreed on by PCS and PUSD. If MOU terms are not reached, the default position will be for PCS to procure services through a means other than the District.

### ***Communication***

All official communication between the charter school and PUSD will be sent via first class mail or other appropriate means to the Charter School Executive Director and the Superintendent of the District.