

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Plumas Charter School (PCS) is a public charter school that serves students in Transitional Kindergarten through 12th grade in Plumas and neighboring Counties. PCS offers personalized education programs in Quincy, Greenville and Chester. PCS is known for its personalized learning approach, its programmatic flexibility and its sincere attention to the needs of students. PCS is implementing an arts-enriched, interdisciplinary, inquiry based learning environment aligned with state standards using a variety of curriculum that nurtures the intellectual, social, and creative growth of students that builds an inclusive community and supports the academic achievement of its students.

Plumas Charter School’s Mission Statement is “To provide a personalized learning environment with a culture of acceptance for a diverse community. We encourage the development of compassionate, resilient, life-long learners.”

Plumas Charter School operates under the core values of Responsiveness, Accountability, Compassion and Respect: For ourselves, each other and our environment.

PCS serves students from four different learning centers located across Plumas County. All of the centers offer personalized learning programs that include center based courses, traditional independent study courses, facilitated home school, concurrent college enrollment, a variety of enrichment activities, online curriculum, and interest based elective courses. Individual student programs are designed upon the enrollment of each student.

For the 2017-2018 school year, our Quincy program is located at 175 North Mill Creek Road in Quincy. Beginning in the 2018-2019 school year, the Quincy program will operate out of three centers throughout Quincy (535 Lawrence Street for grades TK-2, 546 Lawrence Street for grades 3-6, and 80 Main Street for grades 7-12). PCS Quincy is also in the process of securing the

development of a new permanent learning center. Our Indian Valley programs are located at 4352 Main Street in Taylorsville, for grades 8-12, and at 212 Pine Street in Greenville for grades K-8. Our Chester program is located at 135 Main Street in Chester for students in grades K-12.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Progress was made towards each of the four goals outlined in the 2017-2018 LCAP. Based on student outcome data, as well as student, parent and staff surveys, PCS will hold the same general four goals for the 2018-2019 year, with modified actions and services. Below are generalized highlights from the 2017-2018 LCAP cycle

Goal 1:

Student Achievement: Improve student achievement through the intentional use of Student Action Plans, curriculum adoption and standards implementation, relevant professional development for teachers, engaging lessons and activities and offering a broad range of course options.

*EOY iReady data:

Math BOY: 16% on Level

Math EOY: 46% on Level

ELA BOY: 34% at or Above Level

ELA EOY: 43% at or Above Level

*Curriculum adoption

*High School Science: Amy Brown Biology, Earth Science A Complete Course by Nitty Gritty Science; College Prep Chemistry Bundle by MsRazz ChemClass. New Visions for all Science will also be utilized.

*Junior High Science: Life Science A Complete Course by Nitty Gritty Science; Physical Science Curriculum by It's Not Rocket Science. New Visions will also be utilized as supplemental materials.

*High School Math: Teaching Textbooks for Algebra I, Algebra II and Geometry with supplements from Odysseyware

*CTE Course development: Three CTE Pathways were developed this year and made available to students. They are Public Safety, Food Service, and Patient Care.

*Action Plans: 46 students identified for these, all improved in at least one area as a result

*A-G list updates: 92 Courses were added to our A-G approved this during this school. All but one was from our online curriculum provider Odysseyware.

Goal 2:

School culture: In an effort to encourage student engagement, school connectedness, a healthy school culture, and a sense of safety, PCS sees the need to offer consistent school activities annually, to offer formalized character building programs, and to offer varied educational opportunities that support student's needs. PCS also sees the need to secure long term facilities so that our programs can be stabilized.

*Provision for significant student activities and events (listing in body of LCAP)

*Nurtured Heart Training

*Student survey: Increased participation and positive results

*Attendance rate: from 92% average to 93%

*Facilities transitions: Successful securing of alternate facilities for Quincy programs

Goal 3:

Parent Involvement: In an effort to increase parental involvement, PCS will hold a minimum of three parent meetings at each center annually, and will seek to expand parent participation on the Board of Directors to include a representative from each community we serve.

*Three parent Board members from two of the communities PCS serves

*Mountain Valley PTO established and holding regular meetings

*Parent Involvement Survey: Increased participation and positive feedback

*SPED student increase and parent support

Goal 4:

Staff Support: In an effort to ensure consistent and relevant staff support and development, PCS will pre schedule a minimum of four professional development activities annually which will include curriculum training and implementation, behavior support training, and software training.

*Regular and appropriate professional development (listing in body of LCAP)

*Provision for weekly staff collaboration

*Staff Satisfaction Survey was implemented

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The following are the progress highlights of the 17/18 LCAP for Plumas Charter School.

Goal 1: Student achievement: Improve student achievement through the intentional use of Student Action Plans, curriculum adoption and standards implementation, relevant professional development for teachers, engaging lessons and activities and offering a broad range of course options.

*Implementation of interim assessments in April

*iReady Performance Data: Our iReady data indicates that a significant percentage of students who took the pre and post iReady assessment experienced growth. We also saw whole school linear growth over the course of the year in the percentage of students who performed on or above level on the end of year assessments

*Curriculum adoption (the online curriculum provider Odysseyware is also an option for all of these courses): High School Math (Algebra I, II and Geometry): Teaching Textbooks with Odysseyware supplements; Junior High Science (New Visions is also an option for these courses): Life Science A Complete Course by Nitty Gritty Science, Physical Science by It's Not Rocket Science; High School Science: Earth Science a Complete Course by Nitty Gritty Science, Biology by Amy Brown, and College Prep Chemistry Course by MsRazz ChemClass. For English and Social Studies for grades 7-12, NewsELA and New Visions were selected.

*Student Action Plans: 46 students were identified for Student Action Plans, and at the midyear data collection point, all students showed growth in at least one area

*A-G Approved Course List: A total of 92 courses were submitted for addition to our A-G list in a variety of categories, and including online and on site courses.

*CTE Pathways: Three pathways were developed this year and made available to students: Patient Care, Public Safety and Food Services.

*30 Chrome Books were purchased for use at our Indian Valley Academy Taylorsville center.

*Center based courses were maximized at each learning center commensurate with the regulations around independent study charter schools.

Goal 2: School culture: In an effort to encourage student engagement, school connectedness, a healthy school culture, and a sense of safety, PCS sees the need to offer consistent school activities annually, to offer formalized character building programs, and to offer varied educational opportunities that support student's needs. PCS also sees the need to secure long term facilities so that our programs can be stabilized.

*Live event calendar on website, and many activities have been offered at each site.

*Space in all schedules for additional student support

*Average attendance rate increase from 92% to 93%

*Increased participation in Student Climate and Safety Survey, and significant positive feedback

Goal 3: Parent Involvement: In an effort to increase parental involvement, PCS will hold a minimum of three parent meetings at each center annually, and will seek to expand parent participation on the Board of Directors to include a representative from each community we serve.

*Regular meetings at each center

*Regular communication with parents via School Messenger

*Parent Board Member participation: Three parents (2 Quincy and 1 Indian Valley)

*Increased participation in Parent Involvement Survey

*Increase in SPED population-more communication with parents

*Established PTO

Goal 4: Staff Support: In an effort to ensure consistent and relevant staff support and development, PCS will pre schedule a minimum of four professional development activities annually which will include curriculum training and implementation, behavior support training, and software training.

*Wide range of regular professional development activities

*Weekly collaboration at the site level

*Staff Satisfaction Survey

PCS plans to build on these successes by continuing on with the actions that allowed our progress, working towards meeting all LCAP goals, and intentionally implementing the changes to the goals, actions and services for the 2017/2018 LCAP.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the LCFF rubric published in the Fall of 2017 (2016-2017 performance data), although there was growth in student academic performance as measured by the SBAC, and the color indicator did move from Red to Yellow for both ELA and Math for students in grades 3-8, PCS students as a whole continue to be designated as "Low" in both subject areas. The 2017-2018 LCAP related goal was to achieve a 1% increase in the percentage of students in both ELA and Math who meet or exceed the standard. Moving forward, the 2018-2019 LCAP goal will be to continue to see appropriate increases in student performance.

Comparative Rubric Data for 2015-2016, and 2016-2017:

Suspension Rate: Blue to Blue

Graduation Rate: Blue to Orange

ELA 3-8: Red to Yellow

Math 3-8: Red to Yellow

SBAC Data-ELA Goal Not Met

2016-2017: 40.59% At or Above Standard

2017:2018: 34.81% At or Above Standard

A whole school Action Plan will be developed and implemented to address this decline by the end of October 2018.

We also saw a significant decline in our cohort graduation rate between 2014-2015 and 2015-2016. The 2016 Graduation cohort graduation rate came in at 70.6%, while in 2015 the cohort graduation rate was 93.1%. An intensive analysis was performed as to the reason for this, and there were a variety of factors that came in to play; the number of seniors we enrolled that year and their credit computations, as well as the number of juniors enrolled the prior year who were credit deficient being primary indicators. Our one year graduation rate for this same year was 94.3%, which does indicate that we are very successful in seeing a wide variety students to high school completion, but the cohort timing may be different.

Generalized needs that are not attached to the LCFF Evaluation Rubric are:

- Continue formalizing the Student Action Plan process
- Continue to adopt standard aligned core content materials
- Continue to enhance parent involvement opportunities
- Improve attendance of disengaged high school students

- Continue to formalize career education and preparation

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Plumas Charter School has two identified statistically significant student groups, White and Socioeconomically Disadvantaged.

The following are the identified performance gaps based on the LCAP Rubric (School Dashboard) for both statistically significant student groups for the 2016-2017 school year (as of October 2018, the 2017-2018 Dashboard is not yet released by the SBAC scores are):

School Dashboard

English Language Arts: All students are identified as “Yellow” or “Low” in SBAC ELA performance, although there was growth evident between the 2015-2016 and 2016-2017 school years (Increase of 9.3 points for all students; 19.9 points for Socioeconomically Disadvantaged subgroup; 8.8 point increase for the White subgroup).

2015 ELA: 41% Met or Exceeded

2016 ELA: 40% Met or Exceeded

2017 ELA: 40.59% Met or Exceeded

2018 ELA: 34.81% Met or Exceeded

Mathematics: All students are identified as “Yellow” or “Low” in SBAC Math performance, although there was growth evident between the 2015-2016 and 2016-2017 school years (Increase of 9.8 points for all students; 10.3 points for Socioeconomically Disadvantaged subgroup; 12.4 point increase for White subgroup).

2015 Math: 28% Met or Exceeded

2016 Math: 27% Met or Exceeded

2017 Math: 29.41% Met or Exceeded

2018 Math: 33.13 Met or Exceeded

Steps to address these identified needs include:

- Use iReady to help identify individual student skill gaps and address the gaps with appropriate support and intervention
- Identify the lowest performing students in each grade level and develop Student Action Plans with multiple assessments and interventions to help the students’ progress
- Include intervention blocks in every center’s schedule
- ELA Grade level sequencing review

- Expose students throughout the year to the testing platform itself
- Continue to adopt and utilize standard aligned instructional materials
- Continue to provide appropriate access to technology
- Provide adequate materials to be used at home for consistent support.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The most significant ways PCS will increase or improve upon services for low income students, English Learners and Foster Youth are the following:

- Provision of Instructional Aide support staff at all centers
- Provision of significant student activities, enrichment and field trips
- Offering a variety of instructional materials
- Offering a variety of programmatic options, intervention and support for struggling students

All services identified in the LCAP are available for all students, including those designated in one the of the unduplicated student categories.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$3,033,495.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,997,181.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures not included in the 2017-2018 or the 2018-2019 LCAP include employee benefits, Administrative and Classified salaries, professional memberships, insurance, business services, our SIS, utilities, classroom furniture, and office supplies.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,587,890

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Student achievement: Improve student achievement through the intentional use of Student Action Plans, curriculum adoption and standards implementation, relevant professional development for teachers, engaging lessons and activities and offering a broad range of course options.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8, and 11 SBAC Results

17-18

Maintain or increase schoolwide performance levels. Goals for specific increases are:

2018 ELA: 1% increase to percentage of students who Meet or Exceed Standard

2018 Math: 1% increase to percentage of students who Meet or Exceed Standard

Actual

2018 SBAC Results showed a decline in ELA and an increase in Math.
ELA: 34.81% Met or Exceed Standard (5.78% Decline)
Math: 33.13% Met or Exceed Standard (3.72% Increase)

Expected

Baseline

Increase in performance data between 2016 and 2017: .59% in ELA and 1.41% in math.

2015 ELA: 41% Met or Exceeded

2016 ELA: 40% Met or Exceeded

2017 ELA: 40.59% Met or Exceeded

2015 Math: 28% Met or Exceeded

2016 Math: 27% Met or Exceeded

2017 Math: 29.41% Met or Exceeded

Metric/Indicator

Priority 8: Other pupil outcomes iReady

17-18

2017-2018

Math EOY: 1% increase to students performing on or above level

Reading EOY: 1% increase to students performing on or above level

Baseline

2016-2017

Math EOY: 30% on or above Level

Reading EOY: 41% on or above Level

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

Curriculum and related professional development/implementation of content standards

Priority 1: Basic/Every pupil in the school has sufficient access to standards aligned instructional materials

Actual

2017-2018

Math EOY: 46% On Level (16% Increase from 2016-2017)

ELA EOY: 43% on or Above Level (2% Increase from 2016-2017)

During the 2016-2017, an elementary level curriculum committee decided upon the Studies Weekly materials for both Social Studies and Science for students in grades K-6. The entire staff was trained by a Senior PD Specialist with Studies Weekly, on the materials in June of 2017, and the curriculum was successfully implemented during the 2017-2018 school year.

A Math/Science curriculum committee for 7-12 grade was established in November of 2017. The committee consisted of six instructional staff and the Executive Director, and met on three occasions to review and discuss available materials.

The decisions made for the adoption of mathematics and science (including grades 7-8) curriculum for grades 9-12 for the 2018-2019 school year were the following:

Math:

Expected

17-18

Adoption and implementation of Mathematics Curriculum (9-12)
Training to be provided for math teachers by curriculum providers

Adoption and implementation of English Language Arts Curriculum (9-12)
Training and implementation guidance will be provided by staff expert.

Adoption and implementation of Science Curriculum (K-8)
Training to be provided by curriculum providers (June 2017)

Adoption and implementation of Social Studies Curriculum (K-12)
Training to be provided by curriculum providers and staff expert (June 2017)

Recently Adopted Academic Standards and/or Curriculum Frameworks
1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

4 – Full Implementation

English Language Development (Aligned to English Language Arts Standards)

3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 – Full Implementation

Next Generation Science Standards

3 – Initial Implementation

History-Social Science

3 – Initial Implementation

2. Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

4 – Full Implementation

English Language Development (Aligned to English Language Arts Standards)

Actual

* The team agreed that Teaching Textbooks is the preferred text resource for all 9-12 Grade Math offerings (Algebra I, II and Geometry) because of the continuity it provides, the web based support, and the home based support. Because Teaching Textbooks is not designated as CC aligned, the team carefully reviewed the curriculum content, and aligned it with our CC aligned, A-G approved online curriculum provider's comparative courses. Minimal content gaps were identified, and will be supplemented with the appropriate online lessons.

The Teaching Textbooks series of curriculum was specifically designed for student to learn at their own pace, outside of a traditional classroom environment. The software is structured so that once it has been set up, the student can work through the course without the need for a parent or teacher to assist. Each of the problems offer a step-by-step solution, and tutorials. Because these materials are so student centered, and the teachers currently utilizing them have been doing so for over a year, no professional development that is curriculum specific is needed at this time.

Science:

* The teams agreed that New Visions materials for 7-8 grade science is an excellent resource, along with supplements from EEI. However, the team also chose the following materials to pilot and evaluate for the 2018-2019 school year: Life Science A Complete Course by Nitty Gritty Science, Physical Science by It's Not Rocket Science. These materials are all electronic, and include lectures and activities, labs and student assignments.

* For High School science, the team chose the following resources to pilot and evaluate: Earth Science a Complete Course by Nitty Gritty Science, Biology by Amy Brown, and College Prep Chemistry Course by MsRazz ChemClass. These materials are all electronic, and include lectures and activities, labs and student assignments.

For English and Social Studies for grades 7-12, a committee was also established consisting of five teachers and one Site Director on 8/24/2017. The team met on three occasions beginning in August to review available materials. NewsELA and New Visions were selected, and training occurred in house by an expert teachers on 11/20/2017 (half day training) and 12/6/2017 (follow up support and training). The Site Director/expert teacher providing the training on these materials is also working towards becoming an official trainer for NewsELA

Weekly site level collaboration meetings have shown satisfaction with new science and social studies curriculum (Studies Weekly), GoMath (primary curriculum for grades K-8) and existing ELA for grades K-6.

Career Technical Education:

Three CTE Pathways have been developed this year and are available for students (Patient Care, Public Safety and Food Service.

Expected

Metric/Indicator

Intervention

17-18

Consistent Student Action Plan intervention and progress tracking for lowest performing students

Baseline

2016-2017 Student Action Plan Implementation-inconsistent progress tracking.

Metric/Indicator

Priority 7: Course options

17-18

PCS will continue to offer equal access program options for all students, unduplicated students, and students with exceptional needs.

PCS will continue to offer a range of program and courses and during the 2017-2018 school year, and will clearly identify a minimum of two CTE pathways. PCS will also submit two more elective courses for A-G approval.

Course options will continue to include access to a board course of study (English, Social Science, foreign language, physical education, science, mathematics, visual and performing arts, career technical education and driver education).

Baseline

PCS offers equal access program options for all students, unduplicated students, and students with exceptional needs.

PCS offers many program options, including online, concurrent enrollment with local community colleges, small group instruction, A-G courses and CTE courses.

PCS offers many course options including, access to a board course of study (English, Social Science, foreign language, physical education, science, mathematics, visual and performing arts, career technical education and driver education).

Metric/Indicator

Technology

17-18

Because of our movement of centers this summer, PCS will need to purchase more devices so that access is adequate at each of our centers.

Actual

*Action Plans: 46 students were identified for Student Action Plan intervention. That is 13.5% of our total student population as of May 2018. These students were identified based on a number of factors including their iReady assessment data, their multiple measures assessment data, their behavior in class, and their attendance. Over the course of the year, a minimum of three data collection points, that were based on a re assessment of the student, were completed. Of the 46 students who were designated for SAPs, they all showed improvement in at least one area. Staff will continue to evolve this process to best serve students and teachers.

PCS developed three CTE course pathways that are now available for students: Patient Care, Public Safety and Food Services. PCS added 92 courses to its A-G list during the 2017-2018 school year. The majority of these are courses provided by Odysseyware, our online curriculum provider.

PCS's Indian Valley Academy program moved location during June of 2017. As such, we needed to move/change out internet service to accommodate the move, as well as purchase new devices for use at the new center. We also purchased several other devices to increase the overall number available to students at all site. The device purchases included the following: 50 Chromebooks

Expected

Baseline

PCS determined that available devices and software were sufficient for student access.

Metric/Indicator

Priority 1: Basic/Teacher assignment

17-18

All teachers will continue to be appropriately assigned and credentialed

Baseline

All teachers are appropriately assigned and credentialed

Metric/Indicator

Priority 1: Basic/Facilities

17-18

School Director will continue to inspect all facilities annually and expect each of the four facilities to be well maintained and in good repair. One site will be moving to a different location for this school year, and it too will be monitored for maintenance and good repair.

Baseline

School Director inspects all facilities annually, and has determined that they are maintained and in good repair. Maintenance or repairs identified throughout the year are attended to in a timely manner. No major repairs were reported in any of our four facilities during the 2016/2017 school year. Plumas Charter School maintains one full time custodial staff member, and has contractual relationships with additional maintenance staff.

Metric/Indicator

Priority 4: Pupil Achievement/EL Programs and Services; English Proficiency progress and reclassification rate

17-18

PCS provides programs and services to EL students on an individualized basis and will continue to do so

Baseline

PCS did not have any EL students this year. We regularly have one EL student every other year

Metric/Indicator

Priority 4: Pupil Achievement/% Students successfully completing A-G

Actual

10 Student Laptops
1 Staff Laptop
10 iPads

This remains true. PCS currently employs 20 credentialed teachers. Of these 17 have either Clear or Provisional Teaching Credentials through the CTC, 2 have Short Term Staff Permits through the CTC, and 1 has a Provisional Internship Permit through the CTC.

With the move of our Indian Valley Academy program to a new center, came several upgrades to the new facility. These included the addition of a new well, new flooring, and new doors. These were the only significant repairs to facilities county wide. All facilities were properly maintained and in good working order.

PCS provides programs and services to EL students on an individualized basis and will continue to do so. PCS did not have any EL students for the 2017-2018 school year.

Our course catalog was appropriately amended and updated so that we can effectively track this metric. At the end of the 2017-2018 school year year, based on the tracking and the percentages of students who have successfully completed courses that satisfy entrance requirements to CSU/US, PCS will set appropriate goals for the following year.

Expected

17-18

Course catalogue will be appropriately amended so that we can effectively track this metric. At the end of the year, based on the tracking and the percentages of students who have successfully completed courses that satisfy entrance requirements to CSU/US, PCS will set appropriate goals.

Baseline

Because of flaws within our course cataloguing and course coding, this was not tracked appropriately during the 2016-2017 school year.

Metric/Indicator

Priority 4: Pupil Achievement/% of Students successfully completing CTE Pathways

17-18

PCS will delineate two CTE pathways for students to access for the 2017-2018 school year and we will track accordingly.

Baseline

PCS did not have delineated CTE pathways for students to participate in, but rather offered a variety of singular courses.

Metric/Indicator

Priority 4: Pupil Achievement/% of Students passing AP exams.

17-18

PCS does not plan to offer AP courses.

Baseline

PCS does not offer AP courses.

Metric/Indicator

Priority 4: Pupil Achievement/% of Students demonstrating college preparedness (Early Assessment Program exam)

17-18

PCS students will participate in the assessment program. PCS students will also continue to concurrently enroll in junior college classes and this will be reflected on the school dashboard for this metric.

Baseline

PCS students did not participate in this exam.

Actual

PCS has developed and made available to students, 3 CTE Pathways (Patient Care, Public Safety and Food Service). These were completed and ready for enrollment for the second semester of the 2017-2018 school year. By the end of this year, we will not have any students that will have completed pathways, but we will be tracking enrollment in the pathways beginning in the 2018-2019 school year.

PCS does not plan to offer AP courses

PCS students will participated in the assessment program. PCS students will also continue to concurrently enroll in junior college classes and this will be reflected on the school dashboard for this metric.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Build school resources and staff competency with Common Core Standards and NGSS; adopt 7-12 Grade Science and Social Studies Curriculum, and 9-12 Grade Mathematics and English Curriculum.</p>	<p>Mathematics: * Curriculum committee chose Teaching Textbooks as the preferred text resource for all 9-12 Grade Math offerings (Algebra I, II and Geometry) because of the continuity it provides, the web based support, and the home based support. Because Teaching Textbooks is not designated as CC aligned, the team carefully reviewed the curriculum content, and aligned it with our CC aligned, A-G approved online curriculum provider's comparative courses. Minimal content gaps were identified, and will be supplemented with the appropriate online lessons.</p> <p>Science: * The curriculum committee agreed that New Visions materials for 7-8 grade science is an excellent resource, along with supplements from EEI. However, the team also chose the following materials to pilot and evaluate for the 2018-2019 school year: Life Science A Complete Course by Nitty Gritty Science, Physical Science by It's Not Rocket Science. These materials are all electronic, and include lectures and activities, labs and student assignments.</p>	<p>4100 Textbook and Core: \$32,420 4200 Books and Reference: \$17,128 4320 Educational Software: \$25,750 4325 Instructional Supplies: \$9,196 4000-4999: Books And Supplies General Fund \$84,494</p> <p>5863 Professional Development: \$12,100 5800: Professional/Consulting Services And Operating Expenditures Title II, General Fund \$12,100</p>	<p>4100 Textbook and Core: \$37,420 4200 Books and Reference: \$12,128 4320 Educational Software: \$25,750 4325 Instructional Supplies: \$9,196 4000-4999: Books And Supplies General Fund \$84,494</p> <p>5863 Professional Development: \$15,300 5800: Professional/Consulting Services And Operating Expenditures Title II, General Fund \$15,300</p>

* For High School science, the committee chose the following resources to pilot and evaluate: Earth Science a Complete Course by Nitty Gritty Science, Biology by Amy Brown, and College Prep Chemistry Course by MsRazz ChemClass. These materials are all electronic, and include lectures and activities, labs and student assignments.

For English and Social Studies for grades 7-12, the committee selected NewsELA and New Visions as the primary curriculum.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Student Action Plan implementation and documentation, and other services and support through school based intervention programs.</p>	<p>46 students were identified for Student Action Plan intervention. That is 13.5% of our total student population as of May 2018. These students were identified based on a number of factors including their iReady assessment data, their multiple measures assessment data, their behavior in class, and their attendance. Over the course of the year, a minimum of three data collection points, that were based on a re assessment of the student, were completed. Of the 46 students who were designated for SAPs, _____ showed improvement. Staff will continue to evolve this process to best serve students and teachers.</p>	<p>2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental \$180,460</p>	<p>2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental \$204,688</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher focus on student engagement, and providing relevant interesting hands on lessons and assignments including thematic units and cross curricular activities.	Through regular collaboration, observation and professional development, teachers are supported towards and held accountable to student engagement, and providing relevant interesting hands on lessons and assignments including thematic units and cross curricular activities. Teacher evaluation rubrics, lesson plans and the student activity calendar contain the documentation to support this action/service.	1100 Certificated Salaries 1000-1999: Certificated Personnel Salaries General Fund \$855,979	1100 Certificated Salaries 1000-1999: Certificated Personnel Salaries General Fund \$910,209

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PCS will update course catalogue appropriately to allow for comprehensive A-G and college course tracking.	PCS updated our course catalog appropriately to allow for comprehensive A-G and college course tracking. This updating occurred in the fall, so the tracking will begin with the graduating class of 2018.	This action will be accomplished by existing staff. 0	This action was accomplished by existing staff. 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
If EL students join PCS this year, an appropriate program will be developed for them to enable their success, and appropriate assessment will be documented.	No EL students enrolled with PCS during the 2017-2018 school year.	This will be accomplished with existing staff. 0	In the event that an EL student does enroll with PCS, existing staff will be responsible for developing an appropriate program. 0

Action 6

**Planned
Actions/Services**

PCS will continue to offer a broad range of program options and courses during the 2017-2018 school year. These will include center based, online, traditional independent study, college and facilitated homeschool.

**Actual
Actions/Services**

PCS offers a broad range of program options and courses during the 2017-2018 school year. These include center based, online, traditional independent study, college and facilitated homeschool.

**Budgeted
Expenditures**

4320 Educational Software-See Action 1
4000-4999: Books And Supplies General Fund 0

**Estimated Actual
Expenditures**

4320 Educational Software-See Action 1 4000-4999: Books And Supplies General Fund 0

Action 7

**Planned
Actions/Services**

PCS will continue to monitor the availability of electronic devices and other technology at each of our centers, and increase availability as deemed appropriate.

**Actual
Actions/Services**

PCS's Indian Valley Academy program moved locations during June of 2017. As such, we needed to move/change out internet service to accommodate the move, as well as purchase new devices for use at the new center. We also purchased several other devices to increase the overall number available to students at all site. The device purchases included the following:
50 Chromebooks
10 Student Laptops
1 Staff Laptop
10 iPads

**Budgeted
Expenditures**

4420 Computers 4000-4999: Books And Supplies SRSA \$15,000

**Estimated Actual
Expenditures**

4420 Computers 4000-4999: Books And Supplies SRSA \$15,000

Action 8

**Planned
Actions/Services**

PCS will clearly identify/outline a minimum of two CTE Pathways that will be made available to students.

**Actual
Actions/Services**

PCS created three CTE Pathways that are now available for students enrollment. They are Patient Care, Public Safety and Food Services.

**Budgeted
Expenditures**

2300 Classified Supervisor 2000-2999: Classified Personnel Salaries General Fund, College Readiness Block Grant \$7,500

**Estimated Actual
Expenditures**

2300 Classified Supervisor 2000-2999: Classified Personnel Salaries General Fund, College Readiness Block Grant \$7,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

SBAC

The articulated goal around student performance growth on SBAC assessments includes a variety of components: Building school resources and staff competency with Common Core Standards and NGSS; adoption of 7-12 Grade Science and Social Studies Curriculum, and 9-12 Grade Mathematics and English Curriculum; Student Action Plan implementation and documentation, and other services and support through school based intervention programs; Teacher focus on student engagement, and providing relevant interesting hands on lessons and assignments including thematic units and cross curricular activities. While these actions and services were all implemented to varying degrees, there is a continued need for the evolution of intervention support and curriculum training that will be needed in the coming year.

2015 ELA: 41% Met or Exceeded

2016 ELA: 40% Met or Exceeded

2017 ELA: 40.59% Met or Exceeded

2018 ELA: 34.81% Met or Exceeded

2015 Math: 28% Met or Exceeded

2016 Math: 27% Met or Exceeded

2017 Math: 29.41% Met or Exceeded

2018 Math: 33.13% Met or Exceeded

iReady

The majority of students in grades 2-6 spent time several days a week completed prescribed lessons in the iReady program.

2016-2017

Math EOY: 30% On or Above Level

Reading EOY: 41% On or Above Level

2017-2018

Math EOY: 46% On Level

ELA EOY: 43% On or Above Level

Curriculum/PD/Collaboration

Adoption and implementation of Mathematics Curriculum (9-12) by curriculum committee. See above for details

Adoption and implementation of English Language Arts Curriculum (9-12) by curriculum committee. See above for details.

Adoption and implementation of Science Curriculum (K-8) by curriculum committee. See above for details.

Adoption and implementation of Social Studies Curriculum (K-12) by curriculum committee. See above for details.

Intervention

46 students were identified for Student Action Plans based on relevant assessment data. Of those 46 students they all showed improvement in at least one area over the course of the year.

Course Options

PCS has designed robust program offerings to meet our student's needs. Teachers are well informed of the program options we offer. When students enroll with us, they are presented with the many program offerings (Independent Study, Learning Center, Hybrid), and with our guidance, are asked to choose the options that will best support their needs. Progress in selected programs is monitored and adjustments may be made throughout the course of the year to a student's program, in response changing needs or performance. PCS continued to offer a broad range of program options and courses during the 2017-2018 school year. These included center based, online, traditional independent study, college and facilitated home school.

Technology

Due to the move of one of our centers, we increased the number of available devices significantly. See above for details.

Teacher assignment

All PCS are appropriately credentialed either holding Professional Clear Credentials, Preliminary Credentials, Short Term Staff Permits, or Provisional Intern Permits.

EL

PCS currently does not have any EL students.

A-G

92 courses were added to our A-G list this year. Our course catalog was also appropriately updated to better track students completing A-G courses.

CTE

PCS clearly identified/outlined three CTE Pathways that were made available to students (Patient Care, Public Safety and Food Service)

EAP/College Readiness

PCS 11th graders will be participating in the EAP exam in May.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SBAC

Mathematics growth target met: Increase of 3.72% of students meeting or exceeding the standards

ELA growth targets not met: 5.78% decline in students meeting or exceeding the standards. These scores were released in September 2018. A comprehensive school wide action plan is under development to address this decline, and will be implemented by the end of October 2018.

iReady

Mathematics growth target met: Increase of 16% of students ending the year on or above level

ELA growth target met: Increase of 2% of students ending the year on or above level

Curriculum/PD/Collaboration

The actions and services identified to meet this goal were very effective in that the curriculum committees were able to review and select appropriate curriculum as identified, and also begin the training needed to implement the new materials for the 2018-2019 school year.

Intervention

While the use of Student Action Plans was significantly better this year than last, this area continues to need more definition and structure for the 2018-2019 school year. 46 students were identified for these plans this year, and all of them showed progress in at least one area. However, the desired frequent data collection points throughout the year were not as extensive as they need to be.

Course Options

The actions and services identified for this goal are appropriate and effective. Offering a comprehensive set of courses to all students, as well as a variety of ways in which to access those courses, is a central tenant to our program.

Technology

The actions and services employed to achieve this goal were effective, in that the goal was achieved and services were monitored and improved.

Teacher assignment

Effectiveness was measured by teacher's ability to successfully obtain and maintain appropriate credentials.

EL

PCS did not any EL students during the 2017-2018 school year.

A-G

The actions and services designated for meeting this goal were effective, as we successfully added 92 courses to our A-G list.

CTE

The actions and services designated for meeting this goal were effective, as we successfully created and made available three CTE Pathways.

EAP/College Readiness

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SBAC

Actual expenditures trended a little higher than projected costs. Certificated and Instructional Aid salaries increased due to additional staffing needs.

iReady

Actuals in line with projections.

Curriculum/PD/Collaboration

No material differences. Actuals were in line with projections.

Estimated actual professional development expenditures were in line with the projected budgeted amount.

Instructional Aide salaries were higher than anticipated because of the an additional position needed.

Intervention

Actuals in line with projections.

Course Options

Odysseyware expenditures were lower because of multiyear contract we engaged in, certificated salaries were higher because of additional staff needs, and enrichment was higher because of the expansion of the school garden program.

Technology

Actuals in line with projections.

Teacher assignment

None

EL

None

A-G

None

CTE

Actuals in line with projections

EAP/College Readiness

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In reflection of the LCFF Evaluation Rubrics on the California School Dashboard for Fall of 2017, we determined holistically that the goals we had set in the LCAP going in to the 2017-2018 school year were appropriate. The dashboard indicated that our SBAC scores in both ELA and Math did increase by a small percentage, but is still not where we would like it to be. The goal set for the 2017-2018 school year around SBAC performance noted a desired 1% increase in students performing at or above standard, and we felt this was still appropriate. All outcomes, metrics and actions and services to achieve this goal were appropriate. There will be changes to some components here for the 2018-2019 LCAP cycle, and can be found in Goal 1.

iReady

No change

Curriculum/PD/Collaboration

No changes were made to this component, as the outcomes, metrics, actions and services set were appropriate. For the upcoming year, additional professional development and collaboration will be built into the school to account for the newly selected curriculum.

Intervention

No changes were made to this component, as the outcomes, metrics, actions and services set were appropriate. However, moving in to the 2018-2019, this portion will be further detailed for teacher accountability and overall implementation.

Course Options

For the 2017-2018 school year, this goal remained constant.

Technology

This goal will be modified for the coming year to include needs associated with our upcoming facilities move.

Teacher assignment

None.

Facilities

The general action was identified that PCS needs to secure alternate locations for Quincy programs for the 2018-2019 school year. We have done so. Next year's actions around this component will be to continue to pursue permanent facilities for the Quincy programs.

EL
Non

A-G
None

CTE
None

EAP/College Readiness

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

School culture: In an effort to encourage student engagement, school connectedness, a healthy school culture, and a sense of safety, PCS sees the need to offer consistent school activities annually, to offer formalized character building programs, and to offer varied educational opportunities that support student's needs. PCS also sees the need to secure long term facilities so that our programs can be stabilized.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Annual events/activities calendar for all sites

17-18

An annual events/activities calendar will be created and implemented for each site, containing a minimum of four student centered events; to be published at the beginning of the year.

Baseline

Each site offers a variety of events/activities throughout the school year. However there is not an existing annual calendar with dated pre-planned events.

Actual

An annual events/activities calendar was created and implemented for each site and published at the beginning of the year on the school website. Each site offered a minimum of four student centered events. Each event was grade specific and included relevant educational activities.

Quincy or combined:

PCS Garden Camp – held 8/14 – 8/18/17

9/12/17 ALL SITES Feather River College & Career Fair

9/13- 9/20-10/4 – 10/11 Lakes Basin Recreation Area (Hike)

9/13/17 – 12/13/17 FRC Gym

9/13/17 – Brady's Camp / Argentine

9/13/18 thru 10/25/17 Greenhorn Ranch /Equine Leadership

9/15/17 – Sierra Buttes Lookout Tower Hike

9/18/17 Sierra Buttes Trail Stewardship Trail Work

9/27/17 A Midsummer Night's Dream

9/26/17 - 9/29/17 Outdoor Ed

9/28 Five Foot Farm

October 2017 - December 2017 – FRC Climbing Wall – JR High & Sr. High.

10/9/17- Sierra Buttes Trail Stewardship Trail Work

Expected

Actual

10/20/17 Fish Hatchery / Oroville Dam
10/20/17 - Stem Career Day @ Shasta County Fairgrounds
11/2/17 Taylorsville Museum and Hike
11/6/17 College visit to Shasta Community College
11/8/17 Town Hall Theater to see "Wonder" Quincy and IVA K-8.
11/15/17 West End Theater / QHS Drama
Fall Showcase Performance – held 11/16/17
12/8/18 Plumas County Museum –
January to April 2018- FRC Climbing Wall
January – March 2018- Quincy Yoga and Well Center
January – April 2018 – Wilderness/ Snowshoeing
1/12/18 Sav Mor
1/24/18 – 2/7/18 – 3/7/18 Tahoe Donner Ski Trip QUINCY and IVA and IVA
K-8
2/22/18 LA Sierra Lanes
Community Supper – held 03/22/17
3/23/18 Johnsville Historic Ski Bowl
3/27/18 – 5/30/18 – Jogging Club –
3/27/18 Magic Beanstalk Players Performance at PCS and QES
ESSE Dinner Fundraiser – held 03/31/18
4/12/18 4th/5th Grade FRC Climbing Wall
4/12/18 6th Grade FRC Climbing Wall
4/18/18 and 4/25/18 – Sierra Buttes Trail Day @ Indian Falls for High School
4/26 and 5/30 Sierra Buttes Trail Stewardship – Jr. High
4/27/18 Fleishman Planetarium and Fly High Trampoline Park
4/27/18/Feather River Rafting Trip
Student Art Show – held 5/2/18
Spring Showcase Performance/Family Carnival – was held 5/4/1
5/08/18 Reno Trip Fleishman Planetarium and Fly High Trampoline Park
Clean up for a cause- 8th Grade fundraiser
6/5/18 End of the Year Trip – Sponsored by Hannah Stewart and Leslie
Pace.

Indian Valley Academy/Combined
8/30 – 9/1 QUINCY AND IVA - Annual Camping Trip Taylorsville
Campground
8/31/17 IVA K-8 Round Valley Lake
Outdoor Class Running – Mondays thru September IVA
Outdoor Hiking Class- IVA- Fridays thru semester weather permitting.
IVA – Computer Science to Palmaz Vineyard
10/19/17 – IVA K-5 – Fleischman Planetarium
11/6/17 Hanson's Pies IVA K-6
11/8/17 Town Hall Theater to see "Wonder" Quincy and IVA K-8. S
11/17/17 IMAX Reno- IVA – 7th and 8th Grade

Expected

Actual

Metric/Indicator
 Student Behavior: Implementation of Second Step Curriculum; Morning Meeting
 Review and updating of existing policies around student behavior
 More consistent implementation of Behavior Support Plans

17-18
 All K-8 teachers will consistently implement the Second Step curriculum, and will use Morning Meeting on the days students are on site.
 Staff will review all existing student behavior policies and update accordingly.
 All staff will consistently use the outlined Behavior Support Plan process and documentation for behaviorally challenged students.

1/24/18 – 2/7/18 – 3/7/18 Tahoe Donner Ski Trip QUINCY and IVA and IVA K-8
 2/28/18 Chico State/Cal Skate IVA
 4/12/18 Town Hall Quincy Dress Rehearsal
 5/14/18 Tesla Factory – IVA High School
 5/15/18 – STEM Day @Reno Aces
 5/18/18 Sacramento Crocker Art Museum – IVA K-8
 5/23 – 5/25/18 IVA Backpacking for Outdoor Ed Class.
 5/30/18 – 6/1/18 Monterey Bay Trip – IVA
 6/6/18 Lake Day – IVA K-8 and IVA HS
 6/6/18 8th Grade Backpacking Trip- IVA

Chester
 9/12/17 ALL SITES Feather River College & Career Fair
 3/27/18 Mt. Shasta Ski Park
 4/23/18 Reno Aces Baseball Game
 Weekly walking field trips

The majority of K-8 teachers consistently implemented components of the Second Step curriculum, and used Morning Meeting as a way to start the day off on a positive note, on the days students are on site. There were at least three teachers who did not implement these pieces daily. Moving into next year, each teacher will calendar these actions accordingly.

Staff reviewed all existing student behavior policies and updated accordingly. A behavior sub committee was established to review school behavior polices. Much work was done here, but this action will continue into next year, so that we can finalize our processes in response to the increasingly challenging student situations we are faced with.

All staff did not consistently use the outlined Behavior Support Plan process and documentation for behaviorally challenged students. This was a hole in the process this year, and will be reinforced with the next LCAP cycle.

Expected

Baseline

All teachers have access to the Second Step and Morning Meeting materials. Many teachers are consistent with the implementation and use, but some are not.

Staff began review of all existing student behavior policies and update accordingly.

Staff began to use a streamlined Behavior Support Plan process and documentation for behaviorally challenged students.

Metric/Indicator

Expanded services with Plumas Rural Services

17-18

We are hoping to have PRS offer programs at all of our centers during the 2017-2018 school year, and expand services to include elementary age students.

Baseline

PRS is currently offering programs at three of our four centers. The programs include Safe Base groups for middle and high school students and counseling.

Metric/Indicator

Priority 5: Pupil Engagement/Local-Lease of district owned facilities

17-18

We will be moving from one district facility into privately owned facilities with options on long term leases; we will continue to pursue the development of a PCS owned facility in Quincy. This will be our primary focus for the 2017-2018 school year-to stabilize our Quincy programs for the long term health and wellbeing of the school.

Baseline

PCS currently leases two facilities owned by Plumas Unified School District.

Metric/Indicator

Program evolution

Actual

PRS offers Safe Base Programs at all of our centers for Junior High and High School students. During the 2017-2018 school year, PCS also contracted for counseling services through PRS, and this service is available for all students, several of whom are taking advantage of the service are elementary students.

IVA moved from a district owned campus to a privately owned commercial building for is 8-12 grade programs. A long term lease was put in to place for this facility.

Quincy administration has located, secured and began renovation on three commercial locations in Quincy for its 2018-2019 programs and services. Each of these leases is for an initial term of 14 months with the option to renew.

PCS continues to be actively engaged in the development of a permanent facility, reaching the final stages of loan and project approval.

PCS continued to offer personalized learning programs at each center, and implemented program changes in response to identified student needs. Our Indian Valley Academy shifted to include specific time blocks at the centers to provide additional support for struggling students, and our high school program in Quincy shifted to include less center based classes and more one on one support time. Our Greenville elementary program also shifted to accommodate more elementary level students, and to provide more center based instruction.

Expected

17-18

PCS will continue to offer personalized learning programs at each center, but will implement program changes in response to identified student needs. Our Indian Valley Academy program will shift to include specific time blocks at the centers to provide additional support for struggling students, and our high school program in Quincy will shift to include less center based classes and more one on one support time.

Baseline

PCS currently offers personalized learning programs at each of our centers including online classes, concurrent enrollment with community colleges, center based classes and traditional independent study.

Metric/Indicator

Priority 5: Pupil Engagement/Attendance rates

17-18

PCS will increase average attendance rates by 1%.

Baseline

On average, attendance was lower during the 2016-2017 school year (92%)

Metric/Indicator

Priority 6: School Climate/Student Climate survey

17-18

PCS will continue to implement the Student Climate Survey annually and use the data to help with the decision making.

For 2017-2018 we would like to see a 10% increase in the number of students who participate in the survey.

Actual

Month 1: 94%
Month 2: 91%
Month 3: 94.77%
Month 4: 93%
Month 5: 93.2%
Month 6: 94%
Month 7: 91.7%
Month 8: 92.3%
Month 9: 92.5%
Month 10: 94%
Average: 93%

During the 2017-2018 school year we implemented the updated Student Climate survey. The results were overall positive and we used the data to drive next steps around school culture and student behavior.

PCS administered a Student School Climate survey to students in grades 3-12.

- 80 students in grades 3-6 responded to the survey (93% of invited students)
- 131 students in grades 7-12 responded to the survey (70% of invited students)

Total of 77% participation rate

Key survey findings include (grade 3-6 survey):

- 1) "Are you happy to be at this school?!" 50% of the responding students replied "Yes all of the time", 29% replied "Yes most of the time", and 19% "Yes some of the time".

Expected

Baseline

During the 2016-2017 school year we implemented our first Student Climate survey. The results were overall positive and we used the data to drive some next steps around school culture and student behavior.

PCS administered a Student School Climate survey to students in grades 3-12.

- 152 students responded to the survey (55% of the students invited to participate in the survey completed it), which represents 45% of our total student body.

Key survey findings include:

- 1) "I like school." Thirty six percent of the responding students strongly agreed with this statement and forty five percent somewhat agreed
- 2) "I feel successful at school." Forty three percent of the responding students strongly agreed with this statement and forty five percent somewhat agreed
- 3) "I feel Plumas Charter School has high standards for achievement." Fifty four percent of the responding students strongly agreed with this statement and thirty six percent somewhat agreed
- 4) "Plumas Charter School sets clear rules for student behavior." Fifty five percent of the responding students strongly agreed with this statement and thirty three percent somewhat agreed
- 5) "Teachers treat me with respect." Sixty six percent of the responding students strongly agreed with this statement and twenty two percent somewhat agreed
- 6) "Students are recognized for good behavior." Thirty six percent of the responding students strongly agreed with this statement and forty four percent somewhat agreed
- 7) "School is a place where I feel safe." Forty seven percent of the responding students strongly agreed with this statement and thirty three percent somewhat agreed
- 8) "Students treat each other well." Sixteen percent of the responding students strongly agreed with this statement and forty seven percent somewhat agreed
- 9) "There is an adult at my school that will help me if I need it." Seventy four percent of the responding students strongly agree with this statement and eighteen percent somewhat agree

Actual

- 2) "Do you feel close to people at school?." 30% of the responding students replied "Yes all of the time", 31% replied "Yes most of the time", and 34% "Yes some of the time"
- 3) "Do you feel successful at school?." 42% of the responding students replied "Yes all of the time", 46% replied "Yes most of the time", and 7% "Yes some of the time"
- 4) "Are the students at your school motivated to learn?." 10% of the responding students replied "Yes all of the time", 51% replied "Yes most of the time", and 36% "Yes some of the time"
- 5) "Do teachers treat students fairly at school?." 66% of the responding students replied "Yes all of the time", 23% replied "Yes most of the time", and 6% "Yes some of the time"
- 6) "Do teachers and other grown-ups at school treat students with respect?." 58% of the responding students replied "Yes all of the time", 29% replied "Yes most of the time", and 13% "Yes some of the time"
- 7) "Do the teachers and other grown ups at school care about you?." 76% of the responding students replied "Yes all of the time", 11% replied "Yes most of the time", and 9% "Yes some of the time"
- 8) "Do the teachers and other grown ups at school tell you when you do a good job?." 49% of the responding students replied "Yes all of the time", 30% replied "Yes most of the time", and 21% "Yes some of the time"
- 9) "Do the teachers and other grown ups at school ask about your ideas?." 23% of the responding students replied "Yes all of the time", 33% replied "Yes most of the time", and 34% "Yes some of the time"
- 10) "Do the teachers and other grown ups at school tell you when you do a good job?." 49% of the responding students replied "Yes all of the time", 30% replied "Yes most of the time", and 21% "Yes some of the time"
- 11) "Do your teachers ask you what you want to learn about?." 13% of the responding students replied "Yes all of the time", 18% replied "Yes most of the time", 38% "Yes some of the time", and 31% of the responding students replied "No never"
- 12) "Do you get to do interesting activities at school?." 36% of the responding students replied "Yes all of the time", 41% replied "Yes most of the time", and 19% "Yes some of the time"
- 13) "Do the teachers and other grown ups at school listen when you have something to say?." 45% of the responding students replied "Yes all of the time", 37% replied "Yes most of the time", and 18% "Yes some of the time"

Expected

Actual

- 14) "How well do you do in your school work?" 10% of the responding students replied "I don't do well as most", 47% of the responding students replied "I do about the same as others", 16% of the responding students replied "I do better than most", and 26% of the responding students replied "I'm one of the best students."
- 15) Do you finish all of your school assignments?." 30% of the responding students replied "Yes all of the time", 57% replied "Yes most of the time", and 11% "Yes some of the time"
- 16) When you get a bad grade, do you try even harder the next time?." 72% of the responding students replied "Yes all of the time", 14% replied "Yes most of the time", and 10% "Yes some of the time"
- 17) "Do the teachers and other grown ups at school want you to do your best?." 91% of the responding students replied "Yes all of the time", 6% replied "Yes most of the time", and 2% "Yes some of the time"
- 18) "Are the school rules fair?." 52% of the responding students replied "Yes all of the time", 21% replied "Yes most of the time", and 22% "Yes some of the time"
- 19) "Do you follow classroom and playground rules?." 60% of the responding students replied "Yes all of the time", 30% replied "Yes most of the time", and 9% "Yes some of the time"
- 20) "Does your school teach students to understand how other students think and feel?." 49% of the responding students replied "Yes all of the time", 28% replied "Yes most of the time", and 18% "Yes some of the time"
- 21) "Does your school help students resolve conflicts with one another?." 54% of the responding students replied "Yes all of the time", 29% replied "Yes most of the time", and 15% "Yes some of the time"
- 22) "Does your school teach students to care about each other and treat each other with respect?." 65% of the responding students replied "Yes all of the time", 27% replied "Yes most of the time", and 6% "Yes some of the time"
- 23) "Are you nice to other students?." 45% of the responding students replied "Yes all of the time", 54% replied "Yes most of the time", and 1% "Yes some of the time"
- 24) "Do you feel safe at school?." 57% of the responding students replied "Yes all of the time", 24% replied "Yes most of the time", and 13% "Yes some of the time"

Key survey findings include (grade 7-12 survey):

Expected

Actual

- 1) "I feel close to people at this school?." 21% of the responding students replied "Strongly Agree", 42% replied "Agree", 26% "Neither Disagree or Agree", 5% "Disagree" and 6% "Strongly Disagree"
- 2) "I am happy to be at this school?." 35% of the responding students replied "Strongly Agree", 45% replied "Agree", 23% "Neither Disagree or Agree", 1% "Disagree" and 2% "Strongly Disagree"
- 3) "The teachers at this school treat students fairly?." 27% of the responding students replied "Strongly Agree", 53% replied "Agree", 12% "Neither Disagree or Agree", 5% "Disagree" and 2% "Strongly Disagree"
- 4) "I feel safe in my school?." 41% of the responding students replied "Strongly Agree", 40% replied "Agree", 16% "Neither Disagree or Agree", 1% "Disagree" and 2% "Strongly Disagree"
- 5) "I try hard to make sure that I am good at my school work." 42% of the responding students replied "Strongly Agree", 44% replied "Agree", 13% "Neither Disagree or Agree", 1% "Disagree" and 0% "Strongly Disagree"
- 6) "I try hard at school because I am interested in my work." 20% of the responding students replied "Strongly Agree", 39% replied "Agree", 29% "Neither Disagree or Agree", 9% "Disagree" and 3% "Strongly Disagree"
- 7) "I work hard to try to understand new things at school." 19% of the responding students replied "Strongly Agree", 60% replied "Agree", 19% "Neither Disagree or Agree", 2% "Disagree" and 0% "Strongly Disagree"
- 8) "I am always trying to do better in my school work." 35% of the responding students replied "Strongly Agree", 47% replied "Agree", 18% "Neither Disagree or Agree", 1% "Disagree" and 0% "Strongly Disagree"
- 9) "At my school, there is a teacher or other adult who really cares about me." 51% of the responding students replied "Very Much True", 31% replied "Pretty Much True", 16% "A Little True", and 2% "Not at All True"
- 10) "At my school, there is a teacher or other adult who tells me when I do a good job." 45% of the responding students replied "Very Much True", 36% replied "Pretty Much True", 18% "A Little True", and 2% "Not at All True"
- 11) "At my school, there is a teacher or other adult who always wants me to do my best." 71% of the responding students replied "Very Much True", 25% replied "Pretty Much True", 5% "A Little True", and 0% "Not at All True"

Expected

Actual

- 12) "At my school, there is a teacher or other adult who listens to me when I have something to say." 43% of the responding students replied "Very Much True", 34% replied "Pretty Much True", 19% "A Little True", and 5% "Not at All True"
- 13) "At my school, there is a teacher or other adult who believes that I will be a success." 58% of the responding students replied "Very Much True", 29% replied "Pretty Much True", 9% "A Little True", and 3% "Not at All True"
- 14) "At school, I do interesting things." 25% of the responding students replied "Very Much True", 43% replied "Pretty Much True", 27% "A Little True", and 5% "Not at All True"
- 15) "At school, I help to decide things like class activities or rules." 11% of the responding students replied "Very Much True", 27% replied "Pretty Much True", 31% "A Little True", and 31% "Not at All True"
- 16) "At school, I have a say in how things work." 8% of the responding students replied "Very Much True", 24% replied "Pretty Much True", 45% "A Little True", and 23% "Not at All True"

Metric/Indicator

Priority 5: Pupil Engagement/High school graduation and dropout rates, school attendance rates, chronic absenteeism rates, middle school dropout rates, suspension rates, and expulsion rates.

17-18

High school graduation rate: Maintain a high graduation rate (Blue on Dashboard)

High school dropout rate: Maintain a low dropout rate (8.8% or lower)

School attendance rate: Increase attendance averages to 92%

Chronic absenteeism rates: Decrease rate by a minimum of 1%

Middle school dropout rates: Maintain low rate (Blue on Dashboard)

Suspension: Maintain low rate (Blue on Dashboard)

Expulsion: Maintain low rate (Blue on Dashboard)

High School Graduation Rate:

Cohort

2014-2015: 91.2%

2015-2016: 71.4%

2016-2017: 83%

2017-2018: Not yet released

One Year

2014-2015: 86%

2015-2016: 94.3%

2016-2017: 95% (internal calculation)

2017-2018: 90% (internal calculation)

Cohort High School Drop out Rate:

2014:2015: 8.8%

2015-2016: 14.3%

2016-2017: 17

School Attendance Rates:

Month 1: 94%

Month 2: 91%

Month 3: 94.77%

Month 4: 93%

Month 5: 93.2%

Expected

Baseline

High school graduation rate: 91.2% (high)
 High school dropout rate: 8.8%
 School attendance rates: Average of 91% monthly attendance rate
 Chronic absenteeism rates: 44% if we use the unduplicated pupil count as divisor, 24% if we use the total number of students enrolled as the divisor
 Middle school dropout rates: 0
 Suspension rate: 0
 Expulsion rate: 0

Actual

Month 6: 94%
 Month 7: 91.7%
 Month 8: 92.3%
 Month 9: 92.5%
 Month 10: 94%
 Average: 93%

Chronic Absenteeism rate:
 2016-2017: 20.7%
 2017-2018:

Middle school drop out rate: 0

Suspension: 0

Expulsion: 0

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

**Planned
Actions/Services**

Staff will collaborate to create and implement annual events/activities calendars for each learning center, which will include a minimum of four student centered events for each center.

**Actual
Actions/Services**

Staff collaborated to create and implement annual events/activities calendars for each learning center, which included a minimum of four student centered events for each center.

**Budgeted
Expenditures**

This action will be carried out by existing staff. 0

**Estimated Actual
Expenditures**

This action was carried out by existing staff. 0

Action 2

**Planned
Actions/Services**

Student behavior: Implementation of Second Step curriculum, Morning Meetings; review and update of existing student behavior

**Actual
Actions/Services**

The Second Step curriculum is implemented to some extent for all students in grades K-6.

**Budgeted
Expenditures**

5863 Professional Development- See Goal 1 Action 1 for Total 5800: Professional/Consulting

**Estimated Actual
Expenditures**

5863 Professional Development: See Goal 1 Action 1 for Total 5800: Professional/Consulting

policies; implementation of Behavior Support Plans, training and implementation of the Nurtured Heart Approach.

Morning Meetings are utilized weekly for all students in grades K-8. Existing student behavior policies have been reviewed and updated. Behavior Support Plans were not utilized effectively this year. The entire staff was extensively trained in the Nurtured Heart Approach.

Services And Operating Expenditures Title II, General Fund

Services And Operating Expenditures Title II, General Fund

Action 3

Planned Actions/Services

Expanded services with Plumas Rural Services.

Actual Actions/Services

Plumas Rural Services provides PCS 7-12 grade students with Safe Base programs county wide, and also provides counseling services for students county wide.

Budgeted Expenditures

5820 Consultants-Non Instructional 5800: Professional/Consulting Services And Operating Expenditures General Fund \$6,500

Estimated Actual Expenditures

5820 Consultants-Non Instructional 5800: Professional/Consulting Services And Operating Expenditures General Fund \$6,500

Action 4

Planned Actions/Services

In June of 2017, PCS moved from a district owned facility to a privately owned facility with a longer term lease. PCS anticipates moving from our second district facility in June of 2018, and will either have successfully built our own facility at that time, or will have an alternate temporary plan in place for the 2018-2019 school year.

Actual Actions/Services

In June of 2017, PCS moved from a district owned facility to a privately owned facility with a longer term lease. PCS will be moving from our second district facility in June of 2018, and be moving into temporary facilities until we are able to secure long term facilities.

Budgeted Expenditures

6100-6200 Buildings and Improvement of Buildings 6000-6999: Capital Outlay General Fund \$200,000

5610 Rent -See Goal 2 Action 6 for Total 5000-5999: Services And Other Operating Expenditures General Fund

Estimated Actual Expenditures

6100-6200 Buildings and Improvement of Buildings 6000-6999: Capital Outlay General Fund \$51,570

5610 Rent-See Goal 2 Action 6 for Total 5000-5999: Services And Other Operating Expenditures Federal Funds

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provision for diverse student activities, enrichment and events.

PCS provides diverse student activities, enrichment and events. See above for a full listing.

5877 Student Activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,240

5877 Student Activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000

5830 Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,300

5830 Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,600

5829 Enrichment 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000

5829 Enrichment 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$26,500

Action 6

Planned Actions/Services

PCS will continue to offer a variety of program options at each of our centers, but will implement program changes in response to identified student needs. Both our Indian Valley Academy High School Program, and Quincy High School program schedules will shift to include less center based courses, and specific time blocks at the centers to provide additional support for struggling students.

Actual Actions/Services

PCS continued to offer a variety of program options at each of our centers. Program changes were implemented in response to identified student needs. Both our Indian Valley Academy High School Program, and Quincy High School program schedules shifted to include less center based courses, and specific time blocks at the centers to provide additional support for struggling students.

Budgeted Expenditures

1100 Teacher Salaries- See Goal 1 Action 1 for Total 1000-1999: Certificated Personnel Salaries General Fund

Estimated Actual Expenditures

1100 Teacher Salaries- See Goal 1 Action 1 for Total 1000-1999: Certificated Personnel Salaries General Fund

2100 Instructional Aide Salaries- See Goal 1 Action 2 for Total 2000-2999: Classified Personnel Salaries General Fund

2100 Instructional Aide Salaries- See Goal 1 Action 2 for Total 2000-2999: Classified Personnel Salaries General Fund

5610 Rent 5000-5999: Services And Other Operating Expenditures General Fund \$138,000

5610 Rent 5000-5999: Services And Other Operating Expenditures General Fund \$150,600

1148 Teacher-SPED Salaries 1000-1999: Certificated Personnel Salaries SPED Funds \$137,227

1148 Teacher-SPED Salaries 1000-1999: Certificated Personnel Salaries SPED Funds \$150,335

2103 SPED Aides Salaries 2000-2999: Classified Personnel Salaries SPED Funds \$44,400

2103 SPED Aides Salaries 2000-2999: Classified Personnel Salaries SPED Funds \$44,400

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PCS will continue to utilize a School Climate Survey with students to help us determine if the steps we are taking to improve school culture are working.	PCS utilized a more comprehensive School Climate Survey with students to help us determine if the steps we are taking to improve school culture are working, and how we need to improve the steps moving forward.	This action will be carried out with existing staff and resources. 0	This action will be carried out with existing staff and resources. 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Holistically, we were very successful towards meeting this goal this year. We offered a tremendous number of activities and events for students, the student survey results were overwhelmingly positive with regard to feelings of safety and school connectedness; we successfully moved to a privately owned facility for one of our centers, and our attendance rates improved. We will continue to work on some of the specific actions and services that need improvement, as well as carefully review student survey data to assist to continuing to set appropriate goals.

Annual events/activities calendar for all sites

Developing the calendar with staff early in the school year, regularly updating it, and publicizing activities earlier in the year helped to keep staff more organized as well as keeping parents more informed. Ongoing staff attention to the events calendar and more collaboration around the events was effective in adding to this larger goal.

Implementation of Second Step Curriculum

The intent of this action/service was to see this character building curriculum consistently implemented across sites and grades K-6. The implementation of this component was not consistent, and needs to be revisited for next year. While the majority of teachers are using bits and pieces of these materials, the implementation was not consistent and administration needs to approach this with much more intent in the year to come, the least of which will include the requiring of an implementation calendar of each teacher.

Morning Meeting

The intent of this action/Service was to set a common start to students days when they are at the centers. While many of our teaching staff are doing this, the entire staff is not. This will be addressed next year during whole staff collaboration. Teachers need to recalibrate around this approach, and commit to using it every day.

Review and updating of existing policies around student behavior

Student behavior and school culture is an area that will continue to need attention, and goal setting. Our policy set has been reviewed and updated, but is by no means finished. As we continue with Nurtured Heart and Behavior Support Plans, we will also continue to evolve these policies.

More consistent implementation of Behavior Support Plans

This did not happen and will be prioritized for next year, with the SPED Administrator taking a more active role in implementation and oversight.

Expanded services with Plumas Rural Services

Our partnership with PRS is very valued and provides our students with needed support and resources. Each year, we add a little to our contract with PRS to help ensure that these services continue to meet the needs of our students. For this year, Safe Base groups were provided for students in grades 7-12 across all sites, and counseling services were provided to qualified students across sites

Pupil Engagement/Local-Lease of district owned facilities

Our Junior High and High School programs in Indian Valley successfully moved from a district owned facility to a privately owned facility. This allowed both student and staff to focus on their own programs and evolve their programs accordingly. Parents and students have been happy with the programs provided at the new center this year.

Program evolution

PCS continued to offer personalized learning programs at each center, but did implement program changes in response to identified student needs. Our Indian Valley Academy program shifted to include specific time blocks at the centers to provide additional support for struggling students, and our high school program in Quincy shifted to include less center based classes and more one on one support time. Attendance rates have improved with these shifts.

Attendance rates

The average attendance rate for the 2017-2018 school year increased by 1%, from 92% to 93%.

School Climate/Student Climate survey

A more comprehensive Student Climate survey was developed and implemented. There was a 32% increase in participation this year (45% in 2016-2017 to 77% in 2017-2018). Responses were overwhelmingly positive with regard to school safety and connectedness, and also gave us some insight into areas that we need to further develop moving forward.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Holistically, we were very successful towards meeting this goal this year. We offered a tremendous number of activities and events for students, the student survey results were overwhelmingly positive with regard to feelings of safety and school connectedness; we successfully moved to a privately owned facility for one of our centers, and our attendance rates improved. We will continue to work on some of the specific actions and services that need improvement, as well as carefully review student survey data to assist to continuing to set appropriate goals.

Annual events/activities calendar for all sites

Developing the calendar with staff early in the school year, regularly updating it, and publicizing activities earlier in the year helped to keep staff more organized as well as keeping parents more informed. Ongoing staff attention to the events calendar and more collaboration around the events was effective in adding to this larger goal.

Implementation of Second Step Curriculum

The intent of this action/service was to see this character building curriculum consistently implemented across sites and grades K-6. While the majority of teachers are using bits and pieces of these materials, the intent was not met and will be re-addressed next year (an implementation calendar will be required).

Morning Meeting

The intent of this action/Service was to set a common start to students days when they are at the centers. While many of our teaching staff are doing this, the entire staff is not. This will be addressed next year during whole staff collaboration.

Review and updating of existing policies around student behavior

Student behavior and school culture is an area that will continue to need attention, and goal setting. Our policy set has been reviewed and updated, but is by no means finished. As we continue with Nurtured Heart and Behavior Support Plans, we will also continue to evolve these policies.

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The average attendance rate for the 2017-2018 school year increased by 1%, from 92% to 93%.

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A more comprehensive Student Climate survey was developed and implemented. There was a 32% increase in participation this year (45% in 2016-2017 to 77% in 2017-2018). Responses were overwhelmingly positive with regard to school safety and connectedness, and also gave us some insight into areas that we need to further develop moving forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Annual events/activities calendar for all sites

None

Implementation of Second Step Curriculum

None

Morning Meeting

None

Review and updating of existing policies around student behavior

None

More consistent implementation of Behavior Support Plans

None

Expanded services with Plumas Rural Services

None

Pupil Engagement/Local-Lease of district owned facilities

We had projected a total cost here of \$200,000 to be contributed to our facilities development project. We ended up with \$51,000 of expenses because of the lack of progression with this project. Several surveys were completed on the land we will develop, formal financing was applied for, the initial design completed, but the project is still not approved. As soon as it is, we will contributing a total of \$400,000 to the project over the course of its development.

Program evolution

There was \$55,000 difference in projected versus actual teacher salaries. This was due to bringing on higher paid staff at the beginning of the year, the higher than normal need for substitute teachers, as well as an increase to the benefit stipend that our teachers receive in lieu of health benefits.

Pupil Engagement/Attendance rates

None

School Climate/Student Climate survey

None

High school graduation and dropout rates

None

Chronic absenteeism rates

None

Middle school dropout rates

None

Suspension rates

None

Expulsion rates

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual events/activities calendar for all sites

None

Implementation of Second Step Curriculum

None

Morning Meeting

None

Review and updating of existing policies around student behavior

None

More consistent implementation of Behavior Support Plans

None

Expanded services with Plumas Rural Services

None

Pupil Engagement/Local-Lease of district owned facilities

None

Program evolution

None

Pupil Engagement/Attendance rates

None

School Climate/Student Climate survey

None

High school graduation and dropout rates

When the Fall 2017 Dashboard released, we saw a steep decline in our cohort graduation rate (2013-2014 was blue (91.2%) and 2014-2015 was orange (71.4%)). Staff completed an extensive analysis as to why this happened (our one year graduation rate for 2016 was 94.3%. We determined that the majority of cohort students who do not graduate on time come to us later in their high school career and are credit deficient. Many take an additional semester or year to graduate which is negative to our cohort rate, but positive for our one year rate. This is not evidenced in our LCAP, but staff were much more attuned to this during the 2017-2018 school year, and they made greater efforts to work more with seniors who are credit deficient, as well as developing summer school programs that would enable seniors to complete their remaining coursework over the summer.

Chronic absenteeism rates

When the Fall 2017 Dashboard released, although this is not an official component, we were able to view our chronic absenteeism rate which for 2016-2017 was 20.7%. While lower than the districts, this is still an unacceptably high rate. While this too is not spelled out in the LCAP, instructional staff have taken steps to improve overall school attendance, and hopefully decrease chronic absenteeism. This will be further elaborated on in next year's LCAP and will include a reflection and possible updating to our Attendance Aligned Dismissal Policy.

Middle school dropout rates

None

Suspension rates

None

Expulsion rates.

None

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Parent Involvement: In an effort to increase parental involvement, PCS will hold a minimum of three parent meetings at each center annually, and will seek to expand parent participation on the Board of Directors to include a representative from each community we serve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Regular parent meetings at each center

17-18

Each center will hold a minimum of three parent meetings though out the school year. The meetings will be scheduled in advance on the master calendar and will provide dinner and child care as incentives for parents to better engage at the meetings.

Baseline

Each center held three parent meetings during the 2016-2017 school year. Participation during the meetings was acceptable but not maximized.

Parent Meetings Held

Quincy: 8/27-Back to School Night, 9/27-Title I, 11/16-Meeting and Fall Performance, 4/16-Facilities Update, 5/4-Meeting and Spring Performance
Greenville: 6/28 K-5 Planning Meeting, 6/29 6-8 Planning Meeting, 9/19 Back to School Night and Parent meeting, 11/16 Parent Meeting with Thanksgiving celebration, 2/28, 4/20
Taylorsville: 8/21, 9/27, 4/20

Chester: Individual parent/student meetings at beginning of year, middle and end of year, and all center meeting held 9/22 and 1/8.

Child care and food were provided at all meetings.

Metric/Indicator

Five current parent board members representing two of the three communities we serve

17-18

The PCS Board will maintain a minimum of four parent board members but we will actively seek to recruit a representative from the Chester area.

Two parent board members from Quincy have resigned this year. Currently we have two parent board members from Quincy and one from Indian Valley. In January the new bylaws went into effect, and we started another round of advertising. We continue to need a parent representatives from Chester.

As of March, with the adoption of the new bylaws removing staff from the board, the PCS Board is comprised of:
Quincy Community Member
Quincy Parent

Expected

Baseline

Five current parent board members representing two of the three communities we serve

Metric/Indicator

Priority 3: Parent Involvement Annual parent involvement survey Use of School Messenger

17-18

PCS will expand upon and continue to implement the parent involvement survey in order to continually assess parent's opinions on involvement opportunities. The overall goal is to improve the percentage of parents who take advantage of the involvement opportunities that PCS offers.

PCS will continue to use School Messenger to keep parents informed of all school happenings.

Actual

Quincy Parent
Indian Valley Community Member
Indian Valley Parent
PUSD

The Parent Involvement and Satisfaction Survey was expanded upon and implemented between April and May of 2018. This survey assessed parent thoughts around the involvement opportunities provided to them, their individual involvement with the school, and the overall satisfaction with PCS programs and services.

Data shows that parents are satisfied overall with involvement opportunities.

Summary Data includes the following:

176 Parents responded to the survey, which is a 66 parent increase from last years participation.

Key survey findings include:

Welcoming School Environment

1) 76% of the responding parents "Strongly Agree", and 11% "Agree" that they feel welcomed and valued when visiting the school.

2) 73% of the responding parents "Strongly Agree", and 24% "Agree" that they feel respected, listened to and treated fairly when visiting the school.

3) 47% of the responding parents "Strongly Agree", and 38% "Agree" that parent involvement opportunities are offered at different times of the day and week to provide all parents a change to participate (performances, meetings, field trips, etc).

4) 30% of parents visit the school weekly or more, 17% monthly, 26% every few months, 21% once or twice a year, and 7% almost never.

5) 13% of parents meet in person with administration weekly or more, 15% monthly, 21% every few months, 20% once or twice a year, and 31% almost never.

School/Parent Communication

1) 57% of the responding parents "Strongly Agree" and 28% of parents "Agree" that they receive timely school communication and in many different ways, such as: texts, emails, parent information packets, phone calls, newsletters, conference, meeting and the website.

2) 40% of the responding parents attend parent meetings in their community, 35% do not, and 25% are neutral.

3) 42% of the responding parents felt that the parent meetings they attended were well prepared and interesting, and 50% felt that they were usually well prepared and interesting.

Expected

Baseline

PCS implemented a parent involvement survey in March of 2017 that assessed parent thoughts around the involvement opportunities provided to them, and their individual involvement with the school. Data shows that parents are satisfied with involvement opportunities.

Summary Data includes the following

110 parents participate in the survey, which represents more than half of our families.

Key survey findings include (and correspond to each question asked in the survey):

- 1) Thirty percent of the responding parents meet with teachers in person weekly or more
- 2) Twenty seven percent of the responding parents meet in person with school administration once or twice per year
- 3) Thirty five percent of the responding parents almost never volunteer at the school, while twenty nine percent volunteered once or twice during the year
- 4) Of the parents that did volunteer, twenty five percent of them volunteered for a field trip, twenty percent during a school event, six percent attended a PCS Board meeting, and eleven percent volunteered at the centers
- 5) Forty three percent of the responding parents visited the school weekly or more
- 6) Forty five percent of the responding parents feel very informed as the happenings at PCS, and forty nine percent feel somewhat informed
- 7) Ninety nine percent of the responding parents prefer to receive school related information by email or text/cell phone
- 8) Seventy two percent of the responding parents feel that PCS makes adequate efforts to promote parent participation at the school
- 9) Sixty eight percent of the responding parents feel that they have the opportunity to be involved in the decision making at PCS, while twenty three percent feel neutral
- 10) Forty percent of the responding parents attend PCS parent meeting in their communities, thirty five percent do not attend meetings and twenty five are neutral.

PCS utilizes School Messenger to keep families informed of all school happenings. This program sends texts and emails to families.

Metric/Indicator

Priority 3: Parental participation in programs for unduplicated pupils

Actual

- 4) 72% of the responding parents who have not attended parent meetings noted that the time of the meetings was the greatest hindrance.
- 5) 59% of the responding parents felt "Very Informed" about what is happening at PCS, and 37% felt "Somewhat Informed"
- 6) 80% of the responding parents felt that PCS makes adequate efforts to promote parent participation at the school.
- 7) 34% of the responding parents "Strongly Agree" that they are provided with regular reports of the child's educational progress, and 47% "Agree".
- 8) 61% of the responding parents "Strongly Agree" and 32% "Agree" that they are encouraged to communicate to school staff any concerns they may have related to their child's academic program and progress.

School Volunteer Opportunities

- 1) 51% of the responding parents "Strongly Agree" and 32% "Agree" that parent volunteers are welcomed and appreciated by school staff.
- 2) 71% of the responding parents reported that they had volunteered in some capacity this year.
- 3) 31% of the responding parents "Strongly Agree", 28% "Agree", and 31% "Neither Agree or Disagree" that parent volunteers are given helpful guidance, suggestions and materials by the school that allow them to best use their skills and talents when volunteering.

Parent as Decision Makers

- 1) 32% of the responding parents "Strongly Agree", 47% "Agree", and 18% "Neither Agree or Disagree" that parents are given ample opportunity to be a part of the decision making process of the school through surveys, parent meetings and Governing Board meetings.
- 2) 46% of the responding parents "Strongly Agree", 41% "Agree" and 12% "Neither Agree or Disagree" that parents are included in the making decisions related to the educational placement and progress of their child.

At present, there are no distinct programs offered specifically for unduplicated students. Parents of unduplicated students are provided with the same involvement opportunities as parents of non-unduplicated students.

Expected

17-18

At present, there are no distinct programs offered specifically for unduplicated students. Parents of unduplicated students are provided with the same involvement opportunities as parents of non-unduplicated students.

Baseline

At present, there are no distinct programs offered specifically for unduplicated students. Parents of unduplicated students are provided with the same involvement opportunities as parents of non-unduplicated students.

Metric/Indicator

Priority 3: Parental participation in programs for individuals with exceptional needs

17-18

Approximately 11% of PCS's total student population is designated as having exceptional needs and as such have designated IEPs. Parents of students with IEPs engage in regular communication with SPED and Gen Ed staff through trimester goals reporting, quarterly CAC meeting opportunities annual IEP meetings, and triennial reevaluation meetings.

Baseline

Approximately 11% of PCS's total student population is designated as having exceptional needs and as such have designated IEPs. Parents of students with IEPs engage in regular communication with SPED and Gen Ed staff through trimester goals reporting, quarterly CAC meeting opportunities annual IEP meetings, and triennial reevaluation meetings.

Metric/Indicator

More formalized parent group

17-18

PCS would like to continue to formalize the parent group and encourage their continued involvement in school activities and in school decision making.

Baseline

During the 2016-2017, a group of parents began the formation of a formalized Parent/Teacher Organization and started to take a more active role in school events.

Actual

Approximately 15% of PCS's total student population is designated as having exceptional needs and as such have designated IEPs. Parents of students with IEPs engage in regular communication with SPED and Gen Ed staff through trimester goals reporting, quarterly CAC meeting opportunities annual IEP meetings, and triennial reevaluation meeting

The Parent Teacher Organization for Plumas Charter School was formally organized in the 2017-18 school year under the name Mountain Valley Parents Club. The EIN for the PTO is 82-2724687 and they are carrying their liability insurance. Officers for the current school year are as follows:

Karisa Joseph – President
Carey Russell – Vice President
Lindsay Buis-Kelley – Treasurer
Maggie Hennessy - Secretary

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PCS staff will facilitate a minimum of three parent meetings each year at each center. These meetings will be scheduled in advance on the master calendar, and will provide child care and dinner to hopefully increase participation.	PCS staff facilitated a minimum of three parent meetings at each center. These meetings were scheduled in advance on the master calendar, and we provided child care and dinner.	4720 Other Food 4000-4999: Books And Supplies General Fund \$1,000 2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries General Fund \$1,000	4720 Other Food 4000-4999: Books And Supplies General Fund \$1,000 2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries General Fund \$1,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PCS staff and existing board members will actively seek to recruit a parent or community representative from the Chester area.	PCS staff and existing board members actively sought to recruit a parent or community representative from the Chester area. We offered meetings at several locations in the county, offered meeting participation by Skype; we called individual parent members, and sent School Messenger Messages to all Chester families. Even with these efforts, we were unable to secure a Chester representative for our Board of Directors.	This action will be carried out with existing staff and resources. 0	This action was carried out with existing staff and resources. 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PCS will continue to utilize a Parent Involvement Survey to keep informed as to how parents are feeling about the opportunities the school provides for their	PCS significantly expanded upon the Parent Involvement and Satisfaction survey. Participating increased by 66 parents from last year, and the results were	This action will be carried out with existing staff and resources. 0	This action was carried out with existing staff and resources. 0

involvement. The results of the survey will continue to be used to evolve our process.

overwhelmingly positive. See above.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PCS staff and parents will continue to solidify a more active and formalized parent/teacher organization.</p>	<p>The Parent Teacher Organization for Plumas Charter School was formally organized in the 2017-18 school year under the name Mountain Valley Parents Club. The EIN for the PTO is 82-2724687 and they are carrying their liability insurance. Officers for the current school year are as follows: Karisa Joseph – President Carey Russell – Vice President Lindsay Buis-Kelley – Treasurer Maggie Hennessy - Secretary</p>	<p>This action will be carried out with existing staff and resources. 0</p>	<p>This action was carried out with existing staff and resources. 0</p>

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Regular parent meetings at each center
 PCS staff facilitated a minimum of three parent meetings each year at each center. These meetings were scheduled in advance on the master calendar, and provided child care and dinner to participants. At both our Quincy and IVA centers, many changes occurred and are on the horizon necessitating more frequent and targeted parent meetings as well as more regular information distribution. As the parent survey results display, parents overall feel informed as to what is happening at the centers, and 40% of the responding parents reported that they do attend parent meetings.

Board Compositions
 PCS staff and existing board members actively sought to recruit a parent or community representative from the Chester area. We offered meetings at several locations in the county, offered meeting participation by Skype; we called individual parent members, and

sent School Messenger Messages to all Chester families. Even with these efforts, we were unable to secure a Chester representative for our Board of Directors.

Annual Parent Involvement survey

PCS significantly expanded upon the Parent Involvement and Satisfaction survey. Participation increased by 66 parents from last year, and the results were overwhelmingly positive. See above.

Use of School Messenger

Each and every important piece of school wide information what transmitted to parents via School Messenger. 60% of parents who responded to the parent survey reported that they felt very informed.

More formalized parent group

The Parent Teacher Organization for Plumas Charter School was formally organized in the 2017-18 school year under the name Mountain Valley Parents Club. The EIN for the PTO is 82-2724687 and they are carrying their liability insurance. Officers for the current school year are as follows:

Karisa Joseph – President

Carey Russell – Vice President

Lindsay Buis-Kelley – Treasurer

Maggie Hennessy - Secretary

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of all actions and services associated with this goal was measured by the Parent Involvement and Satisfaction Survey.

Key survey findings include:

Welcoming School Environment

- 1) 76% of the responding parents "Strongly Agree", and 11% "Agree" that they feel welcomed and valued when visiting the school.
- 2) 73% of the responding parents "Strongly Agree", and 24% "Agree" that they feel respected, listened to and treated fairly when visiting the school.
- 3) 47% of the responding parents "Strongly Agree", and 38% "Agree" that parent involvement opportunities are offered at different times of the day and week to provide all parents a change to participate (performances, meetings, field trips, etc).
- 4) 30% of parents visit the school weekly or more, 17% monthly, 26% every few months, 21% once or twice a year, and 7% almost never.
- 5) 13% of parents meet in person with administration weekly or more, 15% monthly, 21% every few months, 20% once or twice a year, and 31% almost never.

School/Parent Communication

- 1) 57% of the responding parents "Strongly Agree" and 28% of parents "Agree" that they receive timely school communication and in many different ways, such as: texts, emails, parent information packets, phone calls, newsletters, conference, meeting and the website.
- 2) 40% of the responding parents attend parent meetings in their community, 35% do not, and 25% are neutral.
- 3) 42% of the responding parents felt that the parent meetings they attended were well prepared and interesting, and 50% felt that they were usually well prepared and interesting.
- 4) 72% of the responding parents who have not attended parent meetings noted that the time of the meetings was the greatest hindrance.
- 5) 59% of the responding parents felt "Very Informed" about what is happening at PCS, and 37% felt "Somewhat Informed"
- 6) 80% of the responding parents felt that PCS makes adequate efforts to promote parent participation at the school.
- 7) 34% of the responding parents "Strongly Agree" that they are provided with regular reports of the child's educational progress, and 47% "Agree".
- 8) 61% of the responding parents "Strongly Agree" and 32% "Agree" that they are encouraged to communicate to school staff any concerns they may have related to their child's academic program and progress.

School Volunteer Opportunitites

- 1) 51% of the responding parents "Strongly Agree" and 32% "Agree" that parent volunteers are welcomed and appreciated by school staff.
- 2) 71% of the responding parents reported that they had volunteered in some capacity this year.
- 3) 31% of the responding parents "Strongly Agree", 28% "Agree", and 31% "Neither Agree or Disagree" that parent volunteers are given helpful guidance, suggestions and materials by the school that allow them to best use their skills and talents when volunteering.

Parent as Decision Makers

- 1) 32% of the responding parents "Strongly Agree, 47% "Agree", and 18% "Neither Agree or Disagree" that parents are given ample opportunity to be a part of the decision making process of the school through surveys, parent meetings and Governing Board meetings.
- 2) 46% of the responding parents "Strongly Agree", 41% "Agree" and 12% "Neither Agree or Disagree" that parents are included in the making decisions related to the educational placement and progress of their child. Regular parent meetings at each center

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal and associated components based on LCFF Evaluation Rubrics.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Staff Support: In an effort to ensure consistent and relevant staff support and development, PCS will pre schedule a minimum of four professional development activities annually which will include curriculum training and implementation, behavior support training, and software training.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities: Provision of adequate professional development to support teacher growth and student achievement.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1, 2: Local Measure-Professional development</p>	<p>Studies Weekly Training--Quincy, CA Jun 12, 2017 \$0.00 Attendees: All K-8 Staff</p> <p>Weekly Collaboration Meetings and Staff Led PD around student data, Student Action Plans, curriculum usage and pacing, etc.</p> <p>Nurtured Heart Training--Quincy, CA Aug 21-23, 2017 \$3,740 Attendees: All Staff</p> <p>SELPA Steering and CEO--Oakland, CA Oct, 2017 \$ Attendees: Lori Hahn and Taletha Washburn</p> <p>New Visions and NewsELA--Quincy, CA Nov 20, Dec 6 Attendees: All Junior High and High School Staff</p> <p>Reading Readiness Workshop – Santa Barbara, CA Jul. 31-Aug. 3, 2017 \$0.00 Attendee: Lori Hahn</p>

Expected

17-18

PCS administration will plan for professional development activities further in advance and provide staff with a PD calendar at the beginning of the school year. PCS will also commit more funds to PD this year regardless of the overall budget outlook.

Below is the template set for Professional Development structure and opportunities for the 2017-2018 school year.

Professional Development Overview for 2017-2018

Annual conferences

Administrator collaboration monthly

School wide collaboration three times a year

Site level meetings weekly

Tier I: Annual conferences and workshops provided by charter advocate groups

- California Charter School Association (CCSA) Conference March 26-29 San Diego
- Charter Schools Development Center (CSDC) Conference November 16-17 San Diego
- California Science Teachers Association (CSTA) Conference-October 16-17 Sacramento
- Computer Using Educators (CUE) National Conference-March 14-17 Palm Springs
- A+Plus Association of Personalized Learning Schools and Services Conference-October 25-27 Anaheim
- Self researched outsourced professional development activities online or through live workshop. Clear with administrator.
- Clearly defined feedback mechanism and program integration

Tier II: Administrator driven

- To be provided during whole school collaboration and site level collaboration. This will include trainings led by administration (as identified by staff and administration), and by bringing in outside professionals to lead appropriate training/workshops.

Tier III: Staff driven professional development-Teacher Leadership

- Stipend opportunity (Extra duty at \$45/hour-10 hours max per teacher). The ten hour allotment includes preparation and research time, presentation and implementation time and follow

Actual

SELPA Teacher Workshop – Oakland, CA Aug. 21-23, 2017 \$0.00 Attendee: Lori Hahn

CSDC Conference 2017 – San Diego, CA Nov. 15-17, 2017 \$2329 Attendees: Taletha Washburn, Ginger Gamble

Positive Prevention Plus (Sex Education) – Yreka, CA Oct. 25-26, 2017 \$1033 Attendee: Hannah Stewart

Whole staff Collaboration--Quincy, CA Dec 15, 2017 \$0 Diabetes, student data, reading intervention, etc. Attendees: All Staff

SPED Legal Workshop – Emeryville, CA Jan. 31, 2018 \$350 Attendees: Taletha Washburn, Lori Hahn

IEP Writing Workshop – Sacramento, CA Feb. 5, 2018 \$200 Attendee: Melanie Strahm

CUE Conference 2018 – Palm Springs, CA Mar. 14-16, 2018 \$2006 Attendees: Ryan Schramel, Patrick Joseph

School Pathways 2018 North Academy – Sacramento, CA April 30-May 1, 2018 \$2296 Attendees: Renee Cervantes, Patrick Joseph, Ryan Schramel, Toni Hymas

Expected

Metric/Indicator

Collaboration and staff meetings

17-18

All sites will have a designated day during the weekly schedule allotted to staff meetings and collaboration.

Baseline

All sites have designated times in their weekly schedules for staff collaboration time.

Metric/Indicator

Priority 6: Other Local Measures-Teacher Survey

17-18

PCS staff will develop and implement a survey for teachers that allows for a quantifiable look at feelings of school safety, climate, and the meeting for professional development needs.

Baseline

To date, teachers have not been surveyed in a manner that yields aggregated data on their opinions of how the climate of Plumas Charter School is evolving.

Actual

Quincy and both IVA centers have a designated day during the weekly schedule allotted to staff meetings and collaboration. The Chester center does not by choice because of the nature of their program as well as the small staff (4).

PCS staff developed and implemented a survey for teachers that allowed for a quantifiable look at feelings of school safety, climate, and the meeting for professional development needs.

34 out of 50 staff responded to the survey

Key survey findings:

Staff Satisfaction

- 1) 57% of responding staff members "Strongly Agree" and 37% "Agree" that they are overall satisfied with their jobs and enjoy working for PCS.
- 2) 50% of responding staff members "Strongly Agree" and 47% "Agree" that their work at PCS gives them a feeling of personal accomplishment.
- 3) 77% of responding staff members "Strongly Agree" and 20% "Agree" that they are proud to tell people that they work at PCS.
- 4) 66% of responding staff members "Strongly Agree" and 34% "Agree" that they feel personally driven to help this organization succeed and will do whatever they can to ensure that it does.
- 5) 34% of responding staff members "Strongly Agree" and 40% "Agree" that all employees are treated fairly at PCS.
- 6) 34% of responding staff members "Strongly Agree" and 43% "Agree" that all employees are respected at PCS.

Feedback and Communication

- 1) 42% of responding staff "Strongly Agree" and 48% "Agree" that they are able to communicate regularly and effectively with their coworkers and supervisors.
- 2) 30% of responding staff "Strongly Agree", 39% "Agree", and 30% "Neither Agree or Disagree" that they receive useful and constructive feedback from their supervisor that helps them improve their performance.
- 3) 24% of responding staff "Strongly Agree", 42% "Agree", 18% "Neither Agree or Disagree" and 15% "Disagree" that employee performance evaluations are fair and appropriate.
- 4) 19% of responding staff "Strongly Agree", 53% "Agree", 19% "Neither Agree or Disagree", and 9% "Disagree" that when they do a good job, they receive the praise and recognition that they deserve.

Expected

Actual

5) 45% of responding staff "Strongly Agree", and 45% "Agree" that teamwork is encouraged and practiced at PCS.

6) 12% of responding staff "Strongly Agree", 45% "Agree", 27% "Neither Agree or Disagree", and 15% "Disagree" that employees at PCS are held accountable for achieving goals and meeting expectations.

Professional Growth and Development

1) 15% of responding staff "Strongly Agree", 45% "Agree", 30% "Neither Agree or Disagree", and 9% "Disagree" that they receive the training they need to do their job well.

2) 27% of responding staff "Strongly Agree", 39% "Agree", and 33% "Neither Agree or Disagree" that their supervisors encourages and supports their professional growth.

3) 24% of responding staff "Strongly Agree", 58% "Agree", and 18% "Neither Agree or Disagree" that they are encouraged to learn from their mistakes.

4) 39% of responding staff "Strongly Agree", and 58% "Agree" that their work is challenging, stimulating and rewarding.

5) 18% of responding staff "Strongly Agree", 70% "Agree", 3% "Neither Agree or Disagree", and 9% "Disagree" that they have the resources needed to do their job well.

6) 45% of responding staff "Strongly Agree", 54% "Agree", that they understand how their work directly contributes to the overall success of PCS.

7) 48% of responding staff "Strongly Agree", 48% "Agree" that they have a good understanding of and commitment to the mission and goals of PCS.

Balance and Stress in the Work Place

1) 51% of responding staff "Strongly Agree", 33% "Agree", and 9% "Neither Agree or Disagree" that the environment at PCS supports a balance between work and personal life.

2) 70% of responding staff "Strongly Agree", 21% "Agree", and 6% "Neither Agree or Disagree" that their supervisors understand the importance of maintaining balance between work and personal life.

3) 30% of responding staff "Strongly Agree", 42% "Agree", 15% "Neither Agree or Disagree", and 9% "Disagree" that the amount of work they are asked to do is reasonable.

4) 36% of responding staff "Strongly Agree", 42% "Agree", and 15% "Neither Agree or Disagree" that the pace of work at PCS enables them to do a good job.

Compensation

1) 24% of responding staff "Strongly Agree", 42% "Agree", 15% "Neither Agree or Disagree", and 18% "Disagree" that they are paid fairly for the work they do.

Expected

Actual

2) 9% of responding staff "Strongly Agree", 27% "Agree", 30% "Neither Agree or Disagree", and 27% "Disagree" that their salary and benefits are comparable to those offered by other schools in the area.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PCS administration and staff will plan and schedule an annual professional development calendar that will be shared with staff in September.	PCS administration and staff planned and scheduled an annual professional development calendar that was shared with staff in August. This calendar included the August and December whole staff events, the SELPA related events, and the larger conference events.	This action will be carried out by existing staff and resources. 0	This action was carried out by existing staff and resources. 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PCS will commit a minimum of \$15,000 for staff professional development.	PCS committed of \$15,300 for staff professional development.	5863 Professional Development-See Goal 1 Action 1 for Total 5800: Professional/Consulting Services And Operating Expenditures Title II, General Fund	5863 Professional Development-See Goal 1 Action 1 for Total 5800: Professional/Consulting Services And Operating Expenditures Title II, General Fund

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All centers weekly schedules will include a day that is designated for	Quincy and both IVA centers have a designated day during the	This action will be carried out with existing staff and resources. 0	This action will be carried out with existing staff and resources. 0

teacher collaboration and meetings.

weekly schedule allotted to staff meetings and collaboration. The Chester center does not by choice because of the nature of their program as well as the small staff (4).

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

PCS administration and staff planned and scheduled an annual professional development calendar that was shared with staff in August. This calendar included the August and December whole staff events, the SELPA related events, and the larger conference events.

PCS committed \$15,300 for staff professional development. While many relevant PD events were offered, the majority of the staff only took advantage of the whole staff events, rather than the away offerings. We will continue how to best off relevant and often PD to our staff.

Quincy and both IVA centers have a designated day during the weekly schedule allotted to staff meetings and collaboration. The Chester center does not by choice because of the nature of their program as well as the small staff (4).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

PCS administration and staff planned and scheduled an annual professional development calendar that was shared with staff in August. This calendar included the August and December whole staff events, the SELPA related events, and the larger conference events. This was an effective way to ensure that these particular events were calendared and planned for, but in the coming year the staff needs to expand this calendar to include more options.

PCS committed \$15,300 for staff professional development. While many relevant PD events were offered, the majority of the staff only took advantage of the whole staff events, rather than the away offerings. We will continue how to best off relevant and often PD to our staff.

Quincy and both IVA centers have a designated day during the weekly schedule allotted to staff meetings and collaboration. The Chester center does not by choice because of the nature of their program as well as the small staff (4). This was an effective way to ensure that site level staff are meeting regularly. Moving forward, the Chester site needs to also formalize regular staff meetings. Administration will help to develop the schedule.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal and goal components based on the LCFF Evaluation Rubrics.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

As a part of the stakeholder involvement process, the following groups including staff, parents, students, and the PCS Board of Directors were involved in a variety of venues.

Parents:

Parent meetings were held at the beginning of the year, midyear, and end of year, and an ongoing discussion topic for the meetings was the LCAP goals and progress towards meeting those goals. Parents were also invited to attend regular monthly board meetings, and at present we have three parent members on our Board of Directors. For the 2017-2018 school year, a parent involvement survey was also implemented in order to assess parent's level of satisfaction with involvement opportunities and with their ability to be involved in decision making for the school.

Students: Students were consulted as a part of our LCAP process this year through a survey that dealt specifically with school climate and safety.

PCS Board of Directors: The PCS Board holds regular monthly meetings where they discuss myriad issues including student data, curriculum, scheduling, staffing, programming, goal setting and other planning topics. The LCAP specifically is an agenda item for discussion at several points throughout the year. The 2017-2018 school year also included a special board meeting that involved other staff and parents, dedicated to a review of the LCAP and prioritization and updating of goals for the 2018-2019 school year (held on 5/14/2018).

Staff: PCS staff has the opportunity to regularly discuss school goals, best practices, areas for growth and program needs through regularly scheduled weekly collaborations meetings. Staff have been consulted throughout the course of the year on the LCAP goal progress, review and analysis. Staff were also surveyed this year around general satisfaction, feedback and communication, professional growth and development, balance and stress in the workplace, and compensation.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Student Survey Data: The following items were themes within the student survey data that were discussed in the above mentioned meetings, and are incorporated into Goal 2 of the 2018-2019 LCAP.

- *Motivation and validation
- *Student's as decision makers
- *Self awareness
- *Importance of relationships with adults
- *Importance of engaging educational experience

Parent Survey Data: The following items were themes within the survey data that were discussed in the above mentioned meetings, and are incorporated into Goal 3 of the 2018-2019 LCAP.

- *Need for consistent Parent Portal access and information-support for parents
- *Quarterly progress reports
- *School messenger grouping by grade level
- *More targeted volunteer opportunities
- *Volunteer handbook

Staff Survey Data: The following items were themes within the survey data that were discussed in the above mentioned meetings, and are incorporated into Goal 4 of the 2018-2019 LCAP.

- *Committee to evaluate teacher evaluation process
- *Consistent goal setting and accountability
- *Praise/recognition/respect
- *Provision for specific/targeted employee training based on need

Student academic data

- *Student Action Plan cohesion, oversight and accountability

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Student achievement: Improve student achievement through the intentional use of Student Action Plans, curriculum adoption and standards implementation, relevant professional development for teachers, engaging lessons and activities and offering a broad range of course options.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

SBAC and iReady data do not display adequate student academic growth. Implementing a variety of actions, Plumas Charter School will work towards annual growth of both local and state level assessments.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8, and 11 SBAC Results	Overall 1% decline in schoolwide performance in both Mathematics and English Language Arts between 2015 and 2016 data. Increase in performance data between 2016 and	Maintain or increase schoolwide performance levels. Goals for specific increases are: 2018 ELA: 1% increase to percentage of students who Meet or Exceed Standard	Maintain or increase schoolwide performance levels. Goals for specific increases are: 2019 ELA: 2% increase to percentage of students who Meet or Exceed Standard, or	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2017: .59% in ELA and 1.41% in math. 2015 ELA: 41% Met or Exceeded 2016 ELA: 40% Met or Exceeded 2017 ELA: 40.59% Met or Exceeded 2015 Math: 28% Met or Exceeded 2016 Math: 27% Met or Exceeded 2017 Math: 29.41% Met or Exceeded</p>	<p>2018 Math: 1% increase to percentage of students who Meet or Exceed Standard</p>	<p>who move up one performance band. 2019 Math: 2% increase to percentage of students who Meet or Exceed Standard or who move up one performance band.</p>	
<p>Priority 8: Other pupil outcomes iReady</p>	<p>2016-2017 Math EOY: 30% on or above Level Reading EOY: 41% on or above Level</p>	<p>2017-2018 Math EOY: 1% increase to students performing on or above level Reading EOY: 1% increase to students performing on or above level</p>	<p>2018-2019 Math EOY: 2% increase to students performing on or above level, or from one performance band to the next. Reading EOY: 2% increase to students performing on or above level, or from one performance band to the next.</p>	
<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>Curriculum and related professional</p>	<p>2016-2017: Adoption and implementation of Mathematics Curriculum (K-8) Training provided by curriculum providers</p>	<p>Adoption and implementation of Mathematics Curriculum (9-12) Training to be provided for math teachers by curriculum providers</p>	<p>All core materials have been adopted. Staff will implement the newest during the 2018-2019 school year. *7-12 Science *7-12 ELA and History</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>development/implementation of content standards</p> <p>Priority 1: Basic/Every pupil in the school has sufficient access to standards aligned instructional materials</p>	<p>2016-2017: Adoption and implementation of English Language Arts Curriculum (K-8)</p> <p>Training and implementation guidance provided by staff expert.</p> <p>Recently Adopted Academic Standards and/or Curriculum Frameworks</p> <p>1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>English Language Arts – Common Core State Standards for English Language Arts</p>	<p>Adoption and implementation of English Language Arts Curriculum (9-12)</p> <p>Training and implementation guidance will be provided by staff expert.</p> <p>Adoption and implementation of Science Curriculum (K-8)</p> <p>Training to be provided by curriculum providers (June 2017)</p> <p>Adoption and implementation of Social Studies Curriculum (K-12)</p> <p>Training to be provided by curriculum providers and staff expert (June 2017)</p> <p>Recently Adopted Academic Standards and/or Curriculum Frameworks</p> <p>1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.</p>	<p>*9-12 Mathematics</p> <p>Staff utilizing these newly adopted materials will convene monthly to discuss and align implementation, troubleshoot any challenges in implementation and share best practices.</p> <p>The goal for the self reporting survey metric of Recently Adopted Academic Standards and/or Curriculum Frameworks is as follows:</p> <p>1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>4 – Full Implementation English Language Development (Aligned to English Language Arts Standards)</p> <p>3 – Initial Implementation Mathematics – Common Core State Standards for Mathematics</p> <p>4 – Full Implementation Next Generation Science Standards</p> <p>3 – Initial Implementation History-Social Science</p> <p>3 – Initial Implementation</p> <p>2. Local educational agency’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial</p>	<p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>English Language Arts – Common Core State Standards for English Language Arts</p> <p>4 – Full Implementation English Language Development (Aligned to English Language Arts Standards)</p> <p>3 – Initial Implementation Mathematics – Common Core State Standards for Mathematics</p> <p>4 – Full Implementation Next Generation Science Standards</p> <p>3 – Initial Implementation History-Social Science</p> <p>3 – Initial Implementation</p> <p>2. Local educational agency’s progress in making instructional</p>	<p>English Language Arts – Common Core State Standards for English Language Arts</p> <p>4 – Full Implementation English Language Development (Aligned to English Language Arts Standards)</p> <p>4 – Initial Implementation Mathematics – Common Core State Standards for Mathematics</p> <p>4 – Full Implementation Next Generation Science Standards</p> <p>4 – Full Implementation History-Social Science</p> <p>4 – Full Implementation</p> <p>2. Local educational agency’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>English Language Arts – Common Core State Standards for English Language Arts 4 – Full Implementation</p> <p>English Language Development (Aligned to English Language Arts Standards) 3 – Initial Implementation</p> <p>Mathematics – Common Core State Standards for Mathematics 4 – Full Implementation</p> <p>Next Generation Science Standards 3 – Initial Implementation</p> <p>History-Social Science 3 – Initial Implementation</p> <p>3. Local educational agency’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or</p>	<p>materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>English Language Arts – Common Core State Standards for English Language Arts 4 – Full Implementation</p> <p>English Language Development (Aligned to English Language Arts Standards) 3 – Initial Implementation</p> <p>Mathematics – Common Core State Standards for Mathematics 4 – Full Implementation</p> <p>Next Generation Science Standards 3 – Initial Implementation</p>	<p>– Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>English Language Arts – Common Core State Standards for English Language Arts 4 – Full Implementation</p> <p>English Language Development (Aligned to English Language Arts Standards) 4 – Full Implementation</p> <p>Mathematics – Common Core State Standards for Mathematics 4 – Full Implementation</p> <p>Next Generation Science Standards 4 – Full Implementation</p> <p>History-Social Science 4 – Full Implementation</p> <p>3. Local educational agency’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>English Language Arts – Common Core State Standards for English Language Arts 4 – Full Implementation</p> <p>English Language Development (Aligned to English Language Arts Standards) 3 – Initial Implementation</p> <p>Mathematics – Common Core State Standards for Mathematics 4 – Full Implementation</p> <p>Next Generation Science Standards 3 – Initial Implementation</p> <p>History-Social Science</p>	<p>3 – Initial Implementation</p> <p>History-Social Science 3 – Initial Implementation</p> <p>3. Local educational agency’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>English Language Arts – Common Core State Standards for English Language Arts 4 – Full Implementation</p>	<p>curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>English Language Arts – Common Core State Standards for English Language Arts 4 – Full Implementation</p> <p>English Language Development (Aligned to English Language Arts Standards) 4 – Initial Implementation</p> <p>Mathematics – Common Core State Standards for Mathematics 4 – Full Implementation</p> <p>Next Generation Science Standards 4 – Initial Implementation</p> <p>History-Social Science</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>3 – Initial Implementation</p> <p>Other Adopted Academic Standards</p> <p>4. Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>Career Technical Education</p> <p>2 – Beginning Development</p> <p>Health Education Content Standards</p> <p>2 – Beginning Development</p> <p>Physical Education Model Content Standards</p> <p>3 – Initial Implementation</p>	<p>4 – Full Implementation</p> <p>English Language Development (Aligned to English Language Arts Standards)</p> <p>3 – Initial Implementation</p> <p>Mathematics – Common Core State Standards for Mathematics</p> <p>4 – Full Implementation</p> <p>Next Generation Science Standards</p> <p>3 – Initial Implementation</p> <p>History-Social Science</p> <p>3 – Initial Implementation</p> <p>Other Adopted Academic Standards</p> <p>4. Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full</p>	<p>4 – Full Implementation</p> <p>Other Adopted Academic Standards</p> <p>4. Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>Career Technical Education</p> <p>3 – Initial Implementation</p> <p>Health Education Content Standards</p> <p>3 – Initial Implementation</p> <p>Physical Education Model Content Standards</p> <p>3 – Initial Implementation</p> <p>Visual and Performing Arts</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Visual and Performing Arts 3 – Initial Implementation World Language 3 – Initial Implementation</p>	<p>Implementation and Sustainability Career Technical Education 2 – Beginning Development Health Education Content Standards 2 – Beginning Development Physical Education Model Content Standards 3 – Initial Implementation Visual and Performing Arts 3 – Initial Implementation World Language 3 – Initial Implementation</p>	<p>3 – Initial Implementation World Language 3 – Initial Implementation</p>	
Intervention	<p>2016-2017 Student Action Plan Implementation- inconsistent progress tracking.</p>	<p>Consistent Student Action Plan intervention and progress tracking for lowest performing students</p>	<p>Consistent Student Action Plan intervention and progress tracking for lowest performing students.</p> <p>All students identified as performing 2 or more grade levels below, as indicated by internal assessment data, will</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>have action plans put in place that are monitored and adjusted in 8 week increments. Our SPED Coordinator will assume responsibility for supporting and monitoring this process school wide, and will assist in the general of quarterly reports.</p>	
<p>Priority 7: Course options</p>	<p>PCS offers equal access program options for all students, unduplicated students, and students with exceptional needs. PCS offers many program options, including online, concurrent enrollment with local community colleges, small group instruction, A-G courses and CTE courses. PCS offers many course options including, access to a board course of study (English, Social Science, foreign language, physical education, science, mathematics, visual and performing arts, career technical education and driver education).</p>	<p>PCS will continue to offer equal access program options for all students, unduplicated students, and students with exceptional needs. PCS will continue to offer a range of program and courses and during the 2017-2018 school year, and will clearly identify a minimum of two CTE pathways. PCS will also submit two more elective courses for A-G approval. Course options will continue to include access to a board course of study (English, Social Science, foreign language, physical education, science, mathematics, visual and performing arts, career</p>	<p>PCS will continue to offer equal access program options for all students, unduplicated students, and students with exceptional needs. PCS will continue to offer a range of program and courses and during the 2018-2019 school year, including the three newly established CTE Pathways. PCS will also continue to build our comprehensive CTE Program by outlining a minimum of three additional pathways, for a total of 6 by the end of the 2018-2019 school year. Comprehensive course options will continue to include access to a board course of study</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		technical education and driver education).	(English, Social Science, foreign language, physical education, science, mathematics, visual and performing arts, career technical education and driver education), utilizing center based courses, online courses, traditional IS courses, and community college courses.	
Technology	PCS determined that available devices and software were sufficient for student access.	Because of our movement of centers this summer, PCS will need to purchase more devices so that access is adequate at each of our centers.	Because of our movement of the Quincy center this summer, once devices are adequately dispersed to the new locations, PCS will assess ratios of students to devices and will purchase more devices if necessary. We will also be moving and reinstalling our network to be functional at the three commercial sites we will inhabit.	
Priority 1: Basic/Teacher assignment	All teachers are appropriately assigned and credentialed	All teachers will continue to be appropriately assigned and credentialed.	All teachers will continue to be appropriately assigned and credentialed. PCS will continue to encourage in house instructional staff to pursue teaching	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>credentials, and complete their internships or student teaching with us. Going in to the 2018-2019 school year, we have four such teachers.</p>	
<p>Priority 1: Basic/Facilities</p>	<p>School Director inspects all facilities annually, and has determined that they are maintained and in good repair. Maintenance or repairs identified throughout the year are attended to in a timely manner. No major repairs were reported in any of our four facilities during the 2016/2017 school year. Plumas Charter School maintains one full time custodial staff member, and has contractual relationships with additional maintenance staff.</p>	<p>School Director will continue to inspect all facilities annually and expect each of the four facilities to be well maintained and in good repair. One site will be moving to a different location for this school year, and it too will be monitored for maintenance and good repair.</p>	<p>School Director will continue to inspect all facilities annually and expect each of the four facilities to be well maintained and in good repair. One site will be moving to three separate locations for this school year, and they too will be monitored for maintenance and good repair.</p>	
<p>Priority 4: Pupil Achievement/EL Programs and Services; English Proficiency progress and reclassification rate</p>	<p>PCS did not have any EL students this year. We regularly have one EL student every other year</p>	<p>PCS provides programs and services to EL students on an individualized basis and will continue to do so</p>	<p>PCS provides programs and services to EL students on an individualized basis and will continue to do so</p>	
<p>Priority 4: Pupil Achievement/%</p>	<p>Because of flaws within our course cataloguing and course coding, this</p>	<p>Course catalogue will be appropriately amended so that we can</p>	<p>Two students completed all A-G courses needed for entrance into a CSU</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students successfully completing A-G	was not tracked appropriately during the 2016-2017 school year.	effectively track this metric. At the end of the year, based on the tracking and the percentages of students who have successfully completed courses that satisfy entrance requirements to CSU/US, PCS will set appropriate goals.	or UC. Since the majority of our students do not go right to a four year school, this metric does not need to increase significantly. An appropriate increase for the 2018-2019 school year, is to have three students complete this requirement.	
Priority 4: Pupil Achievement/% of Students successfully completing CTE Pathways	PCS did not have delineated CTE pathways for students to participate in, but rather offered a variety of singular courses.	PCS will delineate two CTE pathways for students to access for the 2017-2018 school year and we will track accordingly.	PCS will delineate two additional CTE pathways for students to access for the 2018-2019 school year, for a total of four available pathways, and we will track accordingly.	
Priority 4: Pupil Achievement/% of Students passing AP exams	PCS does not offer AP courses	PCS does not plan to offer AP courses	PCS does not plan to offer AP courses	
Priority 4: Pupil Achievement/% of Students demonstrating college preparedness (Early Assessment Program exam)	PCS students did not participate in this exam	PCS students will participate in the assessment program. PCS students will also continue to concurrently enroll in junior college classes and this will be reflected on the school dashboard for this metric.	PCS students will participate in the assessment program. PCS students will also continue to concurrently enroll in junior college classes and this will be reflected on the school dashboard for this metric.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Build school resources and staff competency with Common Core Standards and NGSS; adopt 7-12 Grade Science and Social Studies Curriculum, and 9-12 Grade Mathematics and English Curriculum.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Continue to build school resources and staff competency with Common Core Standards and NGSS; implement the newly adopted 7-12 Grade Science and Social Studies Curriculum, and 9-12 Grade Mathematics and English Curriculum. Implement monthly collaboration time for all teachers using these new materials.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,494	\$64,523	
Source	General Fund	General Fund	
Budget Reference	4000-4999: Books And Supplies 4100 Textbook and Core: \$32,420 4200 Books and Reference: \$17,128 4320 Educational Software: \$25,750 4325 Instructional Supplies: \$9,196	4000-4999: Books And Supplies 4100 Textbook and Core: \$23,500 4200 Books and Reference: \$8,500 4320 Educational Software: \$26,523 4325 Instructional Supplies: \$6,000	
Amount	\$15,300	\$12,000	
Source	Title II, General Fund	Title II, General Fund	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5863 Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5863 Professional Development	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Action Plan implementation and documentation, and other services and support through school based intervention programs.	Continue to improve, track and implement Student Action Plans, and other services and support through school based intervention programs. PCS has designated a SPED and Intervention Coordinator to oversee this important process.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$180,460	\$191,633	
Source	Supplemental	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries	
Amount		\$72,853	
Source		SPED Funds	
Budget Reference		1000-1999: Certificated Personnel Salaries 1148 Teacher SPED	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Teacher focus on student engagement, and providing relevant interesting hands on lessons and assignments including thematic units and cross curricular activities.

2018-19 Actions/Services

Teacher focus on student engagement, and providing relevant interesting hands on lessons and assignments including thematic units and cross curricular activities. To greater document this action in progress, Administration will specifically target one class observation to evaluating student engagement. Certificated teachers will also work with the Outdoor Education Coordinator to establish appropriate themes for each grade level that include cross curricular and expeditionary components.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$855,979	\$911,987	
Source	General Fund	General Fund	
Budget Reference	1000-1999: Certificated Personnel Salaries 1100 Certificated Salaries	1000-1999: Certificated Personnel Salaries 1100 Certificated Salaries	

Amount		\$30,000	
Source		General Fund	
Budget Reference		2000-2999: Classified Personnel Salaries 2101 Enrichment Salaries	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

PCS will update course catalog appropriately to allow for comprehensive A-G and college course tracking.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

PCS has updated its course catalog appropriately to allow for comprehensive A-G and college course tracking. A-G program completion will then be accurately tracked starting with the class of 2018.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	This action will be accomplished by existing staff.	This action will be accomplished by existing staff.	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

If EL students join PCS this year, an appropriate program will be developed for them to enable their success, and appropriate assessment will be documented.

2018-19 Actions/Services

If EL students join PCS this year, an appropriate program will be developed for them to enable their success, and appropriate assessment will be documented.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	This will be accomplished with existing staff.	This will be accomplished with existing staff.	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PCS will continue to offer a broad range of program options and courses during the 2017-2018 school year. These will include center based, online, traditional independent study, college and facilitated homeschool.

2018-19 Actions/Services

PCS will continue to offer a broad range of program options and courses during the 2018-2019 school year. These will include center based, online, traditional independent study, college and facilitated homeschool.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	General Fund	General Fund	
Budget	4000-4999: Books And Supplies	4000-4999: Books And Supplies	
Reference	4320 Educational Software-See Goal 1 Action 1 for Total	4320 Educational Software-See Goal 1 Action 1 for Total	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PCS will continue to monitor the availability of electronic devices and other technology at each of our centers, and increase availability as deemed appropriate.

2018-19 Actions/Services

PCS will continue to monitor the availability of electronic devices and other technology at each of our centers, and increase availability as deemed appropriate. With the move our our largest center into three separate locations, the movement of that network, and the physical disbursement of available devices, we will closely monitor the

2019-20 Actions/Services

student to device ratios and increase inventory as appropriate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$5,000	
Source	SRSA	SRSA	
Budget Reference	4000-4999: Books And Supplies 4420 Computers	4000-4999: Books And Supplies 4420 Computers	

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PCS will clearly identify/outline a minimum of two CTE Pathways that will be made available to students.

2018-19 Actions/Services

PCS will clearly identify/outline an additional two CTE Pathways that will be made available to students.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	0	
Source	General Fund, College Readiness Block Grant		
Budget Reference	2000-2999: Classified Personnel Salaries 2300 Classified Supervisor	This action will be carried out with existing staff.	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

School Culture: In an effort to encourage student engagement, school connectedness, a healthy school culture and a sense of safety, PCS sees the need to offer consistent school activities annually, to offer formalized character building programs, and to offer varied educational opportunities that support student's needs. PCS also sees the need to secure long term facilities so that our programs can be stabilized.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

PCS needs to offer consistent school activities on an annual basis at each of our centers; to offer formalized character building programs; to continue to offer varied educational opportunities that best serve our students; to actively engage our students as decision makers; and to secure long term facilities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual events/activities calendar for all sites	Each site offers a variety of events/activities throughout the school year. However there is not an existing annual calendar with dated pre-planned events.	An annual events/activities calendar will be created and implemented for each site, containing a minimum of four student centered events; to be published at the beginning of the year.	We will continue this process for all site's events for ease of access for staff, parents and students.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Student Behavior: Implementation of Second Step Curriculum; Morning Meeting Review and updating of existing policies around student behavior More consistent implementation of Behavior Support Plans</p>	<p>All teachers have access to the Second Step and Morning Meeting materials. Many teachers are consistent with the implementation and use, but some are not. Staff began review of all existing student behavior policies and update accordingly. Staff began to use a streamlined Behavior Support Plan process and documentation for behaviorally challenged students.</p>	<p>All K-8 teachers will consistently implement the Second Step curriculum, and will use Morning Meeting on the days students are on site. Staff will review all existing student behavior policies and update accordingly. All staff will consistently use the outlined Behavior Support Plan process and documentation for behaviorally challenged students.</p>	<p>All K-8 teachers will consistently implement the Second Step curriculum, and will use Morning Meeting on the days students are on site. This will become a part of the teacher evaluation rubric and will be monitored and observed by administration. Staff will continue to review existing student behavior policies to ensure ongoing relevance. All staff will consistently use the outlined Behavior Support Plan process and documentation for behaviorally challenged students. This will be monitored, observed and archived by administration.</p>	
<p>Expanded services with Plumas Rural Services</p>	<p>PRS is currently offering programs at three of our four centers. The programs include Safe Base groups for middle and high school students and counseling.</p>	<p>We are hoping to have PRS offer programs at all of our centers during the 2017-2018 school year, and expand services to include elementary age students.</p>	<p>We will continue to expand our services with PRS by increasing the amount of time we have access to a counselor. We have seen a tremendous need for counseling and</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			would like to provide for this service.	
Priority 5: Pupil Engagement/Local-Lease of district owned facilities	PCS currently leases two facilities owned by Plumas Unified School District.	We will be moving from one district facility into privately owned facilities with options on long term leases; we will continue to pursue the development of a PCS owned facility in Quincy. This will be our primary focus for the 2017-2018 school year-to stabilize our Quincy programs for the long term health and wellbeing of the school.	PCS Quincy programs will be moving from a district facility into three privately owned facilities with options on long term leases; we will continue to pursue the development of a PCS owned facility in Quincy. Stabilizing our Quincy programs is a priority for the long term health and well being of the school.	
Program evolution	PCS currently offers personalized learning programs at each of our centers including online classes, concurrent enrollment with community colleges, center based classes and traditional independent study.	PCS will continue to offer personalized learning programs at each center, but will implement program changes in response to identified student needs. Our Indian Valley Academy program will shift to include specific time blocks at the centers to provide additional support for struggling students, and our high school program in Quincy will shift to include less center based classes and more one on one support time.	PCS will continue to offer personalized learning programs at each center, and will continue to implement program changes in response to identified student needs. Our High School program in Quincy will be adding an additional day of on site classes, and all site's schedules will include specific time blocks to provide additional support for struggling students.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Pupil Engagement/Attendance rates	On average, attendance was lower during the 2016-2017 school year (92%)	PCS will increase average attendance rates by 1%. Average attendance for 2017-2018 was 93%.	PCS will increase average attendance rates by 1%. PCS will reduce it's Chronic Absenteeism rate to 19%.	
Priority 6: School Climate/Student Climate survey	<p>During the 2016-2017 school year we implemented our first Student Climate survey. The results were overall positive and we used the data to drive some next steps around school culture and student behavior.</p> <p>PCS administered a Student School Climate survey to students in grades 3-12.</p> <ul style="list-style-type: none"> 152 students responded to the survey (55% of the students invited to participate in the survey completed it), which represents 45% of our total student body. 	<p>PCS will continue to implement the Student Climate Survey annually and use the data to help with the decision making.</p> <p>For 2017-2018 we would like to see a 10% increase in the number of students who participate in the survey.</p> <p>2016-2017: 55% participation 2017-2018: 77% participation</p>	<p>PCS will continue to implement the Student Climate Survey annually and use the data to help with the decision making.</p> <p>For 2018-2019 we would like to see a 5% increase in the number of students who participate in the survey.</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Key survey findings include:</p> <ul style="list-style-type: none"> • 1) "I like school." Thirty six percent of the responding students strongly agreed with this statement and forty five percent somewhat agreed • 2) "I feel successful at school." Forty three percent of the responding students strongly agreed with this statement and forty five percent somewhat agreed • 3) "I feel Plumas Charter School has high standards for achievement." Fifty four percent of the responding 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>students strongly agreed with this statement and thirty six percent somewhat agreed</p> <ul style="list-style-type: none"> 4) "Plumas Charter School sets clear rules for student behavior." Fifty five percent of the responding students strongly agreed with this statement and thirty three percent somewhat agreed 5) "Teachers treat me with respect." Sixty six percent of the responding students strongly agreed with this statement and twenty two percent somewhat agreed 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • 6) "Students are recognized for good behavior." Thirty six percent of the responding students strongly agreed with this statement and forty four percent somewhat agreed • 7) "School is a place where I feel safe." Forty seven percent of the responding students strongly agreed with this statement and thirty three percent somewhat agreed • 8) "Students treat each other well." Sixteen percent of the responding students strongly agreed 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>with this statement and forty seven percent somewhat agreed</p> <ul style="list-style-type: none"> 9) "There is an adult at my school that will help me if I need it." Seventy four percent of the responding students strongly agree with this statement and eighteen percent somewhat agree 			
<p>Priority 5: Pupil Engagement/High school graduation and dropout rates, school attendance rates, chronic absenteeism rates, middle school dropout rates, suspension rates, and expulsion rates.</p>	<p>High school graduation rate: 91.2% (high) High school dropout rate: 8.8% School attendance rates: Average of 92% monthly attendance rate Chronic absenteeism rates: 44% if we use the unduplicated pupil count as divisor, 24% if we use the total number of students enrolled as the divisor</p>	<p>High school graduation rate: Maintain a high graduation rate (Blue on Dashboard) High school dropout rate: Maintain a low dropout rate (8.8% or lower) School attendance rate: Increase attendance averages to 93% Chronic absenteeism rates: Decrease rate by a minimum of 1%</p>	<p>High school graduation rate: Maintain a high single year graduation rate 2016-2017: 93% High school dropout rate: Maintain a low single year dropout rate (7% or lower) School attendance rate: Increase attendance averages to 94%</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Middle school dropout rates: 0 Suspension rate: 0 Expulsion rate: 0	Middle school dropout rates: Maintain low rate (Blue on Dashboard) Suspension: Maintain low rate (Blue on Dashboard) Expulsion: Maintain low rate (Blue on Dashboard)	Chronic absenteeism rates: Decrease rate by a minimum of 1% Middle school dropout rates: Maintain low rate (Blue on Dashboard) Suspension: Maintain low rate (Blue on Dashboard) Expulsion: Maintain low rate (Blue on Dashboard)	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will collaborate to create and implement annual events/activities calendars for each learning center, which will include a minimum of four student centered events for each center.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	This action will be carried out by existing staff.	This action will be carried out by existing staff.	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action		

2017-18 Actions/Services

Student behavior: Implementation of Second Step curriculum, Morning Meetings; review and update of existing student behavior policies; implementation of Behavior Support Plans, training and implementation of the Nurtured Heart Approach.

2018-19 Actions/Services

Student behavior: Continued implementation of Second Step curriculum, Morning Meetings; continued review and updating of existing student behavior policies; implementation and oversight of Behavior Support Plans, continued implementation and support of the Nurtured Heart Approach; Personalized Learning training; Social Emotional Learning training.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Title II, General Fund	Title II, General Fund	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5863 Professional Development-See Goal 1 Action 1 for Totals	5800: Professional/Consulting Services And Operating Expenditures 5863 Professional Development-See Goal 1 Action 1 for Totals	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expanded services with Plumas Rural Services.

Expanded services with Plumas Rural Services to include the addition of four hours a week of counseling services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$15,000	
Source	General Fund	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5820 Consultants-Non Instructional	5800: Professional/Consulting Services And Operating Expenditures 5820 Consultants-Non Instructional	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

In June of 2017, PCS moved from a district owned facility to a privately owned facility with a longer term lease. PCS anticipates moving from our second district facility in June of 2018, and will either have successfully built our own facility at that time, or will have an alternate temporary plan in place for the 2018-2019 school year.

2018-19 Actions/Services

In June of 2018, PCS Quincy will move from a district owned facility to three privately owned facilities with the option of longer term leases. PCS continue to pursue the development of a permanent Quincy facility through the USDA Rural Development loan program.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$200,000	
Source	General Fund	General Fund	
Budget Reference	6000-6999: Capital Outlay 6100 Sites and Improvement of Sites	6000-6999: Capital Outlay 6100 Sites and Improvement of Sites	
Amount	\$30,000	\$158,000	
Source	General Fund	General Fund	
Budget Reference	5000-5999: Services And Other Operating Expenditures 5610 Rent	5000-5999: Services And Other Operating Expenditures 5610 Rent	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Provision for diverse student activities, enrichment and events.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,240	\$8,000	
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5877 Student Activities	5800: Professional/Consulting Services And Operating Expenditures 5877 Student Activities	
Amount	\$10,300	\$13,000	
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5830 Field Trips	5800: Professional/Consulting Services And Operating Expenditures 5830 Field Trips	

Amount	\$15,000	\$24,205	
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5829 Enrichment	5800: Professional/Consulting Services And Operating Expenditures 5829 Enrichment	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PCS will continue to offer a variety of program options at each of our centers, but will implement program changes in response to identified student needs. Both our Indian Valley Academy High School Program, and Quincy High School program schedules will shift to include less center based courses, and specific time

2018-19 Actions/Services

PCS will continue to offer a variety of program options at each of our centers, and will continue to implement program changes in response to identified student needs. All PCS center schedules include specific time blocks to provide additional support for struggling students.

2019-20 Actions/Services

blocks at the centers to provide additional support for struggling students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$885,979		
Source	General Fund	General Fund	
Budget Reference	1000-1999: Certificated Personnel Salaries 1100 Teacher Salaries	1000-1999: Certificated Personnel Salaries 1100 Teacher Salaries See Goal 1 Action 3 for Totals	
Source	General Fund	General Fund	
Budget Reference	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries-See Goal 1 Action 1 for Totals	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries-See Goal 1 Action 1 for Totals	
Amount	\$138,000	\$158,000	
Source	General Fund	General Fund	
Budget Reference	5000-5999: Services And Other Operating Expenditures 5610 Rent	5000-5999: Services And Other Operating Expenditures 5610 Rent	
Amount	\$137,227	\$115,221	
Source	SPED Funds	SPED Funds	
Budget Reference	1000-1999: Certificated Personnel Salaries 1148 Teacher-SPED Salaries	1000-1999: Certificated Personnel Salaries 1148 Teacher-SPED Salaries	
Source	SPED Funds	SPED Funds	
Budget Reference	2000-2999: Classified Personnel Salaries 2103 SPED Aides Salaries-See Goal 1 Action 2 for Total	2000-2999: Classified Personnel Salaries 2103 SPED Aides Salaries-See Goal 1 Action 2 for Total	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PCS will continue to utilize a School Climate Survey with students to help us determine if the steps we are taking to improve school culture are working.

2018-19 Actions/Services

PCS will continue to utilize a School Climate Survey with students to help us determine if the steps we are taking to improve school culture are working.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	This action will be carried out with existing staff and resources.	This action will be carried out with existing staff and resources.	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Parent Involvement: In an effort to increase parental involvement, PCS will continue to improve upon communication with parents, will continue to improve upon volunteer opportunities, will hold a minimum of three parent meetings at each center annually, will seek to expand parent participation on the Board of Directors to include a representative from each community we serve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Opportunities for parent involvement and communication need to be maximized.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Regular parent meetings at each center	Each center held three parent meetings during the 2016-2017 school year. Participation during the meetings was acceptable but not maximized.	Each center will hold a minimum of three parent meetings though out the school year. The meetings will be scheduled in advance on the master calendar and will provide dinner and child care as incentives for parents to better engage at the meetings.	Each center will hold a minimum of three parent meetings though out the school year. The meetings will be scheduled in advance on the master calendar and will provide dinner and child care as incentives for parents to better engage at the meetings.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Meeting notices will be sent out to parents at two weeks and one week before meeting, as well as the day before.	
Five current parent board members representing two of the three communities we serve	Five current parent board members representing two of the three communities we serve	The PCS Board will maintain a minimum of four parent board members but we will actively seek to recruit a representative from the Chester area.	The PCS Board will maintain a minimum of three parent board members but we will continue to actively seek to recruit a representative from the Chester area.	
Priority 3: Parent Involvement Annual parent involvement survey Use of School Messenger	PCS implemented a parent involvement survey in March of 2017 that assessed parent thoughts around the involvement opportunities provided to them, and their individual involvement with the school. Data shows that parents are satisfied with involvement opportunities. Summary Data includes the following 110 parents participate in the survey, which represents more than half of our families. Key survey findings include (and correspond	PCS will expand upon and continue to implement the parent involvement survey in order to continually assess parent's opinions on involvement opportunities. The overall goal is to improve the percentage of parents who take advantage of the involvement opportunities that PCS offers. 178 parents responded to the survey this year, and their input was used to refine our goals.	PCS will expand upon and continue to implement the parent involvement survey in order to continually assess parent's opinions on involvement opportunities. The overall goal is to improve the percentage of parents who take advantage of the involvement opportunities that PCS offers. PCS will continue to use School Messenger to keep parents informed of all school happenings.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>to each question asked in the survey):</p> <ol style="list-style-type: none"> 1) Thirty percent of the responding parents meet with teachers in person weekly or more 2) Twenty seven percent of the responding parents meet in person with school administration once or twice per year 3) Thirty five percent of the responding parents almost never volunteer at the school, while twenty nine percent volunteered once or twice during the year 4) Of the parents that did volunteer, twenty five percent of them volunteered for a field trip, twenty percent during a school event, six percent attended a PCS Board meeting, and eleven percent volunteered at the centers 5) Forty three percent of the responding parents visited the school weekly or more 6) Forty five percent of the responding parents feel very informed as the 	<p>PCS will continue to use School Messenger to keep parents informed of all school happenings.</p>	<p>In response to the survey data from 2017-2018, we will be adding the following to our parent communication. Quarterly progress reports will be sent out for all students along with an opportunity for a conference at that time; parents will receive more information and training on how to access the parent portal within our SPSIS.</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>happenings at PCS, and forty nine percent feel somewhat informed</p> <p>7) Ninety nine percent of the responding parents prefer to receive school related information by email or text/cell phone</p> <p>8) Seventy two percent of the responding parents feel that PCS makes adequate efforts to promote parent participation at the school</p> <p>9) Sixty eight percent of the responding parents feel that they have the opportunity to be involved in the decision making at PCS, while twenty three percent feel neutral</p> <p>10) Forty percent of the responding parents attend PCS parent meeting in their communities, thirty five percent do not attend meetings and twenty five are neutral.</p> <p>PCS utilizes School Messenger to keep families informed of all school happenings. This program sends</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	texts and emails to families.			
Priority 3: Parental participation in programs for unduplicated pupils	At present, there are no distinct programs offered specifically for unduplicated students. Parents of unduplicated students are provided with the same involvement opportunities as parents of non-unduplicated students.	At present, there are no distinct programs offered specifically for unduplicated students. Parents of unduplicated students are provided with the same involvement opportunities as parents of non-unduplicated students.	At present, there are no distinct programs offered specifically for unduplicated students. Parents of unduplicated students are provided with the same involvement opportunities as parents of non-unduplicated students.	
Priority 3: Parental participation in programs for individuals with exceptional needs	Approximately 11% of PCS's total student population is designated as having exceptional needs and as such have designated IEPs. Parents of students with IEPs engage in regular communication with SPED and Gen Ed staff through trimester goals reporting, quarterly CAC meeting opportunities annual IEP meetings, and triennial reevaluation meetings.	Approximately 15% of PCS's total student population is designated as having exceptional needs and as such have designated IEPs. Parents of students with IEPs engage in regular communication with SPED and Gen Ed staff through trimester goals reporting, quarterly CAC meeting opportunities annual IEP meetings, and triennial reevaluation meetings.	Approximately 15% of PCS's total student population is designated as having exceptional needs and as such have designated IEPs. Parents of students with IEPs engage in regular communication with SPED and Gen Ed staff through trimester goals reporting, quarterly CAC meeting opportunities annual IEP meetings, and triennial reevaluation meetings.	
More formalized parent group	During the 2016-2017, a group of parents began the formation of a formalized Parent/Teacher	PCS would like to continue to formalize the parent group and encourage their continued involvement	Mountain Valley PTO is established, and formally meeting monthly. The next stage for the group is to	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Organization and started to take a more active role in school events.	in school activities and in school decision making.	establish a separate bank account for fundraising, and to move the fiscal oversight of all multi day overnight field trips to them.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PCS staff will facilitate a minimum of three parent meetings each year at each center. These meetings will be scheduled in advance on the master calendar, and will

2018-19 Actions/Services

PCS staff will facilitate a minimum of three parent meetings each year at each center. These meetings will be scheduled in advance on the master calendar, and will

2019-20 Actions/Services

provide child care and dinner to hopefully increase participation.

provide child care and dinner to encourage participation. Based on survey feedback from 2017-2018, we will promote these meetings further in advance and will offer at least one meeting per site at a time other than early evening.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	
Source	General Fund	General Fund	
Budget Reference	4000-4999: Books And Supplies 4720 Other Food	4000-4999: Books And Supplies 4720 Other Food	
Amount	\$1,000	\$1,000	
Source	General Fund	General Fund	
Budget Reference	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PCS staff and existing board members will actively seek to recruit a parent or community representative from the Chester area.

2018-19 Actions/Services

PCS staff and existing board members will continue to actively seek to recruit a parent or community representative from the Chester area.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	This action will be carried out with existing staff and resources.	This action will be carried out with existing staff and resources.	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	
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2017-18 Actions/Services

PCS will continue to utilize a Parent Involvement Survey to keep informed as to how parents are feeling about the opportunities the school provides for their involvement. The results of the survey will continue to be used to evolve our process.

2018-19 Actions/Services

PCS will continue to evolve and utilize a Parent Involvement Survey to keep informed as to how parents are feeling about the opportunities the school provides for their involvement. The results of the survey will continue to be used to evolve our process.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	This action will be carried out with existing staff and resources.	This action will be carried out with existing staff and resources.	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	
-----------------	-----------------	--

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PCS staff and parents will continue to solidify a more active and formalized parent/teacher organization.

PCS staff and parents will continue to evolve the Mountain Valley PTO which is already meeting monthly. The next step for the group is to set up a checking account for fundraising and then to assume fiscal oversight of all multi day overnight field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	This action will be carried out with existing staff and resources.	This action will be carried out with existing staff and resources.	

Action 5

All All Schools

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

New Action

Based on the Parent survey results from 2017-2018, PCS will be offering quarterly progress reports and the opportunity for quarterly parent conferences. Parents will also have better defined and more consistent access to the parent portal function within the school database.

Budgeted Expenditures

Amount

0

Budget
Reference

This action will be carried out with existing staff and resources.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Staff Support: In an effort to ensure consistent and relevant staff support and development, PCS will pre schedule a minimum of four professional development activities annually which will include curriculum training and implementation, behavior support training, and software training.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities: Provision of adequate professional development to support teacher growth and student achievement.

Identified Need:

Staff need to be consistently supported and provided with regular and pre planned professional development that support their growth as educators.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1, 2: Local Measure-Professional development	PCS regularly offers professional development activities to staff which include relevant conference participation, SPED training, software training, and curriculum training. Because of budget considerations	PCS administration will plan for professional development activities further in advance and provide staff with a PD calendar at the beginning of the school year. PCS will also commit more funds to PD this year regardless	PCS administration will plan for professional development activities further in advance and provide staff with a PD calendar at the beginning of the school year. PCS will also commit consistent funds to PD.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>however, these are not always planned far in advance, and attendance at away events has been minimized.</p>	<p>of the overall budget outlook.</p> <p>Below is the template set for Professional Development structure and opportunities for the 2017-2018 school year.</p> <p>Professional Development Overview for 2017-2018</p> <p>Annual conferences</p> <p>Administrator collaboration monthly</p> <p>School wide collaboration three times a year</p> <p>Site level meetings weekly</p> <p>Tier I: Annual conferences and workshops provided by charter advocate groups</p> <ul style="list-style-type: none"> • California Charter School Association (CCSA) Conference March 26-29 San Diego 	<p>Below is the template set for Professional Development structure and opportunities for the 2018-2019 school year.</p> <p>Professional Development Overview for 2018-2019</p> <p>Annual conferences</p> <p>Administrator collaboration monthly</p> <p>School wide collaboration three times a year</p> <p>Site level meetings weekly</p> <p>Tier I: Annual conferences and workshops provided by charter advocate groups</p> <ul style="list-style-type: none"> • California Charter School Association (CCSA) Conference March 26-29 San Diego • Charter Schools Development Center (CSDC) 	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> • Charter Schools Development Center (CSDC) Conference November 16-17 San Diego • California Science Teachers Association (CSTA) Conference- October 16-17 Sacramento • Computer Using Educators (CUE) National Conference- March 14-17 Palm Springs • A+Plus Association of Personalized Learning Schools and Services Conference- October 25-27 Anaheim • Self researched outsourced professional development activities online or through live workshop. 	<ul style="list-style-type: none"> Conference November 16-17 San Diego • California Science Teachers Association (CSTA) Conference- October 16-17 Sacramento • Computer Using Educators (CUE) National Conference- March 14-17 Palm Springs • A+Plus Association of Personalized Learning Schools and Services Conference- October 25-27 Anaheim • Self researched outsourced professional development activities online or through live workshop. Clear with administrator. 	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Clear with administrator.</p> <ul style="list-style-type: none"> Clearly defined feedback mechanism and program integration <p>Tier II: Administrator driven</p> <ul style="list-style-type: none"> To be provided during whole school collaboration and site level collaboration. This will include trainings led by administration (as identified by staff and administration), and by bringing in outside professionals to lead appropriate training/worksh ops. <p>Tier III: Staff driven professional development-Teacher Leadership</p>	<ul style="list-style-type: none"> Clearly defined feedback mechanism and program integration <p>Tier II: Administrator driven</p> <ul style="list-style-type: none"> To be provided during whole school collaboration and site level collaboration. This will include trainings led by administration (as identified by staff and administration), and by bringing in outside professionals to lead appropriate training/worksh ops. <p>Tier III: Staff driven professional development-Teacher Leadership</p> <ul style="list-style-type: none"> Stipend opportunity (Extra duty at 	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> • Stipend opportunity (Extra duty at \$45/hour-10 hours max per teacher). The ten hour allotment includes preparation and research time, presentation and implementation time and follow up. • Format: Lead out 45-60 minute block trainings throughout the school year during site level collaboration, as deemed appropriate for the content. <p>Example Topics:</p> <ul style="list-style-type: none"> • Math instruction resources, best practices, and thematic integration • Science instruction 	<p>\$45/hour-10 hours max per teacher). The ten hour allotment includes preparation and research time, presentation and implementation time and follow up.</p> <ul style="list-style-type: none"> • Format: Lead out 45-60 minute block trainings throughout the school year during site level collaboration, as deemed appropriate for the content. <p>Example Topics:</p> <ul style="list-style-type: none"> • Personalized Learning • Reading with Relevance • iReady • School Pathways • Math instruction resources, best practices, and 	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		resources, best practices, and thematic integration <ul style="list-style-type: none"> • Reading instruction best practices, intervention and resources • Data driven instruction • Student behavior • School culture • Enrichment integration into core subjects • SPED • Technology 	thematic integration <ul style="list-style-type: none"> • Science instruction resources, best practices, and thematic integration • Reading instruction best practices, intervention and resources • Data driven instruction • Student behavior • School culture • Enrichment integration into core subjects • SPED • Technology 	
Collaboration and staff meetings	All sites have designated times in their weekly schedules for staff collaboration time.	All sites will have a designated day during the weekly schedule allotted to staff meetings and collaboration.	All sites will continue to have a designated day during the weekly schedule allotted to staff meetings and collaboration.	
Priority 6: Other Local Measures-Teacher Survey	To date, teachers have not been surveyed in a manner that yields aggregated data on their opinions of how the climate of Plumas	PCS staff will develop and implement a survey for teachers that allows for a quantifiable look at feelings of school safety, climate, and the meeting	PCS administration will continue to evolve and implement a survey for teachers that allows for a quantifiable look at feelings of school safety,	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Charter School is evolving.	for professional development needs.	climate, and the meeting for professional development needs.	
Teacher Evaluation			Based on 2017-2018 staff survey data, the teacher evaluation process will be reviewed and updated by a committee of instructional staff. Teacher evaluation materials and oversight will be digitized for easier and consistent access.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PCS administration and staff will plan and schedule an annual professional development calendar that will be shared with staff in September.

2018-19 Actions/Services

PCS administration and staff will plan and schedule an annual professional development calendar that will be shared with staff in September.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	This action will be carried out by existing staff and resources.	This action will be carried out by existing staff and resources.	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PCS will commit a minimum of \$15,000 for staff professional development.

2018-19 Actions/Services

PCS will commit a minimum of \$15,000 for staff professional development.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$15,759	
Source	Title II, General Fund	Title II, General Fund	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5863 Professional Development-See Goal 1 Action 1 for Total	5000-5999: Services And Other Operating Expenditures 5210 Conference Fees 5215 Travel	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

All centers weekly schedules will include a day that is designated for teacher collaboration and meetings.

2018-19 Actions/Services

All centers weekly schedules will include a day that is designated for teacher collaboration and meetings.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	This action will be carried out with existing staff and resources.	This action will be carried out with existing staff and resources.	

Action 4

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Based on the adoption of new curriculum, and staff survey data, curriculum collaboration meetings will occur a minimum of four times throughout the school year.

Budgeted Expenditures

Amount

0

Budget
Reference

This action will be carried out with existing staff and resources.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$271,049

Percentage to Increase or Improve Services

11.39%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Plumas Charter School will offer a variety of programs and services for our unduplicated students including school wide implementation of Student Action Plans for struggling students, the Nurtured Heart Approach for improvement of school climate and student behavior, school wide support of Instructional Aides to work individually with struggling students; expanded student activities, events and field trips. While all of these services are available to all students, they have the potential to have a greater effect on our unduplicated students.

Although PCS has an unduplicated percentage of 55.7%, we will not receive any concentration funding because our school districts percentage of 48.59% is the one the state uses for us as well. Supplemental funding of \$271,049 is estimated for 2018-2019.

Increased expenditures and provision of services, to support and serve the unduplicated pupils generating this funding include:

- Instructional Aide support: \$191,633 Instructional Aide Salaries are aligned to the Supplemental Funding, with the intent that Aides support individual and small groups of unduplicated students in remediation, intervention, and other support.
- Student activities, field trips and enrichment: \$79,416 of PCS's student activities, field trips and enrichment activities are aligned to the Supplemental Funding, with the intent that unduplicated students need to be provided with additional activities to help support their overall educational experience.

The following are actions/services that are being funded and provided on a schoolwide or LEA-wide basis:

Goal 1, Action 2

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 2, Action 5

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$214,267

Percentage to Increase or Improve Services

8.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Plumas Charter School will offer a variety of programs and services for our unduplicated students including school wide implementation of Student Action Plans for struggling students, the Nurtured Heart Approach for improvement of school climate and student behavior, school wide support of Instructional Aides to work individually with struggling students, and expanded student activities, events and field trips. While all of these services are available to all students, they have the potential to have a greater effect on our unduplicated students.

Although PCS has an unduplicated percentage of 55.7%, we will not receive any concentration funding because our school districts percentage of 48.59% is the one the state uses for us as well. Supplemental funding of \$214,267 is estimated for 2017-2018. Increased expenditures and provision of services, to support and serve the unduplicated pupils generating this funding include:

- Instructional Aide support: approximately 56% (\$180,460) of PCS's Instructional Aide Salaries are aligned to the Supplemental Funding, with the intent that Aides support individual and small groups of unduplicated students in remediation, intervention, and other support.
- Student activities, field trips and enrichment: approximately 50% (\$33,540) of PCS's student activities, field trips and enrichment activities are aligned to the Supplemental Funding, with the intent that unduplicated students need to be provided with additional activities to help support their overall educational experience.

The following are actions/services that are being funded and provided on a schoolwide or LEA-wide basis:

Goal 1, Action 2

Goal 2, Action 5

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,717,200.00	1,709,696.00	2,591,979.00	1,997,181.00	0.00	4,589,160.00
	0.00	0.00	0.00	0.00	0.00	0.00
General Fund	1,286,973.00	1,205,373.00	2,202,952.00	1,524,510.00	0.00	3,727,462.00
General Fund, College Readiness Block Grant	7,500.00	7,500.00	7,500.00	0.00	0.00	7,500.00
SPED Funds	181,627.00	194,735.00	137,227.00	188,074.00	0.00	325,301.00
SRSA	15,000.00	15,000.00	15,000.00	5,000.00	0.00	20,000.00
Supplemental	214,000.00	271,788.00	214,000.00	251,838.00	0.00	465,838.00
Title II, General Fund	12,100.00	15,300.00	15,300.00	27,759.00	0.00	43,059.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,717,200.00	1,709,696.00	2,591,979.00	1,997,181.00	0.00	4,589,160.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	993,206.00	1,060,544.00	1,879,185.00	1,100,061.00	0.00	2,979,246.00
2000-2999: Classified Personnel Salaries	233,360.00	257,588.00	188,960.00	222,633.00	0.00	411,593.00
4000-4999: Books And Supplies	100,494.00	100,494.00	100,494.00	70,523.00	0.00	171,017.00
5000-5999: Services And Other Operating Expenditures	138,000.00	150,600.00	168,000.00	331,759.00	0.00	499,759.00
5800: Professional/Consulting Services And Operating Expenditures	52,140.00	88,900.00	55,340.00	72,205.00	0.00	127,545.00
6000-6999: Capital Outlay	200,000.00	51,570.00	200,000.00	200,000.00	0.00	400,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,717,200.00	1,709,696.00	2,591,979.00	1,997,181.00	0.00	4,589,160.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund	855,979.00	910,209.00	1,741,958.00	911,987.00	0.00	2,653,945.00
1000-1999: Certificated Personnel Salaries	SPED Funds	137,227.00	150,335.00	137,227.00	188,074.00	0.00	325,301.00
2000-2999: Classified Personnel Salaries	General Fund	1,000.00	1,000.00	1,000.00	31,000.00	0.00	32,000.00
2000-2999: Classified Personnel Salaries	General Fund, College Readiness Block Grant	7,500.00	7,500.00	7,500.00	0.00	0.00	7,500.00
2000-2999: Classified Personnel Salaries	SPED Funds	44,400.00	44,400.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	180,460.00	204,688.00	180,460.00	191,633.00	0.00	372,093.00
4000-4999: Books And Supplies	General Fund	85,494.00	85,494.00	85,494.00	65,523.00	0.00	151,017.00
4000-4999: Books And Supplies	SRSA	15,000.00	15,000.00	15,000.00	5,000.00	0.00	20,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	138,000.00	150,600.00	168,000.00	316,000.00	0.00	484,000.00
5000-5999: Services And Other Operating Expenditures	Title II, General Fund	0.00	0.00	0.00	15,759.00	0.00	15,759.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	6,500.00	6,500.00	6,500.00	0.00	0.00	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	33,540.00	67,100.00	33,540.00	60,205.00	0.00	93,745.00
5800: Professional/Consulting Services And Operating Expenditures	Title II, General Fund	12,100.00	15,300.00	15,300.00	12,000.00	0.00	27,300.00
6000-6999: Capital Outlay	General Fund	200,000.00	51,570.00	200,000.00	200,000.00	0.00	400,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,155,533.00	1,237,191.00	1,158,733.00	1,287,996.00	0.00	2,446,729.00
Goal 2	559,667.00	470,505.00	1,431,246.00	691,426.00	0.00	2,122,672.00
Goal 3	2,000.00	2,000.00	2,000.00	2,000.00	0.00	4,000.00
Goal 4	0.00	0.00	0.00	15,759.00	0.00	15,759.00

* Totals based on expenditure amounts in goal and annual update sections.