**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA: Plumas Charter School Contact: Taletha Washburn, Executive Director,** [**taletha@plumascharterschool.org**](mailto:taletha@plumascharterschool.org)**, 530-283-3851 LCAP Year: 2016-2017**

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

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

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

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

***State Priorities***

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

***A. Conditions of Learning:***

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

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

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

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

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

***B. Pupil Outcomes:***

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

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

***C. Engagement:***

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

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

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

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupilsidentified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils,related to the state priorities?

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| **Involvement Process** | **Impact on LCAP** |
| Plumas Charter School’s stakeholders were involved in the annual update of our Local Control Accountability Plan, through both formal and informal venues. The formal venues consisted of meetings with and between parents, students, staff and the PCS board. The informal venues included impromptu discussions and surveys, interviews, and the act of listening carefully to students, parents and staff when they bring issues, concerns and needs to light. | Through the processes described to the left, stakeholders were invited and encouraged to participate in the assimilation of student data and to assist the school in identifying needs and plans for action.  Stakeholder input indicated support for goals around student achievement and academic support. All parties agree that our unified desire includes supporting our students to achieve academic growth, to expose our students to a broad range of course options, to offer school culture related activities and programs, and to have appropriate qualified staff available to work directly with our students. These goals are all imbedded in our LCAP. |
| **Annual Update:**  The most notable mechanism for stakeholder involvement has been the traditional meeting. During the 2014-2015 school year, PCS has held formal quarterly parent meetings; monthly board of directors meetings which include parents, staff and community members; biannual student meetings; weekly site specific staff meetings; and biannual whole staff meetings.  LCAP goal progress has been a regular agenda item for both board and parent meetings. Specific data around teacher credentialing, resource usage, technology, school culture, and course offerings was shared. During the progress discussions, there is room for feedback and discussion, and all appropriate feedback is considered and assimilated. The PCS board received an LCAP progress report from the Executive Director during the March board meeting. At this time, feedback was encouraged, and the board expressed its support of the current goals and appreciation for progress made. The draft annual update was made available to the PCS board in June so that any last minute updates could be made prior to the submission of the LCAP to PUSD. | **Annual Update:**  Feedback from stakeholders during the various meetings mentioned indicated a support for the overall plan and goals, and a satisfaction with the progress on said goals.  Annual end of year family surveys also indicate that the goals we have established are appropriate and important to parents. 2015-2016 survey results indicate the continued need for enrichment classes, school activities (field trips, performances, etc), and activities to better support character development of students. |

Section 2: Goals, Actions, Expenditures, and Progress Indicators

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal inthe school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupilsand specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes**: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service**: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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| **GOAL #1:** | *Each high school teacher working outside of their credential will begin the VPSS (Verification Process for Special Settings) process to obtain appropriate subject matter clearance.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_X 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_X 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | All High School teachers need to have subject matter clearance in any core subject they teach. | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1**: 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Affected teachers will complete at least one VPSS course, as applicable, until all applicable courses are completed. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| For the 2016-2017 school year, PCS anticipates employing 6 core high school teachers. It is also anticipated that 2 of these teachers may need to teach outside of their current credential/VPSS areas, and will be asked to complete at least one applicable VPSS course in order to obtain subject matter clearance. | | | | | | Annual  Ongoing until completed | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $1,200  Cost of courses |
| **LCAP Year 2:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Affected teachers will complete at least one VPSS (Verification Process for Special Settings) course, as applicable, each school year, until all applicable courses are completed. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| For the 2017-2018 school year, PCS anticipates employing 6 core high school teachers. It is also anticipated that 1 of these teachers will need to teach outside of their credential/VPSS area. If the need does arise, the teacher will be asked to complete applicable VPSS course(s) upon employment. | | | | | | Annual  Ongoing until completed | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $800  Cost of courses |
| **LCAP Year 3**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Affected teachers will complete at least one VPSS (Verification Process for Special Settings) course, as applicable, each school year, until all applicable courses are completed. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| For the 2018-2019 school year, PCS anticipates employing 6 core high school teachers. It is also anticipated that none of these teachers will need to teach outside of their credential/VPSS area. If the need does arise, the teacher will be asked to complete applicable VPSS course(s) upon employment. | | | | | | Annual Ongoing until completed | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | TBD |

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| **GOAL #2:** | *Adopt and purchase common core aligned instructional materials, and Language Arts core texts.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_X 2\_X 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | Every student needs access to Common Core aligned supplemental and core materials. | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Common Core aligned supplemental materials and Language Arts core texts will be available in all classrooms. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| For the 2016-2017 school year, teachers will research, choose, purchase and implement common core aligned instructional materials and Language Arts core texts to be used in each classrooms. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $30,000 Core texts and materials |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Common Core aligned supplemental materials and Social Studies core materials will be available in all classrooms. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| For the 2017-2018 school year, PCS anticipates adopting and purchasing CC aligned core materials in Social Studies. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $31,000  Core texts and materials |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Common Core aligned supplemental materials and Science core materials will be available in all classrooms. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| For the 2017-2018 school year, PCS anticipates adopting and purchasing CC aligned core materials in Science. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $32,000  Core text and materials |

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| **GOAL #3:** | *PCS will focus on professional development related to Common Core implementation, collaboration time amongst staff to ensure consistent approach to implementation and best practices.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_X 2\_X 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | Every teacher needs to participate in professional development aligned to Common Core implementation | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | All teachers will participate in at least one CC aligned professional development activity. Staff will also participate in weekly site level collaboration meetings which will be built in to the master schedules. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will plan for and offer a minimum of one CC aligned professional development activity to all instructional staff. Instructional staff will be required to attend. Weekly site level collaboration meetings will continue at all sites. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $10,000  Cost of training |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | All teachers will participate in at least one CC aligned professional development activity. Staff will also participate in weekly site level collaboration meetings as built in to the master schedules. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will plan for and offer a minimum of one CC aligned professional development activity to all instructional staff. Instructional staff will be required to attend. Weekly site level collaboration meetings will continue at all sites. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $11,000  Cost of training |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | All teachers will participate in at least one CC aligned professional development activity. Staff will also participate in weekly site level collaboration meetings as built in to the master schedules. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will plan for and offer a minimum of one CC aligned professional development activity to all instructional staff. Instructional staff will be required to attend. Weekly site level collaboration meetings will continue at all sites. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $12,000  Cost of training |

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| **GOAL #4:** | *CC implementation demands that we carefully consider technology upgrades in terms of both our available devices, our use of educational software, and the capability of our network.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_X 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_X 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | PCS needs to acquire the technology necessary to successfully implement and assess Common Core standards. | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Consistently evaluate technology needs with respect to availability of devices and educational software and purchase equipment accordingly. Increase the capability of our existing network. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will continue to evaluate technology needs, and purchase accordingly. PCS anticipates purchasing equipment during the 2016-2017 school year, in the form of laptop and desktop computers, plans on continuing use of the iReady and Odysseyware programs, and plans on increasing the overall capability of our network. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $63,628  Cost of hardware, software, tech support and network |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Consistently evaluate technology needs with respect to availability of devices and educational software and purchase equipment accordingly. Evaluate the capability of our existing network. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will continue to evaluate technology needs, and purchase accordingly. PCS anticipates purchasing equipment during the 2017-2018 school year, in the form of laptop and desktop computers, and plans on continuing use of the iReady and Odysseyware programs. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $65,537  Cost of hardware, software, tech support and network |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Consistently evaluate technology needs with respect to availability of devices and educational software and purchase equipment accordingly. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will continue to evaluate technology needs, and purchase accordingly. PCS anticipates purchasing equipment during the 2018-2019 school year, in the form of laptop and desktop computers, and plans on continuing use of the iReady and Odysseyware programs. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $67,503  Cost of hardware, software, tech support and network |

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| **GOAL #5:** | *All students will be enrolled in a course of study that includes all four academic subject areas, as well as at least one elective course, and the option of CTE courses. Courses will be offered on site, online using the Odysseyware program, through Feather River College or other community college, or through other independent study.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_X 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_X 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | PCS students need access to a wide variety of courses. | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | All students will be enrolled in an appropriate course of study. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS provides extensive course options to its students. Each site offers a site based program ranging from two to five days a week, independent study courses using a variety of curriculum including the online Odysseyware program, and the opportunity to co-enroll at our local community college. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $14,500  Odysseyware  $853,398 Teacher salaries  $33,000 Enrichment Instructors |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | All students will be enrolled in an appropriate course of study. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS provides extensive course options to its students. Each site offers a site based program ranging from two to five days a week, independent study courses using a variety of curriculum including the online Odysseyware program, and the opportunity to co-enroll at our local community college. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $14,500  Odysseyware  $879,000 Teacher salaries  $34,000 Enrichment Instructors |
| **LCAP Year 3**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | All students will be enrolled in an appropriate course of study. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS provides extensive course options to its students. Each site offers a site based program ranging from two to five days a week, independent study courses using a variety of curriculum including the online Odysseyware program, and the opportunity to co-enroll at our local community college. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $14,500  Odysseyware  $905,000 Teacher salaries  $35,000 Enrichment Instructors |

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| **GOAL #6:** | *At the time our original LCAP was written, PCS did not have an A-G approved course list. We began the approval process during the 2013-2014 school year, culminating in a comprehensive approved course list by the end of the 2016-2017 school year.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_X 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | PCS needs to have an A-G approved course list. | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | By the end of the 2016-2017 school year, all appropriate Visual and Performing Arts courses will be approved. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| During the 2016-2017 school year, staff will be assigned the remaining courses to submit for A-G approval. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | No direct costs |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | By the end of the 2017-2018 school year, any remaining courses for full A-G approval will be approved. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| During the 2017-2018 school year, staff will be assigned appropriate courses to submit for A-G approval. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | No direct costs |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | This goal will be retired during the 2018-2019 LCAP if the previous two goals were met. | | | | | | |

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| **GOAL #7:** | *Work towards the achievement of annual whole school and individual student growth on the Smarter Balanced Assessments* | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | Annual growth on SBAC assessments. | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All students | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Implement Student Action Plans for all students performing below grade level on internal and state level assessments. Assign student specific growth goals and actions to address skill gaps which potentially impede academic progress. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will identify, purchase and implement CC aligned instructional materials, will provide appropriate professional development for teachers to implement the CC standards, and provide instructional aides in most classrooms to provide additional student support.  Spring 2016 outcome data was analyzed and the need for specific Student Action Plans was identified. Each student who performed below standard on the SBAC and who performs below grade level on the iReady assessments will have an action plan put into place which will include student specific interventions to address skill gaps and overall performance. Action plans will also include the use of multiple assessment measures to more clearly identify student needs. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $30,000  Core text and Instructional materials  $853,398  Teacher salaries  $10,000 CC Professional Development  $395,568 Instructional Aide Salaries |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Implement Student Action Plans for all students performing below grade level on internal and state level assessments. Assign student specific growth goals and actions to address skill gaps which potentially impede academic progress. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| The above mentioned actions/services will continue. When outcome data is made available for the Spring 2017 SBAC, that data will be analyzed and appropriate goals will be set for this year’s progress, as well as subsequent years. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $31,000  Core text and Instructional materials  $879,000  Teacher salaries  $11,000 CC Professional Development  $407,435 Instructional Aide Salaries |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Implement Student Action Plans for all students performing below grade level on internal and state level assessments. Assign student specific growth goals and actions to address skill gaps which potentially impede academic progress. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| The above mentioned actions/services will continue. When outcome data is made available for the Spring 2017 SBAC, that data will be analyzed and appropriate goals will be set for this year’s progress, as well as subsequent years. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $32,000  Core text and Instructional materials  $905,000  Teacher salaries  $12,000 Professional Development  $419,658 Instructional Aide Salaries |
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| **GOAL #8:** | *PCS has an inadequate graduate tracking system in place that needs to be attended to so that we can be better informed as to our graduate’s postsecondary plans and success.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | PCS needs an improved graduate tracking system. | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | PCS will continue to implement and refine an adequate graduate surveying and tracking system, so that we can successfully document our graduates post secondary plans and successes. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| Current year graduates will be surveyed annually prior to graduation using the Survey Monkey platform. Annual attempts will also be made to contact graduates again a year after graduation for an update. Data will be compiled and shared as appropriate with the PCS Board and our communities.  PCS will also explore a Subscription to the National Student Clearinghouse, which is an extensive post secondary data base that might enable us to better track our graduates long term. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $200  Survey Monkey  Other program subscriptions |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | PCS will continue to implement and refine an adequate graduate surveying and tracking system, so that we can successfully document our graduates post secondary plans and successes. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| Current year graduates will be surveyed annually prior to graduation using the Survey Monkey platform. Annual attempts will also be made to contact graduates again a year after graduation for an update. Data will be compiled and shared as appropriate with the PCS Board and our communities.  PCS staff will evaluate the effectiveness of the Clearinghouse subscription to decide on continued use. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $200  Survey Monkey  Other program subscriptions |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | This goal may be retired from the 2018-2019 LCAP if we are satisfied with the process we have established. | | | | | | |

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| **GOAL #9:** | *We will work towards annual increases in the percentage of students who demonstrate grade level proficiency in ELA (literacy and writing), Mathematics, Social Studies and Science.* | | | | | | | Related State and/or Local Priorities: | | |
| 1\_\_ 2\_\_ 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_\_ 8\_X | | |
| COE only: 9\_\_ 10\_\_ | | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Identified Need: | | Need for continued improvement in student achievement in English Language Arts (literacy and writing), Mathematics, Social Studies and Science. | | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Using a variety of metrics (in house testing- iReady, state and local assessment data, student work and CASHEE or equivalent scores), we will work towards annual increases in overall student performance in ELA, Mathematics, Social Studies and Science. | | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures | |
| Implement Student Action Plans for all students performing below grade level on internal and state level assessments. Assign student specific growth goals and actions to address skill gaps which potentially impede academic progress. Action plans will also include the use of multiple assessment measures to more clearly identify student needs.  Along with site based classes, tutorial and academic support classes, we will be implementing iReady consistently this year, pre and post testing every age appropriate student and using the instructional component of the program to help fill specific skill gaps.  PCS will continue to provide for sufficient qualified staff (teachers and instructional aides) to support student learning, sufficient instructional materials, and access to appropriate technology.  Continued efforts will be made to increase/maintain the overall rigor and relevance of site based classes including the inclusion of primary source documentation, integration of ELA across the subjects, thematic learning, multimedia presentations from teachers and students, and the offering of A-G approved online courses utilizing Odysseyware. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $10,980 iReady  $395,568 Instructional Aide salaries  $853,398 Teacher salaries  $30,000 Instructional Materials  $32,148 Technology-Equipment and support  $14,500 Odysseyware  $20,000 Professional Development | |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Using a variety of metrics (in house testing- iReady, state and local assessment data, student work and CASHEE or equivalent scores), we will work towards annual increases in overall student performance in ELA, Mathematics, Social Studies and Science. | | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures | |
| Implement Student Action Plans for all students performing below grade level on internal and state level assessments. Assign student specific growth goals and actions to address skill gaps which potentially impede academic progress. Action plans will also include the use of multiple assessment measures to more clearly identify student needs.  Along with site based classes, tutorial and academic support classes, we will be implementing iReady consistently this year, pre and post testing every age appropriate student and using the instructional component of the program to help fill specific skill gaps.  PCS will continue to provide for sufficient qualified staff (teachers and instructional aides) to support student learning, sufficient instructional materials, and access to appropriate technology.  Continued efforts will be made to increase/maintain the overall rigor and relevance of site based classes including the inclusion of primary source documentation, integration of ELA across the subjects, thematic learning, multimedia presentations from teachers and students, and the offering of A-G approved online courses utilizing Odysseyware. | | | | | | Annual  Ongoing | \_X ALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $12,000 iReady  $407,435 Instructional Aide salaries  $879,000 Teacher salaries  $30,000 Instructional Materials  $33,148 Technology-Equipment and support  $14,500 Odysseyware  $20,000 Professional Development | |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Using a variety of metrics (in house testing- iReady, state and local assessment data, student work and CASHEE or equivalent scores), we will work towards annual increases in overall student performance in ELA, Mathematics, Social Studies and Science. | | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures | |
| Implement Student Action Plans for all students performing below grade level on internal and state level assessments. Assign student specific growth goals and actions to address skill gaps which potentially impede academic progress. Action plans will also include the use of multiple assessment measures to more clearly identify student needs.  Along with site based classes, tutorial and academic support classes, we will be implementing iReady consistently this year, pre and post testing every age appropriate student and using the instructional component of the program to help fill specific skill gaps.  PCS will continue to provide for sufficient qualified staff (teachers and instructional aides) to support student learning, sufficient instructional materials, and access to appropriate technology.  Continued efforts will be made to increase/maintain the overall rigor and relevance of site based classes including the inclusion of primary source documentation, integration of ELA across the subjects, thematic learning, multimedia presentations from teachers and students, and the offering of A-G approved online courses utilizing Odysseyware. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $13,000 iReady  $419,658 Instructional Aide salaries  $905,000 Teacher salaries  $30,000 Instructional Materials  $34,148 Technology  $14,500 Odysseyware  $20,000 Professional Development | |
| **GOAL #10:** | *PCS will increase parent participation school wide by holding regular parent meetings and involve more parents on the PCS Board of Directors.* | | | | | | | Related State and/or Local Priorities: | | |
| 1\_\_ 2\_\_ 3\_X 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ | | |
| COE only: 9\_\_ 10\_\_ | | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Identified Need: | | PCS parents need to have more opportunities to be involved in various aspects of the school. | | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | *PCS will hold a minimum of four parent meetings each school year at each learning center. Meeting outcomes will be shared with PCS board and actions will be taken as per parent suggestions as appropriate.* Expand parent participation on the PCS board to five parent members on PCS board representing the three communities that we serve. | | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | | Budgeted  Expenditures |
| Administrators will work with staff at each site to organize and facilitate a minimum or four parent meetings each year at each learning center. Meeting outcomes will be shared with the PCS board and actions will be taken as per parent suggestions as appropriate.  Expand the parent participation on the PCS Board to five parents representing the three communities that we serve.  For the 2016-2017 school year, PCS will schedule all parent meetings for all sites at the beginning of the year to ensure follow through, and inform parents more in advance.  For the 2016-2017 school year, recruitment efforts (public announcements, parent announcements, and outreach by current board members) will continue to increase parent support on the PCS board. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | No direct costs  Indirect costs include staff time |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | *PCS will hold and document a minimum of four parent meetings each school year at each learning center. Meeting outcomes will be shared with PCS board and actions will be taken as per parent suggestions as appropriate.* Expand parent participation on the PCS board to five parent members on PCS board representing the three communities that we serve. | | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | | Budgeted  Expenditures |
| Administrators will work with staff at each site to organize and facilitate a minimum or four parent meetings each year at each learning center. Meeting outcomes will be shared with the PCS board and actions will be taken as per parent suggestions as appropriate.  Expand the parent participation at on the PCS Board to five parents representing the three communities that we serve.  For the 2017-2018 school year, PCS will schedule all parent meetings for all sites at the beginning of the year to ensure follow through, and inform parents more in advance.  If we have still not met the parent board member goal, we will continue recruitment efforts (public announcements, parent announcements, and outreach by current board members) to increase parent support on the PCS board. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | No direct costs  Indirect costs include staff time |
| **LCAP Year 3**: 2017-2018 | | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | *PCS will hold and document a minimum of four parent meetings each school year at each learning center. Meeting outcomes will be shared with PCS board and actions will be taken as per parent suggestions as appropriate.* Expand parent participation on the PCS board to five parent members on PCS board representing the three communities that we serve. | | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | | Budgeted  Expenditures |
| Administrators will work with staff at each site to organize and facilitate a minimum or four parent meetings each year at each learning center. Meeting outcomes will be shared with the PCS board and actions will be taken as per parent suggestions as appropriate.  Expand the parent participation at on the PCS Board to five parents representing the three communities that we serve.  For the 2018-2019 school year, PCS will schedule all parent meetings for all sites at the beginning of the year to ensure follow through, and inform parents more in advance.  If we have still not met the parent board member goal, we will continue recruitment efforts (public announcements, parent announcements, and outreach by current board members) to increase parent support on the PCS board. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | No direct costs  Indirect costs include staff time |

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| **GOAL #11:** | *As the needs of our student population continue to shift, we must be responsive. It is clear that our students need to participate in the maximum amount of structured site based courses that we are able to offer within the confines of our charter.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_X\_ 6\_X\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | PCS needs to maximize site based offerings. | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Site based classes will be maximized at each learning center commensurate with the regulations around independent study charter schools. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| For the 2016-2017 year, PCS Quincy center will continue to offer a four day a week site based program for students in grades K-12. IVA will continue to offer its five day a week site based program. PCS Greenville will continue to offer a four day a week program for students in grades 4-6. PCS Chester will continue offer a four day a week program for students in grades K-5, and a two-three day a week program for students in grades 6-12. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $853,398 Teacher salaries  $395,568 Instructional Aide salaries  $33,000 Enrichment  $173,977 Facilities rental costs |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Site based classes will be maximized at each learning center commensurate with the regulations around independent study charter schools. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| Parents and students will again be surveyed, and student data will be evaluated. Continued program improvements will be initiated as appropriate. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $879,000 Teacher salaries  $407,435 Instructional Aide salaries  $34,000 Enrichment  $179,196 Facilities rental costs |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Site based classes will be maximized at each learning center commensurate with the regulations around independent study charter schools. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| Parents and students will again be surveyed, and student data will be evaluated. Continued program improvements will be initiated as appropriate. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $905,000 Teacher salaries  $419,658 Instructional Aide salaries  $35,000 Enrichment  $170,075 Facilities rental costs |

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| **GOAL #12:** | *In an effort to encourage student engagement, school connectedness and a healthy school culture, PCS sees the need to offer more school activities over the course of the year. Activities will include performances and recitals, presentations, assemblies, learning fairs, art shows and buddy days.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_X\_ 6\_X\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | PCS needs to offer consistent school activities as each of our centers. | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Each learning center will schedule and implement at least four student centered events annually. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| A yearlong event calendar will be initiated in August of 2016, and each site will be expected to plan and execute a minimum of four student centered events annually. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $853,398 Teacher salaries  $395,568 Instructional Aide salaries  $173,977 Facilities rental costs  $18,168  Student Activities  $14,420 Field Trips |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Each learning center will schedule and implement at least four student centered events annually. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| A yearlong event calendar will be initiated in August of 2017, and each site will be expected to plan and execute a minimum of four student centered events annually. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $879,000 Teacher salaries  $407,435 Instructional Aide salaries  $179,196 Facilities rental costs  $18,713 Student Activities  $14,853 Field Trips |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | Each learning center will schedule and implement at least four student centered events annually. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| A yearlong event calendar will be initiated in August of 2018, and each site will be expected to plan and execute a minimum of four student centered events annually. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $905,000 Teacher salaries  $419,658 Instructional Aide salaries  $184,572 Facilities rental costs  $19,274 Student Activities  $15,299 Field Trips |

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| **GOAL #13:** | *In an effort to encourage student engagement, school connectedness, a healthy school culture and a sense of safety, PCS sees the need to offer formalized character building and anti-bullying programs.* | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_X\_ 6\_X\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local: Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Identified Need: | | PCS needs to offer formalized character building activities | | | | | | | |
| Goal Applies to: | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | |
| Applicable Pupil Subgroups: | | | All | | | | |
| **LCAP Year 1:** 2016-2017 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | PCS will partner with Plumas Rural Services (PRS) to provide classroom and small group activities weekly in support of student’s ability to be empathetic, accepting and kind. PCS will also implement portions of the Second Step character development curriculum. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will partner with PRS to provide weekly group activities with a paraprofessional counselor, as well as weekly one on one time with a licensed counselor to meet with students as needed. PCS will purchase and implement portions of the Second Step character development curriculum. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $6,700  PRS contracting |
| **LCAP Year 2**: 2017-2018 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | PCS will partner with PRS to provide weekly group activities with a paraprofessional counselor, as well as weekly one on one time with a licensed counselor to meet with students as needed, at our Quincy site. PCS will implement portions of the Second Step character development curriculum. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will assess effectiveness of collaboration with PRS, and continue if agreed. PCS will also continue to implement Second Step curriculum and continue to assess its effectiveness. | | | | | | Annual  Ongoing | \_X ALL  ------------------------------------------------------------------------------------  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $6,700  PRS contracting |
| **LCAP Year 3**: 2018-2019 | | | | | | | | | |
| Expected Annual  Measurable Outcomes: | | | PCS will assess effectiveness of collaboration with PRS, continue if agreed, and look to expand the service to other sites. PCS will also continue to implement Second Step curriculum and continue to assess its effectiveness. | | | | | | |
| **Actions/Services** | | | | | | Scope of Service | **Pupils to be served within identified scope of service** | | Budgeted  Expenditures |
| PCS will continue to assess the effectiveness of collaboration with PRS, and continue if agreed. PCS will also continue to implement Second Step curriculum and continue to assess its effectiveness. | | | | | | Annual Ongoing | \_XALL  OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | $6,700  PRS contracting |

**Annual Update**

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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| Original GOAL from prior year LCAP #1: | Each high school teacher working outside of their credential will begin the VPSS (verification process for special settings) process to obtain appropriate subject matter clearance. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_X\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_X\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | Affected teachers will complete at least one VPSS course, as applicable, each school year, until all applicable courses are completed. | | | | | | | Actual Annual  Measurable Outcomes: | Affected teachers will complete at least one VPSS course, as applicable, each school year, until all applicable courses are completed. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| Require teachers working outside of their subject areas to obtain VPSS clearance for appropriate subjects. Each high school teacher working outside of their credential will begin the VPSS process, and complete at least one subject matter clearance as appropriate. | | | | | | | | $2,400  Course fees | During the 2015-2016 school year, PCS employed 6 core high school teachers. Because of the nature of our program, there was a need for 3 of these teachers to teach one or more courses outside of their subject area. Each of these 3 teachers completed at least one, VPSS course and received additional subject matter clearance. | | | | $1,600  Course fees |
| Scope of service: | | | | Annual, ongoing until completed. | | | |  | Scope of service: | | Annual, ongoing until completed. | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | After reviewing the progress on this goal, no changes will be made to the goal for the next LCAP year. | | | | | | | |

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| Original GOAL from prior year LCAP #2: | Purchase and adopt adequate common core aligned instructional materials, and mathematics core texts. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_X\_ 2\_X\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | Select, purchase and implement common core aligned instructional materials and mathematics core texts in each classroom. | | | | | | | Actual Annual  Measurable Outcomes: | Select, purchase and implement common core aligned instructional materials and mathematics core texts in each classroom. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| Teachers will research, choose, purchase, and implement common core aligned instructional materials and mathematics core texts to be used in each classroom. | | | | | | | | $30,000 for Core Materials  $30,000 for Educational Software | A core group of teachers will research, choose, purchase and implement common core aligned instructional materials and mathematics core texts to be used in their classrooms. Resources include, OnCore Mathematics, Common Core Connections for Language Arts, Common Core Language Arts Workouts, Common Core Math 4 Today, Paired Passages, Engage New York, iReady, Odysseyware, EEI Science and Social Studies, Words Their Way, and Writer’s Workshop.  The mathematics core text that was adopted was Houghtin Mifflin Go Math. | | | | $24,684 for core materials  $25,480  Educational Software |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | During the 2015-2016 school year, we established a strong base of Common Core aligned supplemental resources to be used school wide and adopted a Common Core aligned mathematics text. For the 2015-2016 school year, we will focus on school wide Language Arts Curriculum adoption. | | | | | | | |

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| Original GOAL from prior year LCAP #3: | PCS will focus on professional development related to Common Core implementation, and collaboration time amongst staff to ensure a consistent approach to implementation and best practices. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_X\_ 2\_X\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | All teachers will participate in at least one CC aligned professional development activity. Staff will also participate in weekly site level collaboration meetings which will be built in to the master schedules. | | | | | | | Actual Annual  Measurable Outcomes: | All teachers will participate in at least one CC aligned professional development activity. Staff will also participate in weekly site level collaboration meetings which will be built in to the master schedules. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| During the 2015-2016 school year, all PCS teachers will participate in a three day workshop focusing on a re-definition of the mission and vision of PCS, as well as best practices amongst each site. All PCS staff will also participate in a one day workshop facilitated by KIDmob which focuses on twenty first century skills and student engagement. | | | | | | | | $15,000  CC Training | During the 2015-2016 school year, all PCS teachers participated in a three day workshop focusing on a re-definition of the mission and vision of PCS, as well as best practices amongst each site. All PCS staff also participated in a one day workshop facilitated by KIDmob which focused on twenty first century skills and student engagement. | | | | $13,850  CC Training |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Staff will participate in weekly site level collaboration meetings. These meetings will be built in to the master schedule. | | | | | | | |  | Staff from the two largest centers participated in weekly collaboration meetings. These meetings were built in to the master schedules. At the two smaller locations, staff informally collaborates on a regular basis. | | | |  |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient  \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | We will continue to provide innovative and engaging training regularly for our staff that is aligned to the changing expectations being placed on both educators and students. Our larger sites will continue to formally meet weekly for collaboration, and our smaller sites will be wrapped into those meetings as appropriate and continue to informally collaborate regularly. | | | | | | | |

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| Original GOAL from prior year LCAP #4: | Common Core implementation demands that we carefully consider technology upgrades in terms of both our available devices and our use of educational software. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_X\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_X\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | Evaluate technology needs with respect to availability of adequate devices and software. Upgrade accordingly. | | | | | | | Actual Annual  Measurable Outcomes: | Evaluate technology needs with respect to availability of adequate devices and software. Upgrade accordingly. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| Evaluate technology needs with respect to availability of adequate devices and software. Upgrade accordingly. | | | | | | | | $25,000 Equipment  $11,330 Technology support  $23,000 Educational software | Evaluate technology needs with respect to availability of adequate devices and software. Upgrade accordingly.  During the 2015-2016 school year, PCS purchased 14 computers and an Elmo Document Camera.  Continued use of iReady  Continued use of Odysseyware | | | | $22,423 Equipment  $9,725 Technology support  $24,937 Educational software |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | In the upcoming years, we are looking to continue to increase our technological capacity by increasing the size of our networks county wide, and by increasing the number of machines we have available for regular student use.  It is an intent with this goal to supply enough devices in each appropriate classroom to allow students regular access and to ensure that the technology available is adequate for the computer based programs we currently use, as well as the Smarter Balanced testing. | | | | | | | |

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| Original GOAL from prior year LCAP #5: | All students will be enrolled in a course of study that includes all four academic subjects areas, as well as at least one elective course, and the option of CTE courses as appropriate. Courses will be offered on site, online using the Odysseyware program, through Feather River College or other community college, or through other independent study. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_X\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_X\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | All students will be enrolled in an appropriate course of study. | | | | | | | Actual Annual  Measurable Outcomes: | All students will be enrolled in an appropriate course of study. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| Utilizing a variety of platform options (onsite, online, independent study, and FRC) PCS will offer all students a course of study that will include the four academic subject areas, as well as elective and CTE courses where appropriate. | | | | | | | | $14,000  Odysseyware  $737,683 Teacher Salaries | Utilizing a variety of platform options (onsite, online, independent study, and FRC) PCS offered all students a course of study that included the four academic subject areas, as well as elective and CTE courses where appropriate. | | | | $14,500 OdysseyWare  $853,398  Teacher Salaries |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | We found it necessary during the 2014-2015 school year to increase our use of the online Odysseyware program. The expenditures associated with this program increased, and will continue to be higher than projected. Site based offerings were expanded this year as well, and a robust site based program will continue to be offered next year. | | | | | | | |

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| Original GOAL from prior year LCAP #6: | By the end of the 2016-2017 school year, all PCS core academic classes will be A-G approved. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_X\_ 5\_\_ 6\_\_ 7\_X\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | During the 2015-2016 school year, staff will be assigned the remaining courses to submit for A-G approval. | | | | | | | Actual Annual  Measurable Outcomes: | During the 2013-2014 school year, the following courses were approved: English 9-12, World History, US History and Government. These are all site based courses.  During the 2014-2015 school year, the following courses were approved: Algebra I, Algebra II and Geometry (site based courses), and Physics, Biology, French I, French II, Geography and Economics (online Odysseyware courses).  During the 2015-2016 School year, the following courses were approved: Agriculture and Soil Chemistry, Sustainable Agriculture, Agriscience Systems Management, Agricultural Biology, Legal Services, Technology and Engineering, Business and Finance, Vietnam Era, Spanish I and II, Psychology, Agribusiness Systems, Civil War, Music Theory, Music Appreciation, Trigonometry, Pre-Calculus, and World Civilizations. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| Highly qualified staff will be assigned courses to outline, submit to the Director for approval, who will then submit courses through the UCOP portal for A-G approval. The focus for the 2015-2016 school year, the focus will be on Agriculture Sciences and arts electives. | | | | | | | | No direct costs | Highly qualified staff will be assigned courses to outline, submit to the Director for approval, who will then submit courses through the UCOP portal for A-G approval. The focus for the 2015-2016 school year was on Agriculture Sciences and arts electives. | | | | No direct costs |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | We have made considerable progress on this goal over the last three years. The goal going in to next year will be to continue to carefully monitor our offerings and add any additional courses as appropriate to our A-G approved course of study. | | | | | | | |

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| Original GOAL from prior year LCAP #7: | Achieve annual growth on the Smarter Balanced Assessments. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_X\_ 2\_\_ 3\_\_ 4\_X\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | During the spring of 2015, PCS participated in the first official round of the SBAC. Upon receiving the outcome data, we set appropriate goals for the subsequent year’s performance, which include actualizing annual growth on a per student basis as well as in whole school performance band percentages.  We will work towards providing the support to students needed to achieve annual growth on the SBAC. | | | | | | | Actual Annual  Measurable Outcomes: | During the spring of 2015, PCS participated in the first official round of the SBAC. Upon receiving the outcome data, we set appropriate goals for the subsequent year’s performance, which include working towards actualizing annual growth on a per student basis as well as in whole school performance band percentages.  We will work towards providing the support to students needed to achieve annual growth on the SBAC. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| PCS will identify, purchase and implement CC aligned instructional and support materials, will provide appropriate professional development for teachers to implement the CC standards, and provide instructional aides in most classrooms to provide additional support. | | | | | | | | $25,660 Technology expenses-equipment and support  $737,683  Teacher Salaries  $194,000 Instructional Aide Salaries  $30,000 Educational Software  $20,000  Instructional materials  $10,000 Professional Development | PCS staff is working to actively implement the CC standards and prepare our students for the Smarter Balanced Assessment. We have attended trainings, utilized a variety of CC aligned instructional materials, and implemented the iReady program as a diagnostic and instructional tool to address gaps in student’s skill sets. PCS has also continued to provide for adequate technology school wide, as well as provided for instructional aides in most classrooms for additional support. | | | | $36,330  Technology expenses-equipment and support  $853,398 Teacher Salaries  $395,568 Instructional Aide Salaries  $24,937 Educational Software  $24,684  Approved Textbooks and Core Curricular materials  $19,797 Professional Development |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | After reviewing Spring 2016 outcome data, PCS has implemented a Student Action Plan procedure that will begin in the fall of 2016. Student Action Plans will be implemented for all students performing below grade level on internal and state level assessments. Students will be assigned specific growth goals and actions to address skill gaps which potentially impede academic progress. Action plans will also include the use of multiple assessment measures to more clearly identify student needs. This new procedure will be included in next year’s LCAP.  As mentioned elsewhere in this update, moving forward PCS would like to ensure that CC aligned instructional materials and texts are available consistently in all classrooms; that appropriate technology is available to all students, and that teachers are provided with the professional development and instructional coaching they might need to successfully implement CC standards. The expenditures associated with this goal are likely increase. | | | | | | | |

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| Original GOAL from prior year LCAP #8: | PCS has an inadequate graduate tracking system in place that needs to be attended to so that we can be better informed as to our graduate’s postsecondary plans and successes. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_X\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | PCS will develop and implement an adequate graduate surveying and tracking system, and begin to successfully document our graduates postsecondary plans and successes. | | | | | | | Actual Annual  Measurable Outcomes: | PCS will develop and implement an adequate graduate surveying and tracking system, and begin to successfully document our graduates postsecondary plans and successes. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| Current year graduates will be surveyed annually prior to graduation using the Survey Monkey platform. Data will be compiled and shared accordingly. Annual attempts will also be made to contact graduates again a year after graduation for an update. Data will be shared as appropriate with the PCS Board and our communities. | | | | | | | | No direct costs | Current year graduates will be surveyed annually prior to graduation using the Survey Monkey platform. Data will be compiled and shared accordingly. Annual attempts will also be made to contact graduates again a year after graduation for an update. Data will be shared as appropriate with the PCS Board and our communities. | | | | No direct costs |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | During the 2015-2016 school year, the Graduate Survey moved onto the Survey Monkey Platform. This simplifies data collection and interpretation. Moving forward, we will also pursue subscription to the National Student Clearinghouse, which is an extensive post secondary data base that might enable us to better track our graduates long term. The cost implementing this goal is likely to increase by the cost of the subscription. | | | | | | | |

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| Original GOAL from prior year LCAP #9: | The percentage of students who demonstrate grade level proficiency in ELA (literacy and writing), Mathematics, Social Studies and Science will increase annually. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_X\_ 5\_\_ 6\_\_ 7\_\_ 8\_X\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | Using a variety of metrics (in house testing- iReady, state and local assessment data, student work and CAHSEE or equivalent scores, we hope to show an increase in overall student performance in ELA (literacy and writing), Mathematics, Social Studies and Science. | | | | | | | Actual Annual  Measurable Outcomes: | Using a variety of metrics (in house testing- iReady, state and local assessment data, student work and CAHSEE scores, we will work towards increases in overall student performance in ELA (literacy and writing), Mathematics, Social Studies and Science. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| Along with site based classes, tutorial and academic support classes, we will be implementing iReady consistently this year, pre and post testing every age appropriate student and using the instructional component of the program to help fill specific skill gaps.  PCS will continue to provide for sufficient qualified staff (teachers and instructional aides) to support student learning, sufficient instructional materials, and access to appropriate technology.  Continued efforts will be made to increase/maintain the overall rigor and relevance of site based classes, including the inclusion of primary source documentation, integration of ELA across the subjects, thematic learning, multimedia presentations from teachers and students, and the offering of A-G approved online courses using Odysseyware.  We expect to see a fall to spring growth trend in iReady ELA and Mathematics | | | | | | | | $10,000  iReady  $307,092 Instructional Aide salaries  $737,683 Teacher Salaries  $30,000 Instructional Materials  $12,000 technology  $14,000 Odysseyware  $20,000  Professional Development | Along with site based classes, tutorial and academic support classes, we implemented iReady consistently this year, pre and post testing every age appropriate student and used the instructional component of the program to help fill specific skill gaps.  PCS continued to provide for sufficient qualified staff (teachers and instructional aides) to support student learning, sufficient instructional materials, and access to appropriate technology.  Continued efforts were made to increase/maintain the overall rigor and relevance of site based classes, including the inclusion of primary source documentation, integration of ELA across the subjects, thematic learning, multimedia presentations from teachers and students, and the offering of A-G approved online courses using Odysseyware.  We saw a fall to spring growth trend in iReady ELA and Mathematics | | | | $10,980 iReady  $395,568 Instructional Aide Salaries  $853,398  Teacher Salaries  $24,684 Instructional Materials  $28,027 Technology  $14,500  OdysseyWare  $19,797  Professional Development |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | After reviewing 2016 outcome data, PCS developed a new procedure for the implementation of Student Action Plans for all students performing below grade level on internal and state level assessments. Through Student Action Plans, teachers will assign student specific growth goals and actions to address skill gaps which potentially impede academic progress. Action plans will also include the use of multiple assessment measures to more clearly identify student needs.  We will be carefully monitoring our student’s progress with the iReady program, along with the other metrics identified. If we do not see the progress we would like to see, additional measures will be put in place to support student achievement in the core academic subject areas. | | | | | | | |

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| Original GOAL from prior year LCAP #10: | PCS will increase parent participation school wide by holding regular parent meetings and involve more parents on the PCS Board or Directors. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_X\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | PCS staff will hold a minimum of four parent meetings each school year at each learning center. Meeting outcomes will be shared with PCS Board and actions will be taken as per parent suggestions as appropriate. Expand parent participation on the PCS Board to five parents representing the three communities that we serve. | | | | | | | Actual Annual  Measurable Outcomes: | Four parent meetings were held during the 2015-2016 school year at our two largest sites (Quincy and IVA), and two parent meetings were held at the two smaller sites (Greenville Learning Center and Chester). There are currently four parent board members, representing two of the communities that we serve. We have not yet been able to get a Chester parent on board. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| Administrators will work with staff at each site to organize and facilitate a minimum of four parent meetings each year at each learning center. The meetings will focus on charter school accountability, programmatic changes, school wide events, enrollment and facilities.  Parent board member participation will be increased to five members representing the three communities that we serve. Advertising for this need will take the form of newspaper listings and recruitment efforts by both board members and staff. | | | | | | | | No direct costs. Indirect costs include staff salaries and possible refreshments during meetings.  $1,400  Newspaper advertisement | Administrators worked with staff at each site to organize and facilitate several parent meetings school wide during the 2015-2016 school year. Quincy and IVA held four meetings, Greenville and Chester each held two. Meeting outcomes were shared with the PCS Board as appropriate, and actions were taken as per parent suggestions as appropriate.  Parent board participation increased from three to four members, representing two of the three communities that we serve. | | | | No direct costs  $1,287  Newspaper advertisement |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | Future goals include preplanning the desired four parent meetings at each learning center at the beginning of the year, so that we can better inform parents farther in advance, and better schedule staff involvement. We will also continue to make efforts to secure a parent board representative from Chester. | | | | | | | |

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| Original GOAL from prior year LCAP #11: | As the needs of our student population continue to shift, we must be responsive. It is clear that our students need to participate in the maximum amount of structured site based courses that we are able to offer within the confines of our charter. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_X\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | Site based classes will be maximized at each learning center commensurate with the regulations around independent study charter schools. | | | | | | | Actual Annual  Measurable Outcomes: | Site based classes will be maximized at each learning center commensurate with the regulations around independent study charter schools. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| For the 2015-2016 school year, PCS Quincy will continue to offer a four day a week site based program for students in grades K-12. IVA will continue to offer a five day a week site based program for students in grades 7-12. PCS Greenville will continue to offer a four day a week program for students in grades 4-6. PCS Chester will offer a four day a week site based program for students in grades K-5, and a two-three day a week program for students in grades 6-12. | | | | | | | | $737,683 Teacher Salaries  $307,092 Instructional Aide Salaries  $11,287  Enrichment  $100,012  Facilities rental costs | For the 2015-2016 school year, PCS Quincy will continue to offer a four day a week site based  program for students in grades K-12. IVA will continue to offer a five day a week site based program for students in grades 7-12. PCS Greenville will continue to offer a four day a week program for students in grades 4-6. PCS Chester will offer a four day a week site based program for students in grades K-5, and a two-three day a week program for students in grades 6-12. | | | | $853,398 Teacher Salaries  $395,568 Instructional Aide Salaries  $33,000  Enrichment  $130,075  Facilities rental costs |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | The end goal will be the same for the 2016-2017 school year; to have a minimum of five parent board members representing the three communities that we serve. | | | | | | | |

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| Original GOAL from prior year LCAP #12: | In an effort to encourage student engagement, school connectedness and a healthy school culture, PCS sees the need to offer more school activities over the course of the year. Activities will include performances and recitals, presentations, assemblies, learning fairs, art shows and buddy days. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_X\_ 6\_X\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | A year long event calendar will be initiated in August of 2015, and each site will be expected to plan and execute a minimum of four student centered events annually. | | | | | | | Actual Annual  Measurable Outcomes: | A year long event calendar was initiated in 2015, and each site was be expected to plan and execute a minimum of four student centered events annually. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| Each learning center will schedule and implement at least four student centered events annually. | | | | | | | | $737,683 Teacher Salaries  $307,092 Instructional Aide Salaries  $100,012 Facilities Rental costs  $12,639 Student Activities  $5,818  Field Trips | Each learning center executed the following student centered events:  Quincy: Events included: Fall and Spring Dramatic and Musical Showcase, Children’s Fair, Student Art Show, Community Supper, Dance Recital, PCS Showcase, Mill Creek to Golden Gate Watershed Field Trip, Assembly Series, KIDmob Middle School Workshop, and Sixth Grade partner Activities with Kindergarten Class  IVA: Events included: Beginning of year Camp Out, Fall and Spring Dramatic Performances, Science Fair, FFA Conference attendance, KIDmob Middle School Workshop, and Ski Days.  Greenville Learning Center: Events included: District Wide Music Competition, Sixth grade rafting, Mill Greek to the Golden Gate Watershed Field Trip, and numerous walking field trips.  Chester: Events included: Merchant Trick or Treat, Snow Shoeing Field Trip, KIDmob Middle School Workshop, Reno Aces Field Trip, and PCS Showcase. | | | | $853,398 Teacher Salaries  $395,568 Salaries  $130,075 Facilities Rental costs  $17,639 Student Activities  $14,000  Field Trips |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | We will continue to actively expand on activities provided to PCS students. Expenditures will likely continue to increase in support of this goal, as will the revenue generated through activity specific fundraising. | | | | | | | |

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| Original GOAL from prior year LCAP #13: | In an effort to encourage student engagement, school connectedness and a healthy school culture, PCS sees the needs to offer formalized character building and anti-bullying programs. | | | | | | | | | | | Related State and/or Local Priorities: | |
| 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_X\_ 6\_X\_ 7\_\_ 8\_\_ | |
| COE only: 9\_\_ 10\_\_ | |
| Local : Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Goal Applies to: | | | Schools: | | All sites within Plumas Charter School (Quincy, IVA, Greenville and Chester) | | | | | | | | |
| Applicable Pupil Subgroups: | | | | All students | | | | | | |
| Expected Annual Measurable Outcomes: | | PCS will partner with Plumas Rural Services (PRS) to provide classroom and small group activities weekly in support of student’s ability to be empathetic, accepting and kind. PCS will also be implementing portions of the Second Step character development curriculum in grades K-8. | | | | | | | Actual Annual  Measurable Outcomes: | PCS partners with Plumas Rural Services (PRS) to provide classroom and small group activities weekly in support of student’s ability to be empathetic, accepting and kind. PCS also implements portions of the Second Step empathy curriculum in grades K-8. | | | |
| **LCAP Year**: 2015-2016 | | | | | | | | | | | | | |
| Planned Actions/Services | | | | | | | | | Actual Actions/Services | | | | |
|  | | | | | | | | Budgeted Expenditures |  | | | | Estimated Actual Annual Expenditures |
| PCS will partner with PRS to provide weekly group activities with a paraprofessional counselor, as well as weekly one on one meetings with a licensed counselor as needed. PCS will implement components of the Second Step character development program curriculum and continue to assess its effectiveness. | | | | | | | | $6,700 PRS Contracting | PCS will partner with PRS to provide weekly group activities with a paraprofessional counselor, as well as weekly one on one meetings with a licensed counselor as needed. PCS will implement components of the Second Step character development program curriculum and continue to assess its effectiveness. | | | | $6,700 PRS Contracting |
| Scope of service: | | | | Annual, ongoing | | | |  | Scope of service: | | Annual, ongoing | |  |
| \_X\_ALL | | | | | | | |  | \_X\_ALL | | | |  |
| OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | OR:  \_\_Low Income pupils \_\_English Learners  \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | | | In reflecting on this goal, it is obvious that more attention needs to be focused on our smaller sites in Greenville and Chester. More administrative attention needs to be diverted to these site next year to plan for more comprehensive and appropriate student activities. | | | | | | | |

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

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| Total amount of Supplemental and Concentration grant funds calculated: | $277,448 |
| Because Plumas Charter Schools FRL count is a high 54.7%, we felt it most prudent to implement whole school programs that would reach a maximum number of students. Schoolwide, the LCAP funds as determined above, were utilized to support and enhance our academic programs through the use of Instructional Aides in the classrooms, the implementation of iReady (a computer based diagnostic assessment and prescriptive instructional program), the use of Enrichment Instructors to provide additional classes to students, the offering of after school tutorial sessions with staff, the addition of administrative staff to better support site based programs, and the offering of various student activities including field trips that further enhance our program offerings. | |

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

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| |  |  | | --- | --- | | 12.83 | % |   As mentioned above, the majority of the additional funds received through the LCAP are used in a schoolwide manner so as to reach a larger number of students. However, specific services were also added to the program to target the population of students mentioned above. These services include the contracting with Plumas Rural Services to provide individual student counseling and small group interventions, the addition of a half time teacher to target our highest risk students by implementing an in house independent study program, the hiring of additional instructional aide staff to target our higher need students, and after school activities outside of ASES. |

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]