

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Plumas Charter School

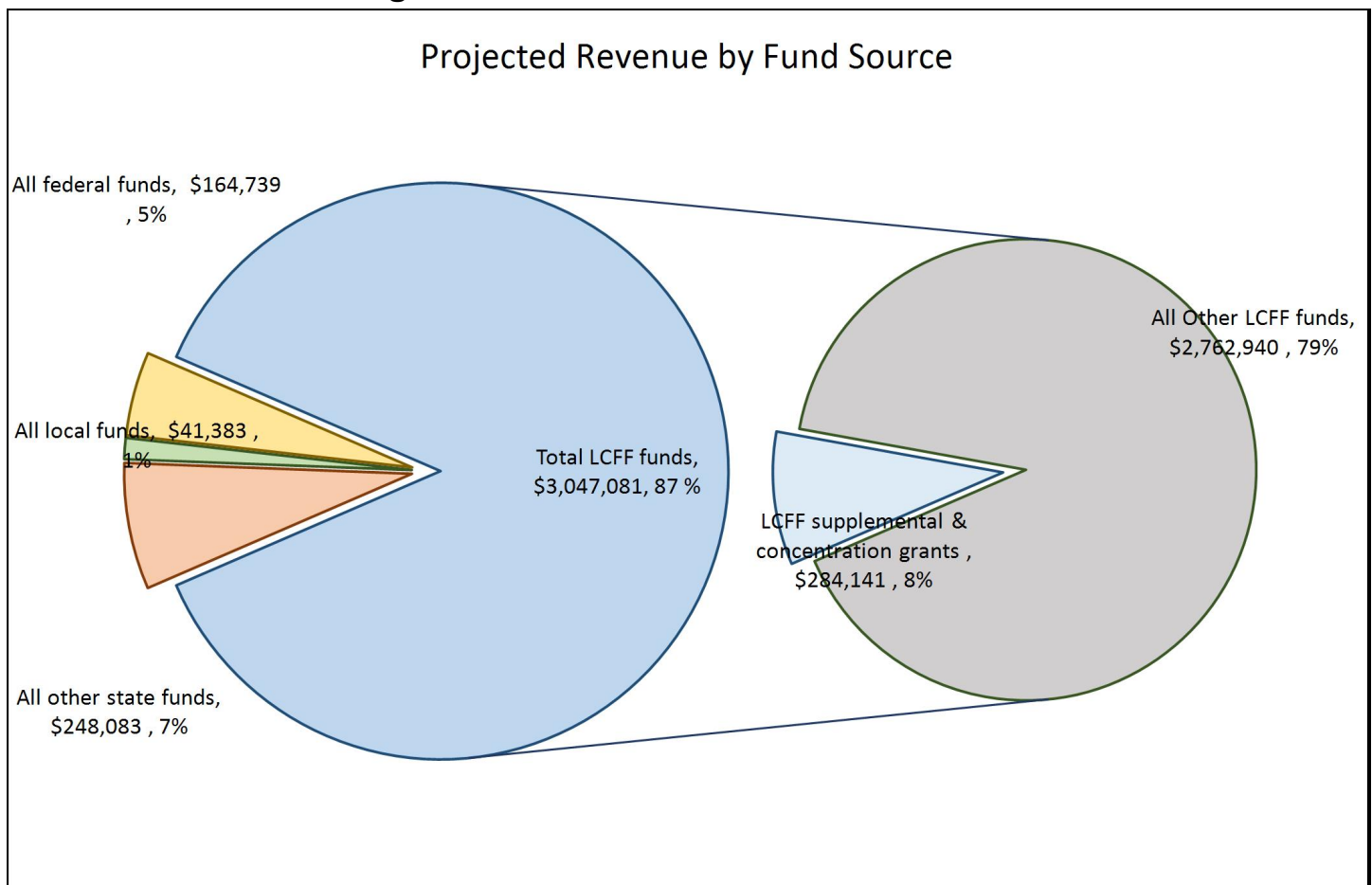
CDS Code: 32 66969 3230083

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Taletha Washburn, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

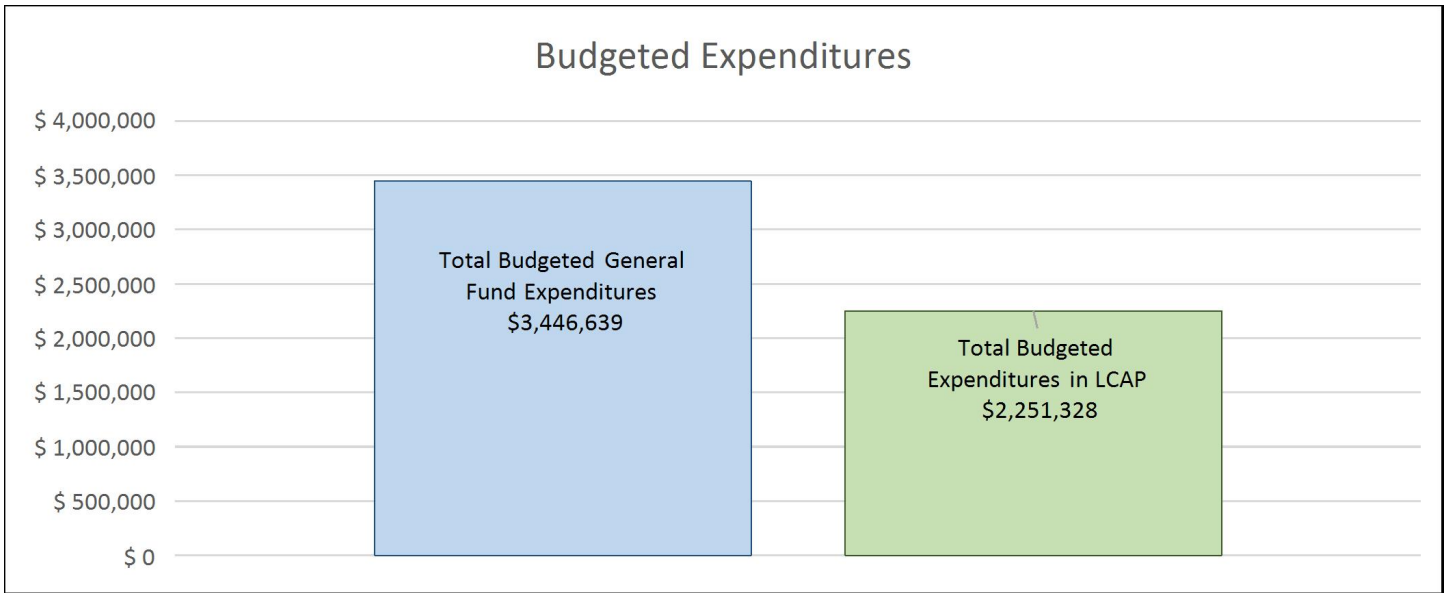


This chart shows the total general purpose revenue Plumas Charter School expects to receive in the coming year from all sources.

The total revenue projected for Plumas Charter School is \$3,501,286, of which \$3,047,081 is Local Control Funding Formula (LCFF), \$248,083 is other state funds, \$41,383 is local funds, and \$164,739 is federal funds. Of the \$3,047,081 in LCFF Funds, \$284,141 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Plumas Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Plumas Charter School plans to spend \$3,446,639 for the 2019-20 school year. Of that amount, \$2,251,328 is tied to actions/services in the LCAP and \$1,195,311 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All administrative expenses are not included in the LCAP. These expenses include:

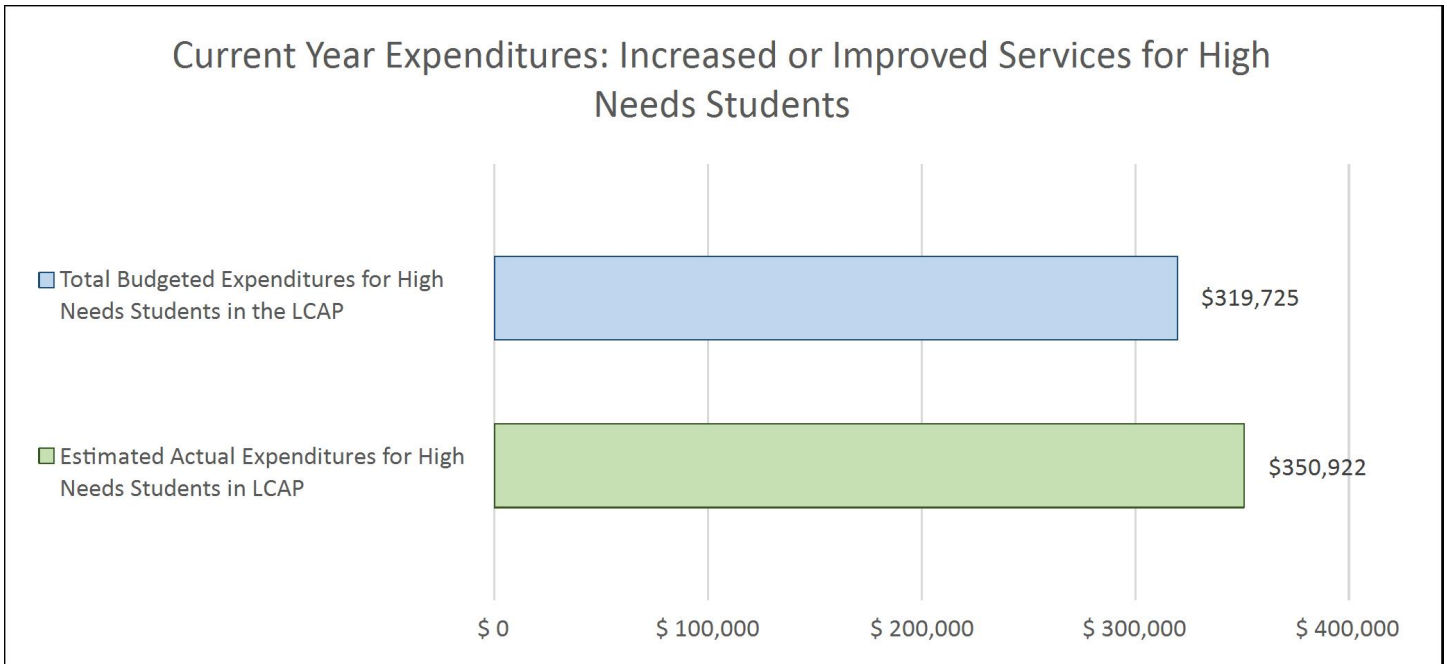
- *Administrative salaries
- *Comprehensive liability insurance
- *District oversight fees
- *Back office support costs
- *Student data base costs
- *Non instructional classified personnel
- *All employee benefit costs

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Plumas Charter School is projecting it will receive \$284,141 based on the enrollment of foster youth, English learner, and low-income students. Plumas Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Plumas Charter School plans to spend \$389,538 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Plumas Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Plumas Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Plumas Charter School's LCAP budgeted \$319,725 for planned actions to increase or improve services for high needs students. Plumas Charter School estimates that it will actually spend \$350,922 for actions to increase or improve services for high needs students in 2018-19.

2019-20

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Plumas Charter School	Taletha Washburn Executive Director	taletha@plumascharterschool.org 1-530-283-3851

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, Taylorsville 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 six 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.

Beginning in the 2018-2019 school year, the Quincy program operates 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 that will house TK-12 programs in Quincy. Our Indian Valley programs are located at 4352 Main Street in Taylorsville, for grades 7-12, and at 212 Pine Street in Greenville for grades K-6. 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 2018-2019 LCAP. Based on student outcome data, as well as student, parent and staff surveys, PCS will hold the same general four goals for the 2019-2020 year, with modified actions and services. Below are generalized highlights from the 2018-2019 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:

2017-2018: Math BOY: 16% At or Above Level

Math EOY: 46% At or Above Level

2018-2019: Math BOY: 22% At or Above Level

Math EOY: 47% At or Above level

2017-2018: ELA BOY: 34% At or Above Level

ELA EOY: 43% At or Above Level

2018-2019: ELA BOY: 30% At or Above Level

ELA EOY: 58% At or Above Level

*Curriculum adoption during the 2017-2018 school year and implemented during the 2018-2019 school year

*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: Two additional CTE Pathways were developed this year and made available to students, for a total of 5 available pathways. They are Agriscience and Software and Systems

*During the 2018-2019 school year, 11 students enrolled in CTE Pathways, and completed at least one course

*Action Plans: 44 students identified for these, and 37 improved in at least one area as a result

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)

*CCSA conference attendance with focus on social emotional learning

*Student survey: Increased participation and positive results

*Attendance rate: from 93% average to 94% (at the end of month 9-month 10 needs to be included once complete)

*Facilities transitions: Successful transitioning to alternate facilities for Quincy programs

*Expansion of community partnerships and opportunities for students

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

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 California School Dashboard, 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 18/19 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 implementation (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: 44 students were identified for Student Action Plans, and at the year end data collection point, 37 of the students showed growth in at least one area

*CTE Pathways: Two additional pathways were developed this year and made available to students, for a total of five: Patient Care, Public Safety, Food Services, Agriculture, and Information Technology

*30 Note Books were purchased for use across sites

*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 93% to 94%

*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

*Involved 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 participation was increased, and the results were positive

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 2019/2020 LCAP.

Referring to the California School Dashboard, 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 2018 (2017-2018 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 2016-2017, and 2017-2018:

Suspension Rate: Blue to Blue

Graduation Rate: Orange to Red

ELA 3-8: Yellow to Orange

Math 3-8: Yellow to Orange

The above dashboard indicators are important metrics. As indicated, three of the metrics declined between 2016-2017 and 2017-2018 (Graduation Rate, and SBAC indicators). These indicators pose significant challenges and display significant need. What is challenging about the metrics as stand alone, is that they do not represent the intricacies of the situations. The graduation rate represents the cohort rate, which can change drastically for the school from year to year depending on the new students that enroll. The ELA SBAC results did decline by 6% between the two years, and the dashboard indicator supports that decline. However, the Math ELA results increased 2% over the two years, but the dashboard displays a decline. This is challenging to reconcile.

SBAC Data-ELA 2017-2018 Goal Not Met

2016-2017: 40.59% At or Above Standard

2017-2018: 34.81% At or Above Standard

2018-2019:

A whole school Action Plan was implemented during this LCAP cycle to address the decline in the ELA results. The plan included a "Curriculum Fidelity" exercise which included the K-6 staff, where they were tasked to re calibrate their use of and consistency with adopted curriculum. This was addressed at K-6 each site level meeting throughout the year. The school also consistently used the interim assessment tool to help students better prepare for the end of year assessments.

As mentioned above, we also saw a decline in our cohort graduation rate between 2016-2017 (71.4%) and 2017-2018 (65.2%). 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 (2018) was 90%, which does indicate that we are 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 refine the use of internal student assessment data to drive instruction
- Continue to adopt and effectively implement 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 California School Dashboard, 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 2017-2018 school year.

School Dashboard

English Language Arts: All students are identified as "Orange" or "Low" in SBAC ELA performance, and there was a a% decline in the percentage of students scoring at or above level. Both of the school subgroups (White and Socioeconomically Disadvantaged).

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

2019 ELA:

Mathematics: All students are identified as “Orange” or “Low” in SBAC Math performance, although there was growth between the 2016-2017 and 2017-2018 school years of the percentage of students that scored at or above level. However, in the White subgroup we saw a decline in distance from standard, and in the Socioeconomically Disadvantaged subgroup we saw the same level distance from standard as the previous year.

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

2019 Math:

Steps to address these identified needs include:

- Because of the significant decline we experienced in ELA testing data, the school underwent an exercise to review and refine how teachers are implementing the adopted curriculum.
- 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.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No Sites in CSI

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

No sites in CSI

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

No sites in CSI

Annual Update

LCAP Year Reviewed: **2018-19**

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

18-19

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 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.

Actual

SBAC Data will not be available until August 2019. Plumas Charter School will not know if these outcomes have been met until that time.

Expected

Baseline

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 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

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

Metric/Indicator

Priority 8: Other pupil outcomes iReady

18-19

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.

Baseline

2017-2018

Math EOY: 46% on or above Level (16% increase from 2016-2017)

Reading EOY: 43% on or above Level (2% increase from 2016-2017)

Metric/Indicator

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

Curriculum and related professional development/implementation of content standards

Actual

2018-2019

Math EOY: 47% on or above level (1% growth over previous year)

Reading EOY: 58% on or above level (15% growth over previous year)

Staff implemented the curriculum as noted in the expected column. Staff met throughout the year to discuss implementation and effectiveness of the curriculum. Staff agreed that the science curriculum selected poses some challenges that need to be addressed during the following year. Staff also agreed that a secondary mathematics curriculum for 9-12 grades students needs to be considered for higher performing students.

Expected

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

18-19

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

*9-12 Mathematics

Staff utilizing these newly adopted materials will convene monthly to discuss and align implementation, troubleshoot any challenges in implementation and share best practices.

The goal for the self reporting survey metric of Recently Adopted Academic Standards and/or Curriculum Frameworks is as follows:

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)

4 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 – Full Implementation

Next Generation Science Standards

4 – Full Implementation

History-Social Science

4 – Full 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.

Actual

For the 2019-2020 school year, the school will begin a cycle of review for the currently adopted materials.

Local Indicator Rubric Data:

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 and Sustainability

Next Generation Science Standards

4 – Initial Implementation

History-Social Science

4 – 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)

3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 – Full Implementation

Next Generation Science Standards

4 – Initial Implementation

Expected

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)

4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 – Full Implementation

Next Generation Science Standards

4 – Full Implementation

History-Social Science

4 – Full Implementation

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)

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)

4 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 – Full Implementation

Next Generation Science Standards

4 – Initial Implementation

History-Social Science

4 – Full Implementation

Other Adopted Academic Standards

4. Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Actual

History-Social Science

4 – Initial Implementation

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)

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

5 – Full Implementation and Sustainability

Next Generation Science Standards

4 – Full Implementation

History-Social Science

4 – Full Implementation

Other Adopted Academic Standards

4. Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

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

Career Technical Education

3 – Initial Development

Health Education Content Standards

3 – Initial Development

Physical Education Model Content Standards

3 – Initial Implementation

Visual and Performing Arts

4 – Initial Implementation

World Language

4 – Initial Implementation

Expected

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

Career Technical Education

3 – Initial Implementation

Health Education Content Standards

3 – Initial Implementation

Physical Education Model Content Standards

3 – Initial Implementation

Visual and Performing Arts

3 – Initial Implementation

World Language

3 – Initial Implementation

Baseline

2017-2018

Adoption of 7-12 Science, Math, ELA and Social Studies Curriculum

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

Actual

Expected

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)

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

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)

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

Other Adopted Academic Standards

Actual

Expected

4. Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

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

Metric/Indicator

Intervention

18-19

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

All students identified as performing 2 or more grade levels below, as indicated by internal assessment data, will 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.

Baseline

2017-2018 Student Action Plan Implementation-inconsistent use of this process and progress tracking of students with SAPs.

Metric/Indicator

Priority 7: Course options

18-19

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

Actual

Student Action Plans were more consistently implemented during the 2018-2019 school year, but this process is still not where the staff wants it to be.

44 students were identified for these plans based on their assessment data, and 37 did show growth as a result of the targeted interventions.

The challenge experienced this year with ensuring this process had continuity across sites and students, was that the school's SPED Coordinator also took on Site Administrative duties as a result of one administrator being called in to active marine duty.

As a result of the Leadership Workshop held in April 2019, the team set our appropriate calendaring activities and more concrete deadlines across sites to ensure this process is receiving the attention it deserves.

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

PCS offered a range of program and courses and during the 2018-2019 school year, including the three newly established CTE Pathways. PCS continued to build our comprehensive CTE Program by outlining a 2 additional pathways, for a total of 5 by the end of the 2018-2019 school year.

Expected

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 (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.

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

18-19

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.

Baseline

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

Metric/Indicator

Priority 1: Basic/Teacher assignment

18-19

All teachers will continue to be appropriately assigned and credentialed. PCS will continue to encourage in house instructional staff to pursue teaching credentials, and complete their internships or student teaching with us. Going in to the 2018-2019 school year, we have four such teachers.

Baseline

All teachers are appropriately assigned and credentialed

Actual

Comprehensive course options continued 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), utilizing center based courses, online courses, traditional IS courses, and community college courses.

Because of our movement of the Quincy center this summer, we did see the need to update and add to the available student devices. After assessing the student to device and site to device ratios, it was determined that the school needed fifty more student devices in order to properly function. Those fifty devices were distributed among the new locations, as well as the outlying locations.

The school's Quincy network was successfully installed at the new locations.

The equipment across sites was also updated and properly housed in racks.

All teachers were appropriately assigned and credentialed. PCS continued to encourage in house instructional staff to pursue teaching credentials, and complete their internships or student teaching with us. During the 2018-2019 PCS supported four teachers in completing their credential programs.

Expected

Metric/Indicator

Priority 1: Basic/Facilities

18-19

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.

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 2017/2018 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

18-19

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

18-19

Two students completed all A-G courses needed for entrance into a CSU 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.

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

18-19

Actual

School Director(s) continues to inspect all facilities annually. PCS Quincy successfully moved into three separate locations in June of 2018. Each of these three new sites underwent significant upgrades to allow for student use.

All of school's current six locations are well maintained and in good repair.

PCS no longer maintains a full time custodial staff member, but has contracted out entirely for cleaning and maintenance services.

PCS provides programs and services to EL students on an individualized basis. During the 2018-2019 school year, PCS did not have any EL students.

1 Student successfully completed the A-G courses necessary for entrance to CSU or UC.

Throughout the 2018-2019 school year, 11 students enrolled in CTE Pathways and completed at least one course in the pathway.

For the 2018-2019 school year, PCS designed and offered to students five CTE Pathways.

Expected

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.

Baseline

CTE Pathway development began during the 2017-2018 school year. By the end of that year, PCS had designed and offered three pathway options for student's to access.

Metric/Indicator

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

18-19

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)

18-19

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

Class of 2016: 11.9% Prepared
 11.9% Approaching Prepared
 Class of 2017: 21.3% Prepared
 25.5% Approaching Prepared
 Class of 2018: 15.2% Prepared
 23.9% Approaching Prepared

Actual

PCS does not offer AP courses.

All eleventh grade students participated in this assessment through the SBAC exams.

During the 2018-2019 school year, 31 students took one or more courses at the local community college.

Breakdown by community is:

Quincy: 23
 Chester: 1
 Indian Valley Academy: 7

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

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.

Continued to build school resources and staff competency with Common Core Standards and NGSS; implemented 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.

4100 Textbook and Core: \$23,500
 4200 Books and Reference: \$8,500
 4320 Educational Software: \$26,523
 4325 Instructional Supplies: \$6,000
 4000-4999: Books And Supplies General Fund \$64,523

4100 Textbook and Core: \$23,500
 4200 Books and Reference: \$8,500
 4320 Educational Software: \$35,500
 4325 Instructional Supplies: \$6,000
 4000-4999: Books And Supplies General Fund \$73,500

5863 Professional Development
 5800: Professional/Consulting Services And Operating Expenditures Title II, General Fund \$12,000

5863 Professional Development-
 See Goal 4 Action 2 for totals
 5800: Professional/Consulting Services And Operating Expenditures Title II, General Fund

Action 2

Planned Actions/Services

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.

Actual Actions/Services

Continued to improve, track and implement Student Action Plans, and other services and support through school based intervention programs. PCS designated a SPED and Intervention Coordinator to oversee this important process.

Budgeted Expenditures

2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental \$191,633

1148 Teacher SPED 1000-1999: Certificated Personnel Salaries SPED Funds \$72,853

Estimated Actual Expenditures

2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental \$222,830

1148 Teacher SPED 1000-1999: Certificated Personnel Salaries SPED Funds \$75,000

Action 3

Planned 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

Actual 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

Budgeted Expenditures

1100 Certificated Salaries 1000-1999: Certificated Personnel Salaries General Fund \$911,987

Estimated Actual Expenditures

1100 Certificated Salaries 1000-1999: Certificated Personnel Salaries General Fund \$932,081

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.

action in progress, Administration specifically targeted one class observation to evaluating student engagement. Certificated teachers also worked with the Outdoor Education Coordinator to begin to establish appropriate themes for each grade level that include cross curricular and expeditionary components.

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

2101 Enrichment Salaries 2000-2999: Classified Personnel Salaries General Fund \$84,528

Action 4

Planned 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.

Actual 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.

Budgeted Expenditures

This action will be accomplished by existing staff. 0

Estimated Actual Expenditures

This action was accomplished by existing staff. 0

Action 5

Planned 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.

Actual Actions/Services

No EL students joined PCS during the 2018-2019 school year.

Budgeted Expenditures

This will be accomplished with existing staff. 0

Estimated Actual Expenditures

This would have been accomplished with existing staff.

Action 6

Planned Actions/Services

PCS will continue to offer a broad range of program options and courses during the 2018-2019

Actual Actions/Services

PCS continued to offer a broad range of program options and courses during the 2018-2019

Budgeted Expenditures

4320 Educational Software-See Goal 1 Action 1 for Total 4000-

Estimated Actual Expenditures

4320 Educational Software-See Goal 1 Action 1 for Total 4000-

school year. These will include center based, online, traditional independent study, college and facilitated homeschool.

school year. These included center based, online, traditional independent study, college and facilitated homeschool.

4999: Books And Supplies
General Fund

4999: Books And Supplies
General Fund

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. With the move of our largest center into three separate locations, the movement of that network, and the physical disbursement of available devices, we will closely monitor the student to device ratios and increase inventory as appropriate.

Actual Actions/Services

PCS continued to monitor the availability of electronic devices and other technology at each of our centers, and increased availability as deemed appropriate. With the move of the largest center into three separate locations, the movement of that network, and the physical disbursement of available devices, we closely monitor the student to device ratios and increase inventory as appropriate. This needed increase was more drastic than anticipated, partially driven by the higher than expected student enrollment.

Budgeted Expenditures

4420 Computers 4000-4999:
Books And Supplies SRSA
\$5,000

Estimated Actual Expenditures

4420 Computers 4000-4999:
Books And Supplies SRSA
\$45,000

Action 8

Planned Actions/Services

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

Actual Actions/Services

PCS clearly identify/outline an additional two CTE Pathways that were available to students.

Budgeted Expenditures

This action will be carried out with existing staff. 0

Estimated Actual Expenditures

This action was carried out with existing staff. 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.

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 where 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
2019 ELA:

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
2019 Math:

iReady
The majority of students in grades 2-6 spent time several days a week completing 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

2018-2019
Math EOY: 47% On or Above Level
ELA EOY: 58% On or Above Level

Curriculum/PD/Collaboration

Implementation of Mathematics Curriculum (9-12)

Implementation of English Language Arts Curriculum (9-12)

Implementation of Science Curriculum (9-12)

Implementation of Social Studies Curriculum (9-12)

Intervention

44 students were identified for Student Action Plans based on relevant assessment data. Of those, 37 students 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 2018-2019 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, and an overall increased need for student devices, PCS purchased and made available for use 50 laptops.

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

PCS's A-G list was maintained. 1 graduate successfully completed an A-G graduation track.

CTE

PCS clearly identified/outlined two additional CTE Pathways that were made available to students, for a total of five (Patient Care, Public Safety, Agriculture, Food Service, and Information Technology). During the 2018-2019 school year, 11 students enrolled in pathways and completed at least one course in the pathway.

EAP/College Readiness

Class of 2018: 15.2% were designated as college and career ready, and 23.9% were designated as approaching preparedness

Class of 2019:

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

SBAC

2017-2018: Mathematics growth target met: Increase of 3.72% of students meeting or exceeding the standards

2018-2019:

2017-2018: 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 was implemented during the 2018-2019 school year to address deficiency.

2018-2019:

iReady

2017-2018

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

2018-2019

Mathematics growth target not met: Increase of 1% (goal was 2%) of students ending year on or above level

ELA growth target met: Increase of 15% of students ending year on or above level

Curriculum/PD/Collaboration

The actions and services identified to meet this goal were very effective in teachers were able to implement the curriculum selected the prior year in committee.

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 2019-2020 school year. 44 students were identified for these plans this year, and 37 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 serve any EL students during the 2018-2019 school year.

A-G

The actions and services designated for meeting this goal were effective, in that we maintained our comprehensive A-G approved list. This does not mean that more students are taking full advantage of the offered courses, but that we continue to offer them.

CTE

The actions and services designated for meeting this goal were effective, as we successfully created and made available 2 additional CTE Pathways.

EAP/College Readiness

The action was identified as having the eleventh grade students participate in the assessment program. This was met, but the metric of students being deemed college and career ready is not where PCS wants it to be. Moving forward, goals will be set to increase the percentage of students who are gauged as college and career ready using this metric.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were several areas where the actual expenditures far exceeded the initially budgeted expenditures. The primary reason for these increased expenditures across the board, was that the school experienced a higher than projected enrollment, and wanted to use the additional funds to directly support the students and staff.

- 1) Professional Development was budgeted at \$12,000 and increased to \$40,000 to allow for Spring conference participation by the majority of teachers.
- 2) Instructional Aide salaries was budgeted at \$191,633 and increased to \$222,830. This increase represented the addition of aide support time.
- 3) Enrichment Salaries was budgeted at \$30,000 and increased to \$84,528. This increase represents the hiring of additional enrichment instructors to support programs and student interests.

- 4) Computers was budgeted at \$5,000 and increased to \$45,000. This increase allowed for the purchasing of 50 new student machines, new network equipment across sites, storage cabinets for the network equipment, and five new teacher computers
- 5) Educational Software also nominally increased due to the addition of new programs.

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 2018, we determined holistically that the goals we had set in the LCAP going in to the 2018-2019 school year were appropriate.

The dashboard indicated that our SBAC scores in ELA decreased and Math increased. There is a significant amount of work to be done in order to intentionally see this metric improve. The goal set for the 2018-2019 school year around SBAC performance noted a desired 2% increase in students performing at or above standard or that increased one performance band, and we feel this is inappropriate. All outcomes, metrics and actions and services to achieve this goal were appropriate. There will be changes to some components here for the 2019-2020 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 implemented curriculum.

Intervention

No changes were made to this component, as the outcomes, metrics, actions and services set were appropriate. However, moving into the 2019-2020, this portion will be further detailed for teacher accountability and overall implementation.

Course Options

For the 2018-2019 school year, this goal remained constant.

Technology

This goal changed in that we were able to increase overall school technology more significantly than what we originally budgeted for.

Teacher assignment

None.

Facilities

None

Annual Update

LCAP Year Reviewed: 2018-19

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

18-19

We will continue this process for all site's events for ease of access for staff, parents and students.

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

PCS developed and maintained an events/activities calendar for all sites. This calendar was available to all staff and was one our website. The school did do a significant overhaul to the website mid year, and the calendar will have to be rebuilt going into the 2019-2020 school year.

Field Trips:

2018/19 Field Trips – Quincy

Fall Semester Walking Field Trips – Quincy All Sites – Students walk to Dame Shirley, Gansner Park, the Q, the Quincy bike trail for Physical Education.

9/7/18 Sierra Buttes Look Out Tower – 26

9/12/18 Spanish Peak Hike – 15 Students

9/14/18 Five Foot Farm (walking Field Trip) – 56 Students

9/17/18 FRC Career Day – Sponsored by Brittini Wade – 30

9/18/ – 9/21 Feather River Outdoor School- 15 Students

9/21/18 Jamison Lake Trail – 13 Students

9/28/18 Sierra Buttes Trail – 26 Students

9/28/18 Face the Music Studio – 4 Students

Oct – Jan Fall Semester Climbing Wall at FRC – 18

Expected

Actual

10/8/18 Bodega Marine Lab and Reserve – 9 Students
10/15/18 Dare to Dream Workshop – 4 Students
10/19/18 Salmon Spawning @ Lassen Park /Mill Creek – 6 students
10/24/18 Shasta STEM Career Fair- 9 Students
10/26/18 Sierra Buttes Trail –7 Students
11/7/18 Oroville Dam Fish Hatchery – 16 Students
1/8/18 Fiction 59 Reading – 8 Students
12/14/18 Mesa Rim Climbing Gym – 22 Students
1/8/19 2nd Semester FRC Climbing Wall –22 Students.
1/8/19 2nd Semester Feather River Fitness –18 Students
1/18/19 Birding W/Plumas Audubon in Taylorsville – 12 Students
1/25/19 Winter Birding in Indian Valley – 12 Students
2/1/19 Winter Birding/Snowshoe snowpack trip w/Audubon – 11 Students
2/14/19 Quincy Thrift- Sponsored by Mel Strahm – 14 Students
3/1/19 Intro to Forest Ecology –19 Students
3/8/19 Winter Birding/Snowshoe snowpack trip w/Audubon – 11 Students
3/29/19 Winter Ecology snowshoe at Lassen Volcanic National Park – 9 Students
3/29/19 QHS – JR High Dance- Sponsored by Taletha Washburn – 15 Students
4/3/19 Eureka Park/Johnsville snow fun day- 55 Students
4/3 & 4/10 PSAT – Sponsored by Brittini Wade- Study and Test for PSAT Test
4/4/19 Wildflower Illustration at table mountain- 18 Students
4/4/19 South Park Hike – 22 Students
4/5/19 Winter Birding/Snowshoe snowpack trip w/Audubon –11 Students
4/12/19 Forest Ecology Hike with 10th Grade- 12 Students
4/24/19 Rafting Spanish Creek and the Feather River –22 Students
4/26/19 8th grade Sierra Buttes Trail Stewardship- 12 Students
5/3/19 8th grade Sierra Buttes Trail Stewardship- 19 Students
5/10/19 Sierra Buttes Trail Stewardship – 14 Students
5/11/19 Spring Formal – Sponsored by Hannah Stewart. 8 Students
5/22/19 Nevada Discovery Museum – 52 Students
5/28/19 Living History Museum – 12 Students
5/28/19 ESSE Trip to San Francisco – 21 Students
5/31/19 Sierra Buttes Trail Stewardship – 9 Students
6/4/19 West Ranch- 24 Students
6/5/19 Tree Top Adventures in Tahoe for 5th grade – 17 Students
6/7/19 Fun Day at Gansner Park – 56

2018/19 Field Trips – Indian Valley Academy
8/29/18 IVA Campout – 55 Students
9/17/18 FRC Career Day – 6 Students
9/26/18 Google Engineer Lecture at University of Nevada Reno- 4 students

Expected

Actual

10/15/18 Dare to Dream Workshop – 8 Students
2/8/19 Pizza Math Project- 6 Students
4/30/19 Education Days @ Reno Aces – 15 Students
5/28/19 Global Village @Schramel Farm – 55 Students
6/3 – 6/4 8th Grade Backpacking Trip - 17 Students
6/7/19 Almanor Lake Day- 35 Students

2018/19 Field Trips – Greenville Learning Center
8/28/18 Mt. Jura & Taylorsville Pool – 40 Students
8/30/18 Litchfield Obstacle Course – Sponsored 40 Students
9/21/18 F.R.E.D (Feather River Outdoor Ed) 21 Students.
10/17/18 Litchfield's Farm –40 students
10/25/18 Dawn Institute Apple Harvesting/Pressing Juice –40 Students.
11/15/18-Thanksgiving Readers Theater- 40 Students
11/24/18- Christmas Tree Sale at Taylorsville Light Parade- 30 Students
12/18/18 Planetarium/Discovery Museum – 40 Students
1/25/19- Sugar Bowl Ski Trip- 25 Students
3/1/19- Sugar Bowl Ski Trip- 20 Student
3/26/19 Old Sacramento School House Museum/Cal Skate Chico – 23 Students
4/11/19 Plumas County Animal Shelter –21 Students”
4/24/19 Rafting Spanish Creek and the Feather River – 8 Students
4/27/19- Earth Day Community Service Clean Up- 13 Students
4/30/19 Education Days @ Reno Aces - 40 Students
5/25/19 VT Train Trip –10 students
5/28/19 ESSE Trip to San Francisco –Jennifer Van Acker. 8 Students
6/6/19 Lake Almanor Day – 40 Students
6/7/19 Chautauqua Day @GLC- 40 Students

2018/19 Field Trips – Chester Learning Center
9/18/18 Fire Dept
10/16/18 Holiday Mkt.
11/13/18 Sheriff's Office and Chester Library
1/15/19 Plumas Bank
1/28 – 1/29 Chester Phone Book Deliveries
2/12/19 Cal-Trans
4/25/19 USFS Snow Shelter and Survival and Snowshoeing
4/30/19 Reno Aces Education Day
5/15/19 Chester Meadow/Olson Barn (10 students)
5/24/19 Bug Day at Olson Barn (3 Students)
6/6/19 Lake Almanor Country Club Rec Center

Each field trip had 15~20 students participating

Expected

Actual

Workshops:

Workshop for Jr/Sr - 9/18/18
Dare2Dream Workshop - 10/15/18
Senior Meeting - 10/17/18
IVA - CTE Workshop 9 - 12 - 1/8/19
Workshop for Seniors - 2/19/19
Workshop for 7/8 - IVA 3/1/19
Workshop for 7/8 Quincy - 3/14/19

Activities:

Quincy
Fall Showcase Performance/Fundraiser Dinner – held 11/15/18.
Community Supper – held 03/27/18.
ESSE Dinner Fundraiser – held 03/30/19.
STEAM Fair – held 4/26/19.
Spring Showcase Performance/Fundraiser Dinner – was held 5/2/19.
Earth Day – held 4/22/19. T
Elementary Grade SingAlongs – held monthly Grades K through 6th grade a

Assemblies:

Traveling Lanterns – held 02/26/19.
Magic Beanstalks Drama Troupe – held 04/05/19.
Smokey the Bear – held 04/12/19. Plumas National Forest Service employees presented Smokey the Bear to grades K-6th providing information in fire safety and environmental responsibility.

Indian Valley Academy

Activities for IVA 18/19 school year excluding field trips
Aug. 18th 2018 Running with the Bears aid station
Oct. 19th Student appreciation lunch hosted by Youngs Market
Oct.30th Halloween celebration Reward for students on track
Nov. 15th Thankful Day
Nov. 24th Christmas Tree gathering and Sale
Nov. 24th Light parade
Dec. 20th Decorate Tville Hall for New Years Eve dance
Jan. 15th Hamilton the play
Feb. 20th MVP GLC meeting planning begins for Spring formal
Mar. 26th 6th grade student visit
Mar. 28th UCCE livestock predator field day / Wolf symposium
Apr. 3rd PSAT
Apr. 24th Showcase
May 6-10 Sprit week
May 10th Community Service
May 11th Spring Formal

Expected

Actual

Greenville Learning Center
11/15/18-Thanksgiving Readers Theater- 40 Students
12/12/18- Gingerbread STEAM Activity- 43 Students
12/20/19- Ornament Making STEAM Activity-43 Students
3/8/19- Greenville Learning Center & Greenville Elementary Talent Show- 40 Students
3/8/19- Greenville Learning Center & Greenville Elementary Talent Show- 40 Students
4/4/19- Pet Day Showing & Presentations- 43 Students
4/10/19- STEAM Design Logo Workshop- 40 Students
4/24/19- Indian Valley Academy Showcase- 40 Students
5/6/19- STEAM Garden Bed Design & Build Workshop - 42 Students
6/4/19- Chautauqua Day Festival- 41 Students

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

18-19

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.

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.

Most K-8 teachers were consistent with both Morning Meeting and Second Step. After reviewing these approaches with staff, it was agreed that the staff would benefit from more training with the Second Step Materials, and that the several of the existing materials need to be updated. This will be the goal going in to the 2019-2020 school year.
Staff did not consistently use the Behavior Support Plan process and documentation this year. This is a continued goal.

Expected

Metric/Indicator

Expanded services with Plumas Rural Services

18-19

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 would like to provide for this service.

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

18-19

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.

Baseline

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

Metric/Indicator

Program evolution

18-19

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.

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

18-19

PCS will increase average attendance rates by 1%.
PCS will reduce it's Chronic Absenteeism rate to 19%.

Actual

PRS is currently offers the Safe Base program (which is geared towards junior high and high school students) at three of our four centers. The fourth center is an elementary program, so does not receive this service. Up until February of 2019, PRS also provided counseling services for the school. In February, the school had the opportunity to hire it's own counselor, so services were transferred. Because of the need the school is seeing for counseling services, the addition of a staff counselor was an important move.

PCS Quincy successfully moved into three privately owned facilities in June of 2018. All three sites reached capacity this year. PCS is continuing to explore the development of a school owned facility through the USDA Rural Development loan that was awarded in July of 2018.

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

We won't have all the numbers until later in the summer.

Month 1: 96%

Month 2: 93%

Month 3: 91%

Month 4: 95%

Month 5: 93%

Month 6: 94%

Expected

Baseline

On average, attendance during the 2017-2018 school year was 93%.

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%

Metric/Indicator

Priority 6: School Climate/Student Climate survey

18-19

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

For 2018-2019 we would like to see a 5% increase in the number of students who participate in the survey.

Baseline

2017-2018

93% Participation Rate for Student Climate Survey grades 3-6 (80 Students)

70% Participation Rate for Student Climate Survey grades 7-12 (131 Students)

77% Total Participation Rate

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.

18-19

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%

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

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

Actual

Month 7: 95%

Month 8: 95%

Month 9: 94%

Month 10: 97%

Average: 94%

2018-2019

100% Participation Rate for Student Climate Survey grades 3-6 (80 Students)

74% Participation Rate for Student Climate Survey grades 7-12 (131 Students)

83.7% Total Participation Rate

Public Data won't be released until late summer. The LCAP will be amended at that time.

Goals were:

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

2018 Rate: 91.2%

2019 Rate: 88% (Internal Calculation-50 Total seniors; 44 graduates. 2 of the six that did not graduate are SPED students who are staying till 22; 1 of the six enrolled as severely credit deficient 11th grade students last year; and 1 enrolled as a severely credit deficient 12th grade homeless student this year.

Expected

Suspension: Maintain low rate (Blue on Dashboard)
 Expulsion: Maintain low rate (Blue on Dashboard)

Baseline

2017-2018
 Single Year Graduation Rate: 91.2
 School Attendance Rate: 93%
 Chronic Absenteeism Rate: 21%
 Middle School Drop Our Rate: 0
 Suspension: 0
 Expulsion: 0

Actual

High school dropout rate: Maintain a low dropout rate (8.8% or lower)
 School attendance rate: Increase attendance averages to 94% (Goal Met)
 Chronic absenteeism rates: Decrease rate by a minimum of 1% (Internal calculation is 15.8%-was 21% last year-Goal met and Exceeded)
 Middle school dropout rates: Maintain low rate (Blue on Dashboard)
 Suspension: Maintain low rate (Blue on Dashboard)
 Expulsion: Maintain low rate (Blue on Dashboard)

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
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.	Staff will 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.	This action will be carried out by existing staff. 0	This action was carried out by existing staff. 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student behavior: Continued implementation of Second Step curriculum, Morning Meetings; continued review and updating of existing student behavior policies; implementation and oversight of	Student behavior: Continued implementation of Second Step curriculum, Morning Meetings; continued review and updating of existing student behavior policies; implementation and oversight of	5863 Professional Development- See Goal 1 Action 1 for Totals 5800: Professional/Consulting Services And Operating Expenditures Title II, General Fund	5863 Professional Development- See Goal 1 Action 1 for Totals 5800: Professional/Consulting Services And Operating Expenditures Title II, General Fund

Behavior Support Plans, continued implementation and support of the Nurtured Heart Approach; Personalized Learning training; Social Emotional Learning training.

Behavior Support Plans, continued implementation and support of the Nurtured Heart Approach; Personalized Learning training; Social Emotional Learning training.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expanded services with Plumas Rural Services to include the addition of four hours a week of counseling services.	Expanded services with Plumas Rural Services to include the addition of four hours a week of counseling services. Mid year, PCS had the opportunity to hire's its own in house counselor. The contract with PRS for this service was shortened, because of the addition of the staff member.	5820 Consultants-Non Instructional 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000	5820 Consultants-Non Instructional 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,602 2202 Classified Support Salaries 2000-2999: Classified Personnel Salaries Supplemental \$7,200

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	In June of 2018, PCS Quincy moved from a district owned facility to three privately owned facilities with the option of longer term leases. PCS continues to pursue the development of a permanent Quincy facility through the USDA Rural Development loan program. PCS was awarded the USDA loan and has progress on the overall project. The start date for the actual construction is still an unknown.	6100 Sites and Improvement of Sites 6000-6999: Capital Outlay General Fund \$200,000 5610 Rent 5000-5999: Services And Other Operating Expenditures General Fund \$158,000	6100 Sites and Improvement of Sites 6000-6999: Capital Outlay General Fund \$106,000 5610 Rent 5000-5999: Services And Other Operating Expenditures General Fund \$182,190 4410 Furniture 4000-4999: Books And Supplies General Fund \$26,300

With the site move, furniture upgrades were needed, and will continue into subsequent years.

Also with the site move, the school expanded upon the food service program offered, which was at no expense to the families.

4710 Student Food Services
4000-4999: Books And Supplies
General Fund \$40,710

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provision for diverse student activities, enrichment and events.</p>	<p>Provided for diverse student activities, enrichment and events.</p> <p>These activities were expanded to include student athletic opportunities.</p>	<p>5877 Student Activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,000</p>	<p>5830 Student Activities, Field Trips and Enrichment 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$38,039</p>
		<p>5830 Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$13,000</p>	<p>5874 Athletics 5000-5999: Services And Other Operating Expenditures General Fund \$2,063</p>
		<p>5829 Enrichment 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$24,205</p>	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>PCS continued to offer a variety of program options at each of center, and continued 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.</p>	<p>1100 Teacher Salaries See Goal 1 Action 3 for Totals 1000-1999: Certificated Personnel Salaries General Fund</p>	<p>1100 Teacher Salaries See Goal 1 Action 3 for Totals 1000-1999: Certificated Personnel Salaries General Fund</p>
		<p>2100 Instructional Aide Salaries- See Goal 1 Action 1 for Totals</p>	<p>2100 Instructional Aide Salaries- See Goal 1 Action 1 for Totals</p>

provide additional support for struggling students.

2000-2999: Classified Personnel Salaries General Fund

2000-2999: Classified Personnel Salaries General Fund

5610 Rent 5000-5999: Services And Other Operating Expenditures General Fund \$158,000

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

1148 Teacher-SPED Salaries 1000-1999: Certificated Personnel Salaries SPED Funds \$115,221

1148 Teacher-SPED Salaries 1000-1999: Certificated Personnel Salaries SPED Funds \$126,808

2103 SPED Aides Salaries-See Goal 1 Action 2 for Total 2000-2999: Classified Personnel Salaries SPED Funds

2103 SPED Aide Salaries 2000-2999: Classified Personnel Salaries SPED Funds \$53,952

Action 7

Planned 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.

Actual Actions/Services

PCS continued to utilize a School Climate Survey with students to help the school determine if the steps taken to improve school culture are working.

Budgeted Expenditures

This action will be carried out with existing staff and resources. 0

Estimated Actual Expenditures

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 high 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 three privately owned facilities 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 re calibrate around this approach, and commit to using it every day

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. The counseling service through PRS was ended mid year, as the opportunity to bring on an in house counselor arose.

Pupil Engagement/Local-Lease of district owned facilities

All of our Quincy programs successfully moved from a district owned facility to privately owned facilities. This allowed both student and staff to focus on their own programs and evolve their programs accordingly. Parents and students have been mostly happy with the programs provided at the new centers this year. The logistics involved with each of these sites, and the lack of outdoor space has been a hardship.

Program evolution

PCS continued to offer personalized learning programs at each center, but did implement program changes in response to identified student needs. All programs saw the addition of specific times throughout each day that are designed to support struggling students. Attendance rates have improved with these shifts.

Attendance rates

The average attendance rate for the 2018-2019 school year increased by 1%, from 93% to 94%.

School Climate/Student Climate survey

A more comprehensive Student Climate survey was implemented. There was a 6.7% increase in participation this year (77% in 2017-2018 to 83.7% in 2018-2019). 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 high 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 three privately owned facilities 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.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material differences seen in the expenditures around this goal were that overall rent was approximately \$20,000 higher than budget because of the separation of the Quincy centers, and the addition of partial use of two sites to increase overall space available.

There was a distinction made between SPED Aide and General Education Aide expenditures;

There was an overall reduction of \$8,000 in Enrichment/Field trip/Activities and these three categories were consolidated. This was not an actual decrease to services to students, but rather the parents club assumed responsibility for the fundraising and paying for two of the overnight trips available for students.

There was a projected cost of \$200,000 to be contributed to our long term facilities development project. PCS ended the year with a total expense of \$106,000 because of the slow progression of this project.

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.

The goals, outcomes, metrics and actions and services identified for the 2018-2019 LCAP Goal 2, continued to be appropriate even after viewing the Evaluation Rubrics.

Annual Update

LCAP Year Reviewed: **2018-19**

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 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:

Annual Measurable Outcomes

Expected

Metric/Indicator

Regular parent meetings at each center

18-19

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.

Meeting notices will be sent out to parents at two weeks and one week before meeting, as well as the day before.

Baseline

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

Actual

Each center held a minimum of three parent meetings. Several of the meetings were scheduled in advance, but there were a couple that were impromptu in response to site specific needs. Dinner and either child care or child activities were offered at each meeting.

Quincy

Back to School Night and Meeting: 8/23/2019

Fall Performance and Meeting: 11/15/2018

Spring Performance and Meeting: 5/2/2019

Indian Valley Academy

Back to School Camp out and Meeting: 8/30/2018

Fall: 11/7/2018, 1/30/2019

Spring: 4/3/2019, 4/24/2019

Greenville Learning Center

Fall: 11/14/2018, 12/13/2018, 1/23/2019

Spring: 4/4/2019

Chester

Back to School Night and Meeting: 8/28/2018, 8/29/2018

Spring: 4/25/2019, 5/16/2019

Expected

Metric/Indicator

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

18-19

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.

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

18-19

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.

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.

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):

Actual

The current composition of the Plumas Charter School Board of Directors is:

Two Quincy Parents

One Quincy Community Member

One Indian Valley Parent

One Indian Valley Community Member

PUSD Representative

The parent involvement survey was nominally updated in order to best assess parent's opinions on involvement opportunities in and overall satisfaction with the school.

199 parents participated in the survey this year, representing a 23 parent increase from last year.

Results were reviewed by staff, admin and board to determine actionable items based on survey feedback.

Expected

- 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

18-19

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

Actual

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.

Approximately 11.2% of PCS's total student population is designated as having exceptional needs and as such have designated IEPs. Parents of

Expected

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

18-19

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.

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

18-19

Mountain Valley PTO is established, and formally meeting monthly. The next stage for the group is to establish a separate bank account for fundraising, and to move the fiscal oversight of all multi day overnight field trips to them.

Baseline

2017-2018

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

Actual

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.

Mountain Valley PTO is established, and formally meeting monthly. The group established a separate bank account for fundraising, and fiscal oversight of one multi day overnight field trips is their responsibility.

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	PCS staff facilitated a minimum of three parent meetings each year at each center. These meetings were	4720 Other Food 4000-4999: Books And Supplies General Fund \$1,000	4720 Other Food 4000-4999: Books And Supplies General Fund \$2,079

will be scheduled in advance on the master calendar, and will 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.

scheduled in advance on the master calendar, and provided dinner to encourage participation. Based on survey feedback from 2017-2018, we promoted these meetings further in advance and offered at least one meeting per site at a time other than early evening.

PCS partnered the parent meetings with larger school events. Because of this, child care was generally not needed, but activities for children were provided.

2100 Instructional Aide Salaries
2000-2999: Classified Personnel
Salaries 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 continued to actively seek to recruit a parent or community representative from the Chester area.	This action will be carried out with existing staff and resources. 0	This action will be 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 involvement. The results of the survey will continue to be used to evolve our process.	PCS continued 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.	This action will be carried out with existing staff and resources. 0	This action will be carried out with existing staff and resources. 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>PCS staff and parents continued to evolve the Mountain Valley PTO which meets monthly. The group set up a checking account for fundraising and assumed fiscal oversight of multi day overnight field trips.</p>	<p>This action will be carried out with existing staff and resources. 0</p>	<p>This action will be carried out with existing staff and resources. 0</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Based on the Parent survey results from 2017-2018, PCS offered quarterly progress reports and the opportunity for quarterly parent conferences. Parents also have better defined and more consistent access to the parent portal function within the school database.</p>	<p>This action will be carried out with existing staff and resources. 0</p>	<p>This action will be 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/activities and dinner to participants. At both our Quincy and Greenville 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 44.5% of the responding parents reported that they do attend parent meetings.

Board Composition

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 continued to expand upon the Parent Involvement and Satisfaction survey. Participation increased by 23 parents from last year, and the results were overwhelmingly positive.

Use of School Messenger

Each and every important piece of school wide information what transmitted to parents via School Messenger. 60.8% 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. They now have a separate bank account, and assume primary fiscal responsibility for overnight field trips.

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) 61% of the responding parents "Strongly Agree", and 32% "Agree" that they feel welcomed and valued when visiting the school.
- 2) 65% of the responding parents "Strongly Agree", and 30% "Agree" that they feel respected, listened to and treated fairly when visiting the school.
- 3) 40% of the responding parents "Strongly Agree", and 39% "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) 27% of parents visit the school weekly or more, 19% monthly, 26% every few months, 22% once or twice a year, and 5% almost never.
- 5) 14% of parents meet in person with administration weekly or more, 16% monthly, 16% every few months, 28% once or twice a year, and 26% almost never.

School/Parent Communication

- 1) 51% of the responding parents "Strongly Agree" and 38% 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) 45% of the responding parents attend parent meetings in their community, 43% do not, and 13% are neutral.
- 3) 51% of the responding parents felt that the parent meetings they attended were well prepared and interesting, and 45% felt that they were usually well prepared and interesting.
- 4) 69% of the responding parents who have not attended parent meetings noted that the time of the meetings was the greatest hindrance.
- 5) 61% of the responding parents felt "Very Informed" about what is happening at PCS, and 37% felt "Somewhat Informed"
- 6) 77% of the responding parents felt that PCS makes adequate efforts to promote parent participation at the school.
- 7) 36% of the responding parents "Strongly Agree" that they are provided with regular reports of the child's educational progress, and 43% "Agree".
- 8) 58% of the responding parents "Strongly Agree" and 30% "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) 44% of the responding parents "Strongly Agree" and 39% "Agree" that parent volunteers are welcomed and appreciated by school staff.
- 2) 58% of the responding parents reported that they had volunteered in some capacity this year.
- 3) 27% of the responding parents "Strongly Agree", 31% "Agree", and 39% "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) 31% of the responding parents "Strongly Agree", 40% "Agree", and 26% "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) 45% 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: **2018-19**

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

Metric/Indicator

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. Offering vary year to year with the needs of staff and budgetary considerations. During the 2018-2019 school year, PCS administration was able to contribute an additional \$20,000 to professional development, which enabled the school to send several staff members to the annual CCSA conference, and to offer all staff a one day training with the CUE organization.

List of Professional Development for 2018-2019

- * Beginning of year all staff collaboration-Taylorville, CA August 20, 2018 Attendees: 45
- * SPED Workshop – Sacramento, CA August 28 & 29, 2018 Attendees: 2
- * Dyslexia for Teachers – Sacramento, CA Sept 18, 2018 Attendees: 3
- * NSTA Digging Deep Science Conf – Reno, NV Oct 11-13, 2018 Attendees: 4
- * SPED Workshop – Sacramento, CA Oct 11, 2018 Attendee: 1
- * CAASPP Institute Conference – Redding, CA Oct 24-25, 2018 Attendees: 5

Expected

18-19

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.

Below is the template set for Professional Development structure and opportunities for the 2018-2019 school year.

Professional Development Overview for 2018-2019

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 up.

Actual

* CSDC Conference 2018 – San Francisco, CA Dec 10-11, 2018

Attendees: 3

* CCSA Conference 2019 – Sacramento, CA Mar 11-14, 2019 Attendees: 7

* CCSS Conference 2019 – San Jose, CA Mar 15-17, 2019 Attendees: 2

* Wilderness 1st Responder Training – Idyllwild, CA Mar 13-17, 2019

Attendee: 1

* CUE Workshop (onsite) – Apr 1, 2019 Attendees: 25

* Leadership Workshop – Apr 26, 2019 Attendees: 5

* School Pathways Conference – Sacramento, CA May 6-7, 2019

Attendees: 2

* CAASPP Results Are In! Workshop – Sacramento, CA May 28, 2019

Attendees: 2

* End of year all staff collaboration-Taylorsville, CA June 11, 2019

Attendees: 40

Expected

Metric/Indicator

Collaboration and staff meetings

18-19

All sites will continue to 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

18-19

PCS administration will continue to evolve 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.

Metric/Indicator

Teacher Evaluation

18-19

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.

Actual

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

PCS administration will continue to evolve 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.

An instructional committee met several times throughout the course of the year to discuss, clarify and update the existing evaluation process for teachers. A new system was agreed upon and will be implemented during the 2019-2020 school year.

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

37 out of 50 staff responded to the survey

Key survey findings:

Staff Satisfaction

- 1) 62% of responding staff members "Strongly Agree" and 35% "Agree" that they are overall satisfied with their jobs and enjoy working for PCS.
- 2) 49% of responding staff members "Strongly Agree" and 49% "Agree" that their work at PCS gives them a feeling of personal accomplishment.
- 3) 54% of responding staff members "Strongly Agree" and 43% "Agree" that they are proud to tell people that they work at PCS.
- 4) 68% of responding staff members "Strongly Agree" and 30% "Agree" that they feel personally driven to help this organization succeed and will do whatever they can to ensure that it does.

Expected

Actual

5) 24% of responding staff members "Strongly Agree", 27% "Agree", and 41% "Neither Agree or Disagree" that all employees are treated fairly at PCS.
6) 27% of responding staff members "Strongly Agree" and 38% "Agree" that all employees are respected at PCS.

Feedback and Communication

1) 41% of responding staff "Strongly Agree" and 54% "Agree" that they are able to communicate regularly and effectively with their coworkers and supervisors.
2) 27% of responding staff "Strongly Agree", 46% "Agree", and 19% "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", 41% "Agree", 27% "Neither Agree or Disagree" and 15% "Disagree" that employee performance evaluations are fair and appropriate.
4) 27% of responding staff "Strongly Agree", 38% "Agree", 32% "Neither Agree or Disagree", and 9% "Disagree" that when they do a good job, they receive the praise and recognition that they deserve.
5) 41% of responding staff "Strongly Agree", and 46% "Agree" that teamwork is encouraged and practiced at PCS.
6) 11% of responding staff "Strongly Agree", 35% "Agree", 38% "Neither Agree or Disagree", and 16% "Disagree" that employees at PCS are held accountable for achieving goals and meeting expectations.

Professional Growth and Development

1) 22% of responding staff "Strongly Agree", 49% "Agree", 27% "Neither Agree or Disagree", and 3% "Disagree" that they receive the training they need to do their job well.
2) 43% of responding staff "Strongly Agree", 41% "Agree", and 16% "Neither Agree or Disagree" that their supervisors encourages and supports their professional growth.
3) 32% of responding staff "Strongly Agree", 49% "Agree", and 19% "Neither Agree or Disagree" that they are encouraged to learn from their mistakes.
4) 51% of responding staff "Strongly Agree", and 46% "Agree" that their work is challenging, stimulating and rewarding.
5) 17% of responding staff "Strongly Agree", 56% "Agree", 22% "Neither Agree or Disagree", and 6% "Disagree" that they have the resources needed to do their job well.
6) 46% of responding staff "Strongly Agree", 54% "Agree", that they understand how their work directly contributes to the overall success of PCS.
7) 46% of responding staff "Strongly Agree", 51% "Agree" that they have a good understanding of and commitment to the mission and goals of PCS.

Balance and Stress in the Work Place

Expected

Actual

[Empty box for Expected content]

1) 54% of responding staff "Strongly Agree", 38% "Agree", and 8% "Neither Agree or Disagree" that the environment at PCS supports a balance between work and personal life.
 2) 54% of responding staff "Strongly Agree", 41% "Agree", and 5% "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", 51% "Agree", 4% "Neither Agree or Disagree", and 5% "Disagree" that the amount of work they are asked to do is reasonable.
 4) 27% of responding staff "Strongly Agree", 57% "Agree", and 8% "Neither Agree or Disagree" that the pace of work at PCS enables them to do a good job.

Compensation
 1) 27% of responding staff "Strongly Agree", 51% "Agree", 14% "Neither Agree or Disagree", and 8% "Disagree" that they are paid fairly for the work they do.

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 planed and scheduled an annual professional development calendar that evolved throughout the course of the year.	This action will be carried out by existing staff and resources. 0	This action will be 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.	Because a higher number of students enrolled that anticipated, PCS increased the professional development budget for the year to	5210 Conference Fees 5215 Travel 5000-5999: Services And Other	5210 Conference Fees 5000-5999: Services And Other

	\$30,000 which included participation in the annual Charter Schools conference, participation in the science teachers conference, the social studies conference, and an in house day with the CUE Program Director.	Operating Expenditures Title II, General Fund \$15,759	Operating Expenditures Title II, General Fund \$30,000
			5215 Travel 5000-5999: Services And Other Operating Expenditures Title II, General Fund \$10,000

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 teacher collaboration and meetings.	All centers weekly schedules included a day/time that is designated for teacher collaboration and meetings.	This action will be carried out with existing staff and resources. 0	This action will be carried out with existing staff and resources. 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Based on the adoption of new curriculum, and staff survey data, curriculum collaboration meetings occurred two times throughout the school year.	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.

PCS administration and staff planned and scheduled an annual professional development calendar that evolved over the course of the year based on staff needs and financial considerations. The annual professional development calendar included the August and December whole staff events, the SELPA related events, and the larger conference events.

PCS committed \$40,000 for staff professional development. Many relevant PD events were offered, and the majority of the staff were able to participate in a wide variety of them. We will continue to consider how to best offer relevant and often PD to our staff.

Quincy, IVA and Greenville 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 evolved over the course of the year based on staff needs and financial considerations. The annual professional development 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 will continue to expand this calendar to include more options.

PCS committed \$40,000 for staff professional development. Many relevant PD events were offered, and the majority of the staff were able to participate in a wide variety of them. We will continue to consider how to best offer relevant and often PD to our staff.

Quincy, IVA and Greenville 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: 2019-20

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 2018-2019 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.

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?

Based on the survey data, the following will be addressed directly or indirectly in the 2019-2020 LCAP, and related processes:

Staff

- Feelings of fairness and equity and respect
- Constructive feedback to improve performance
- Fair and appropriate evaluations
- Need for praise and recognition
- Accountability for goals and meeting expectations
- Appropriate training
- Availability of resources
- Reasonableness of workload

Parent Survey

- Provide more diverse parent involvement opportunities
- Importance of timely communication with parents
- At least one parent meeting annually at a different time
- Volunteer training
- Importance of providing a welcoming school environment
- Formalize sign ups for parent volunteers. Sign up Genius?

Students (3-6)

- Honoring and inquiring about student ideas
- Honoring students' interests with regard to learning
- Teaching empathy

Students (7-12)

- The importance of relationships with adults
- Fairness and equity in treatment of kids
- Teaching empathy
- Making schoolwork relevant
- Teaching confidence and grit

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	Update once results from 18-19 are posted.

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 2018 ELA: 34.81% Met or Exceeded 2019 ELA:</p> <p>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 2019 Math</p>	<p>2018 Math: 1% increase to percentage of students who Meet or Exceed Standard</p> <p>Goal met for Math Goal not met for ELA</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: 46% on or above level Reading EOY: 43% 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>Goal Met</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>Update once results from 18-19 are posted.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>Curriculum and related professional 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 Mathematics Curriculum (K-8) Training provided by curriculum providers</p> <p>2016-2017: Adoption and implementation of English Language Arts Curriculum (K-8) 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</p>	<p>Adoption and implementation of Mathematics Curriculum (9-12) Training to be provided for math teachers by curriculum providers</p> <p>Adoption and implementation of English Language Arts Curriculum (9-12) Training and implementation guidance will be provided by staff expert.</p> <p>Adoption and implementation of Science Curriculum (K-8) Training to be provided by curriculum providers (June 2017)</p> <p>Adoption and implementation of Social Studies Curriculum (K-12) Training to be provided by curriculum providers and staff expert (June 2017)</p> <p>Recently Adopted Academic Standards and/or Curriculum Frameworks</p> <p>1. Local educational agency's progress in</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 *9-12 Mathematics 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: 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</p>	<p>PCS instructional staff will begin a cycle of review for currently adopted curriculum. Grade level/subject area teams will be established, and will meet a minimum of one time during the year to evaluate currently adopted curriculum.</p> <p>For the 2019-2020 school year, GoMath, and Studies Weekly will be evaluated.</p> <p>For the 2019-2020 school year the K-6 ELA curriculum mapping will be completed and formalized.</p> <p>For the 2019-2020 school year, the Outdoor Education and Leadership CTE Pathway will be developed and implemented.</p> <p>For the 2019-2020 school year, instructional staff will continue to explore adding the eDynamic</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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>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</p>	<p>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 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>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 – Full Implementation</p> <p>History-Social Science 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</p>	<p>program to our CTE offerings.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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>History-Social Science 3 – Initial Implementation</p> <p>3. Local educational agency’s progress in</p>	<p>History-Social Science 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. 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>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</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</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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 English Language Development (Aligned to English Language Arts Standards) 3 – Initial Implementation</p>	<p>Mathematics – Common Core State Standards for Mathematics 4 – Full Implementation Next Generation Science Standards 3 – Initial Implementation 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</p>	<p>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 English Language Development (Aligned to English Language Arts Standards) 4 – Initial Implementation</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Mathematics – Common Core State Standards for Mathematics 4 – Full Implementation Next Generation Science Standards 3 – Initial Implementation History-Social Science 3 – Initial Implementation</p> <p>Other Adopted Academic Standards 4. Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students. 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 2 – Beginning Development</p>	<p>Implementation and Sustainability</p> <p>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</p> <p>Other Adopted Academic Standards 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>Mathematics – Common Core State Standards for Mathematics 4 – Full Implementation Next Generation Science Standards 4 – Initial Implementation History-Social Science 4 – Full Implementation</p> <p>Other Adopted Academic Standards 4. Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students. 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 3 – Initial Implementation Health Education Content Standards</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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>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 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 Physical Education Model Content Standards 3 – Initial Implementation Visual and Performing Arts 3 – Initial Implementation World Language 3 – Initial Implementation</p>	
Intervention	2016-2017 Student Action Plan Implementation-	Consistent Student Action Plan intervention and progress tracking	Consistent Student Action Plan intervention and progress tracking	Consistent Student Action Plan intervention and progress tracking for lowest performing

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>inconsistent progress tracking.</p>	<p>for lowest performing students</p>	<p>for lowest performing students.</p> <p>All students identified as performing 2 or more grade levels below, as indicated by internal assessment data, will 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>students. This was the goal for last year as well, but the level of consistency and oversight was not reached.</p> <p>All students identified as performing 2 or more grade levels below, as indicated by internal assessment data, will have action plans put in place that are monitored and adjusted in 8 week increments. Our SPED Director 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.</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.</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</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 2019-2020 school year, including the five established CTE Pathways. PCS will</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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 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).</p>	<p>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 (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.</p>	<p>also continue to build our comprehensive CTE Program by outlining the Outdoor Education and Leadership pathway, and continuing to explore adding the eDynamic program to our CTE offerings. Comprehensive 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), utilizing center based courses, online courses, traditional IS courses, and community college courses.</p>
Technology	<p>PCS determined that available devices and software were sufficient for student access.</p>	<p>Because of our movement of centers this summer, PCS will need to purchase more devices so that access is adequate at each of our centers.</p>	<p>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.</p>	<p>For the summer of 2019, PCS is hoping to further stabilize the existing network by creating a digitally monitored and updated system. Staff will also continue to refresh existing student and staff devices by upgrading accordingly.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			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 credentials, and complete their internships or student teaching with us. Going in to the 2018-2019 school year, we have four such teachers.	All teachers will continue to be appropriately assigned and credentialed. PCS will continue to encourage in house instructional staff to pursue teaching credentials, and complete their internships or student teaching with us. Going in to the 2019-2020 school year, we have two such teachers, and we will have seven teachers participating in a new teacher induction program.
Priority 1: Basic/Facilities	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.	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.	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	School Director will continue to inspect all facilities annually and expect each of the four facilities to be well maintained and in good repair. School Director will also continue to work towards the development of a school owned permanent facility in Quincy.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Plumas Charter School maintains one full time custodial staff member, and has contractual relationships with additional maintenance staff.		maintenance and good repair.	
Priority 4: Pupil Achievement/EL Programs and Services; English Proficiency progress and reclassification rate	PCS did not have any EL students this year. We regularly have one EL student every other year	PCS provides programs and services to EL students on an individualized basis and will continue to do so	PCS provides programs and services to EL students on an individualized basis and will continue to do so	PCS provides programs and services to EL students on an individualized basis and will continue to do so
Priority 4: Pupil Achievement/% Students successfully completing A-G	Because of flaws within our course cataloguing and course coding, this was not tracked appropriately during the 2016-2017 school year.	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.	Two students completed all A-G courses needed for entrance into a CSU 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.	Update once numbers are finalized
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.	PCS will delineate one additional CTE pathway for students to access for the 2019-2020 school year, for a total of six available pathways, and we will track accordingly.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	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.	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

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

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.

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.

2019-20 Actions/Services

Continue to build school resources and staff competency with Common Core Standards and NGSS; begin cycle of evaluation and review of currently adopted materials lead by instructional teams that will meet a minimum of one time during the year. Quarterly collaboration time across sites will be calendared.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,494	\$64,523	\$64,140
Source	General Fund	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	4000-4999: Books And Supplies 4100 Textbook and Core: \$24,205 4200 Books and Reference: \$8,755 4320 Educational Software: \$25,000 4325 Instructional Supplies: \$6,180
Amount	\$15,300	\$30,000	\$30,000
Source	Title II, General Fund	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	5800: Professional/Consulting Services And Operating Expenditures 5863 Professional Development 5215 Travel

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

Student Action Plan implementation and documentation, and other services and support through school based intervention programs.

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

Modified Action

2018-19 Actions/Services

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.

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

Modified Action

2019-20 Actions/Services

Continue to improve, track and implement Student Action Plans, and other services and support through school based intervention programs. PCS has designated the SPED Director to oversee this important process.

Specific actions for this process, are to add assign deadlines for the identification of students for these plans, and deadlines for reporting out the mid year progress checks and report out. All of the Student

Action Plan documentation will also be put into a school wide master tracker, and put in to the SIS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$180,460	\$191,633	\$264,358
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries
Amount		\$72,853	\$75,000
Source		SPED Funds	SPED Funds
Budget Reference		1000-1999: Certificated Personnel Salaries 1148 Teacher SPED	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

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

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

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$855,979	\$911,987	\$1,054,099
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries 1100 Certificated Salaries	1000-1999: Certificated Personnel Salaries 1100 Certificated Salaries	1000-1999: Certificated Personnel Salaries 1100 Certificated Salaries
Amount		\$30,000	\$87,862
Source		General Fund	General Fund
Budget Reference		2000-2999: Classified Personnel Salaries 2101 Enrichment Salaries	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

Modified Action

2019-20 Actions/Services

PCS has updated its course catalog appropriately to allow for comprehensive A-G and college course tracking. A-G program completion will be accurately tracked and reported on.

Budgeted Expenditures

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

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)

[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

Unchanged Action

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

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.

Budgeted Expenditures

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

Modified Action

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

PCS will continue to offer a broad range of program options and courses during the 2019-2020 school year. These will include center based, online, traditional independent study, college and facilitated homeschool.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	General Fund	General Fund	General Fund
Budget	4000-4999: Books And Supplies	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	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

Modified Action

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 student to device ratios and increase inventory as appropriate.

2019-20 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. Network upgrades will be completed during the summer of 2019, and the school will continue to update both student and staff devices as appropriate.

Budgeted Expenditures

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

PCS will clearly identify/outline an additional one CTE Pathway that will be made available to students. Staff will also continue to explore the addition of the eDynamic program to our CTE Pathway options.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	0	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.	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.	We will continue this process for all site's events for ease of access for staff, parents and students. The calendars for each center's activities will also see better alignment during this

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				year, so parents will be receiving the same information in the same timing.
<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>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. 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. Teachers will receive refresher training on both programs in August of 2019.</p>
<p>Expanded services with Plumas Rural Services</p>	<p>PRS is currently offering programs at three of our four centers. The</p>	<p>We are hoping to have PRS offer programs at all of our centers during</p>	<p>We will continue to expand our services with PRS by increasing</p>	<p>We will continue to partner with PRS for the Safe Base program.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>programs include Safe Base groups for middle and high school students and counseling.</p>	<p>the 2017-2018 school year, and expand services to include elementary age students.</p>	<p>the amount of time we have access to a counselor. We have seen a tremendous need for counseling and would like to provide for this service.</p>	<p>PCS will be internalizing counseling services from this point forward.</p>
<p>Priority 5: Pupil Engagement/Local-Lease of district owned facilities</p>	<p>PCS currently leases two facilities owned by Plumas Unified School District.</p>	<p>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.</p>	<p>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.</p>	<p>Stabilizing our Quincy programs is a priority for the long term health and well being of the school. The School Director will continue to pursue the development of a school owned long term facility for the Quincy programs.</p>
<p>Program evolution</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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 increasing the on site program for 11th and 12th grade students.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		in Quincy will shift to include less center based classes and more one on one support time.	support for struggling students.	
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%.	<p>PCS will increase average attendance rates by 1%.</p> <p>One data is published, will adjust accordingly.</p> <p>PCS will reduce it's Chronic Absenteeism rate to ____%.</p>
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 	<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>	<p>PCS will continue to implement the Student Climate Survey annually and use the data to help with the decision making.</p> <p>For 2019-2020 we would like to see a 2% increase in the number of students who participate in the survey.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>students invited to participate in the survey completed it), which represents 45% of our total student body.</p> <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 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>somewhat agreed</p> <ul style="list-style-type: none"> • 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 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>six percent of the responding students strongly agreed with this statement and twenty two percent somewhat agreed</p> <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 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>somewhat agreed</p> <ul style="list-style-type: none"> 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 			
<p>Priority 5: Pupil Engagement/High school graduation and dropout rates, school</p>	<p>High school graduation rate: 91.2% (high) High school dropout rate: 8.8%</p>	<p>High school graduation rate: Maintain a high graduation rate (Blue on Dashboard)</p>	<p>High school graduation rate: Maintain a high single year graduation rate</p>	<p>High school graduation rate:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>attendance rates, chronic absenteeism rates, middle school dropout rates, suspension rates, and expulsion rates.</p>	<p>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 Middle school dropout rates: 0 Suspension rate: 0 Expulsion rate: 0</p>	<p>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% Middle school dropout rates: Maintain low rate (Blue on Dashboard) Suspension: Maintain low rate (Blue on Dashboard) Expulsion: Maintain low rate (Blue on Dashboard)</p>	<p>2018-2019: 93% High school dropout rate: Maintain a low single year dropout rate (7% or lower) School attendance rate: Increase attendance averages to 94% 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)</p>	<p>Maintain a high single year graduation rate (90% or above) Maintain a low single year dropout rate (9% or lower) School attendance rate: Increase attendance averages to 95% 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)</p> <p>*This will be updated once the data is publicly released</p>
<p>Priority 5: Pupil Engagement/Local</p>				<p>Offer at least two formalized sports for high school students.</p>
<p>Priority 5: Pupil Engagement/Local</p>				<p>Continue to refresh and refine student centered class environments through the use of creative and flexible seating and other furniture.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Pupil Engagement/Local				Continue to provide daily food service to all students at all school centers.

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

Unchanged Action

2017-18 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.

2018-19 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.

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	0
Budget Reference	This action will be carried out by existing staff.	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) 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]
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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 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.	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;	Student behavior: Continued training in and implementation of Second Step curriculum, Morning Meetings; implementation and oversight of Behavior Support Plans, continued implementation and support of the Nurtured Heart Approach; Personalized Learning training; Social Emotional Learning training.

Personalized Learning training; Social Emotional Learning training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Title II, General Fund	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	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)

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[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
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

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.

PCS will continue to contract with PRS for the Safe Base program, but will internalize counseling services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$15,000	\$5,000
Source	General Fund	Supplemental	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	5800: Professional/Consulting Services And Operating Expenditures 5820 Consultants-Non Instructional
Amount			\$18,700
Source			Supplemental
Budget Reference			2000-2999: Classified Personnel Salaries 2102 Classified-Counselors

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

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

Modified Action

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

Modified Action

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

PCS will continue to pursue the development of a permanent Quincy facility through the USDA Rural Development loan program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$200,000	\$200,000
Source	General Fund	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	6000-6999: Capital Outlay 6100 Sites and Improvement of Sites
Amount	\$30,000	\$158,000	\$198,456
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures 5610 Rent	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

Modified Action

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

Provision for diverse student activities, enrichment and events.

2019-20 Actions/Services

Provision for diverse student activities, enrichment and events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,240	\$8,000	\$30,180
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5877 Student Activities	5800: Professional/Consulting Services And Operating Expenditures 5877 Student Activities	5000-5999: Services And Other Operating Expenditures 5830 Filed Trips/Enrichment/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

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

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

Modified Action

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.

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

Unchanged Action

2019-20 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.

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	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	1000-1999: Certificated Personnel Salaries 1100 Teacher Salaries See Goal 1 Action 3 for Totals
Source	General Fund	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	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries-See Goal 1 Action 1 for Totals
Amount	\$138,000	\$158,000	\$198,456
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures 5610 Rent	5000-5999: Services And Other Operating Expenditures 5610 Rent	5000-5999: Services And Other Operating Expenditures 5610 Rent-See Goal 2 Action 5 for totals
Amount	\$137,227	\$115,221	\$102,945
Source	SPED Funds	SPED Funds	SPED Funds
Budget Reference	1000-1999: Certificated Personnel Salaries 1148 Teacher-SPED Salaries	1000-1999: Certificated Personnel Salaries 1148 Teacher-SPED Salaries	1000-1999: Certificated Personnel Salaries 1148 Teacher-SPED Salaries

Amount			\$31,176
Source	SPED Funds	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	2000-2999: Classified Personnel Salaries 2103 SPED Aide Salaries

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

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.

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

Unchanged Action

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.

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

Unchanged Action

2019-20 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.

Budgeted Expenditures

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

Action 8

All All Schools

OR

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

Actions/Services

<input type="text"/>	<input type="text"/>	New Action
<input type="text"/>	<input type="text"/>	Offer at least two formalized sports for high school students.

Budgeted Expenditures

Amount	<input type="text"/>	<input type="text"/>	\$5,150
Source	<input type="text"/>	<input type="text"/>	General Fund
Budget Reference	<input type="text"/>	<input type="text"/>	5000-5999: Services And Other Operating Expenditures 5874 Athletics

Action 9

All All Schools

OR

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

Actions/Services

<input type="text"/>	<input type="text"/>	New Action
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		Continue to refresh and refine student centered class environments through the use of creative and flexible seating and other furniture.
--	--	--

Budgeted Expenditures

Amount			\$27,089
Source			General Fund
Budget Reference			4000-4999: Books And Supplies 4410 Classroom Furniture

Action 10

All	All Schools
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OR

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

		New Action
--	--	------------

		Continue to provide daily food service to all students at all school centers.
--	--	---

Budgeted Expenditures

Amount			\$41,931
Source			General Fund
Budget Reference			4000-4999: Books And Supplies 4710 Student Food Services

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.	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.	Meeting notices will be sent out to parents at two weeks and one week before meeting, as well as the day before. At least one meeting will be scheduled either later in the evening or mid day to help in accommodating more parents.
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.	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	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 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 implement the parent involvement and satisfaction 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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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):</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 	<p>178 parents responded to the survey this year, and their input was used to refine our goals.</p> <p>PCS will continue to use School Messenger to keep parents informed of all school happenings.</p>	<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>	<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 2018-2019, we will be:</p> <ul style="list-style-type: none"> • Provide more diverse parent involvement opportunities • Continuing to provide timely communication with parents • At least one parent meeting annually will be offered at a different time • Provide parent volunteers with training • Strive to provide a welcoming school environment at each center • Formalize sign ups for parent volunteers

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>5) Forty three percent of the responding parents visited the school weekly or more</p> <p>6) Forty five percent of the responding parents feel very informed as the 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</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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.</p>			
<p>Priority 3: Parental participation in programs for unduplicated pupils</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Priority 3: Parental participation in programs for individuals with exceptional needs</p>	<p>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,</p>	<p>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,</p>	<p>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,</p>	<p>Approximately 11.2% 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,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and triennial reevaluation meetings.	and triennial reevaluation meetings.	and triennial reevaluation 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 Organization and started to take a more active role in school events.	PCS would like to continue to formalize the parent group and encourage their continued involvement in school activities and in school decision making.	Mountain Valley PTO is established, and formally meeting monthly. The next stage for the group is to establish a separate bank account for fundraising, and to move the fiscal oversight of all multi day overnight field trips to them.	Mountain Valley PTO is established, and formally meeting monthly. They have established an independent bank account and have assumed fiscal responsibility for one over night field trip. The PTO will continue to fund raise on behalf of PCS and to assist in funding various activities.

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

Modified Action

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 provide child care and dinner to hopefully increase participation.

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 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.

2019-20 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 provide child care and dinner to encourage participation. Based on survey feedback from 2018-2019, we will promote these meetings further in advance and will offer at least one meeting per site at a time other than early evening. Staff will also make every attempt to schedule these meetings in conjunction with school events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$2,142
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies 4720 Other Food	4000-4999: Books And Supplies 4720 Other Food	4000-4999: Books And Supplies 4720 Other Food
Amount	\$1,000	\$1,000	\$1,000
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries 2100 Instructional Aide Salaries	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

Unchanged Action

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	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.	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)

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

Unchanged Action

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

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

PCS will continue to utilize a Parent Involvement and Satisfaction 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	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.	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)

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

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

2018-19 Actions/Services

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.

2019-20 Actions/Services

PCS staff and parents will continue to evolve the Mountain Valley PTO which is meeting monthly, has established its own bank account, and has taken over fiscal responsibility for one overnight field trip. The school will continue to rely on the PTO to assist in planning events, in fundraising and in supporting the needs of the individual sites.

Budgeted Expenditures

Year 2017-18

Amount

0

2018-19

0

2019-20

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.

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

Modified 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.

Based on the Parent survey results from 2018-2019, PCS will be sending monthly reminders to parent's around accessing the student portal, as well as sending out weekly reminders to parents of students who did not meet the assignment completion threshold for the prior week.

Budgeted Expenditures

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 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)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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	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	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>budget considerations however, these are not always planned far in advance, and attendance at away events has been minimized.</p>	<p>PD this year regardless 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>commit consistent funds to PD.</p> <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 	<p>commit consistent funds to PD.</p> <p>Below is the template set for Professional Development structure and opportunities for the 2019-2020 school year.</p> <p>Professional Development Overview for 2019-2020</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 • Charter Schools Development

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"> • 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"> Center (CSDC) Conference November • California Science Teachers Association (CSTA) Conference- October • Computer Using Educators (CUE) National Conference- • Self researched outsourced professional development activities online or through live workshop. Clear with administrator. • Clearly defined feedback mechanism and program integration • Participating in SELPA Professional Learning offerings <p>Tier II: Administrator driven</p>

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>	<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"> To be provided during whole school collaboration and site level collaboration. This will include training 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 \$45/hour-10 hours max per teacher). The ten hour allotment includes preparation and research time,

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 	<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"> • Personalized Learning • Reading with Relevance • iReady • School Pathways 	<p>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 thematic integration • Science instruction resources, best practices, and thematic integration

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 	<ul style="list-style-type: none"> • Math instruction resources, best practices, and thematic integration • 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 	<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
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.	All sites will continue to have a designated day or time block during the weekly schedule allotted to staff meetings and collaboration.
Priority 6: School Climate-Other Local	To date, teachers have not been surveyed in a manner that yields	PCS staff will develop and implement a survey for teachers that allows	PCS administration will continue to evolve and implement a survey for	PCS administration will continue to evolve and implement a survey for

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measures-Teacher Survey	aggregated data on their opinions of how the climate of Plumas Charter School is evolving.	for a quantifiable look at feelings of school safety, climate, and the meeting for professional development needs.	teachers that allows for a quantifiable look at feelings of school safety, climate, and the meeting for professional development needs.	staff that allows for a quantifiable look at feelings of school safety, 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.	Based on 2018-2019 staff survey data, the teacher evaluation process was reviewed and updated by a committee of instructional staff. The new process will take affect in August of 2019.
Priority 6-School Climate-Other Local Measures Priority 8-Other Pupil Outcomes-Local				PCS will actively engage with the SELPA to ensure that state level criteria are met around the identification of, programs offered to and assessments for students with disabilities. This engagement might include participation in a Performance Indicator Review process, receiving technical assistance if there is disproportionality, and receiving program or

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

technical support by the SELPA team members.

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

Unchanged Action

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	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.	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

Modified Action

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

PCS will commit a minimum of \$30,000 for staff professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$15,759	\$30,000
Source	Title II, General Fund	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	5000-5999: Services And Other Operating Expenditures 5863 Professional Development 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

Modified Action

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

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

Budgeted Expenditures

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

Action 4

All	All Schools
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OR

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

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

Budgeted Expenditures

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
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OR

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

		<p>PCS will actively engage with the SELPA to ensure that state level criteria around students with disabilities identification, offered programs, and assessments. This engagement might include participation in a Performance Indicator Review process, receiving technical assistance if there is disproportionality, and receiving program or technical support by the SELPA team members.</p>
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Budgeted Expenditures

Amount			0
Budget Reference			<p>This action will be carried out with existing staff and resources.</p>

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$279,321

Percentage to Increase or Improve Services

10.28%

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 49.1%, 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 \$279,321 is estimated for 2019-2020.

Increased expenditures and provision of services, to support and serve the unduplicated pupils generating this funding include:

- Instructional Aide support: \$264,358 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: \$30,180 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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$284,288

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

Goal 2, Action 5

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,997,181.00	2,065,882.00	2,591,979.00	2,015,181.00	2,487,684.00	7,094,844.00
	0.00	0.00	0.00	0.00	0.00	0.00
General Fund	1,524,510.00	1,450,451.00	2,202,952.00	1,524,510.00	1,880,325.00	5,607,787.00
General Fund, College Readiness Block Grant	0.00	0.00	7,500.00	0.00	0.00	7,500.00
SPED Funds	188,074.00	255,760.00	137,227.00	188,074.00	209,121.00	534,422.00
SRSA	5,000.00	45,000.00	15,000.00	5,000.00	20,000.00	40,000.00
Supplemental	251,838.00	274,671.00	214,000.00	251,838.00	318,238.00	784,076.00
Title II, General Fund	27,759.00	40,000.00	15,300.00	45,759.00	60,000.00	121,059.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,997,181.00	2,065,882.00	2,591,979.00	2,015,181.00	2,487,684.00	7,094,844.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,100,061.00	1,133,889.00	1,879,185.00	1,100,061.00	1,232,044.00	4,211,290.00
2000-2999: Classified Personnel Salaries	222,633.00	369,510.00	188,960.00	222,633.00	403,096.00	814,689.00
4000-4999: Books And Supplies	70,523.00	187,589.00	100,494.00	70,523.00	155,302.00	326,319.00
5000-5999: Services And Other Operating Expenditures	331,759.00	224,253.00	168,000.00	331,759.00	462,242.00	962,001.00
5800: Professional/Consulting Services And Operating Expenditures	72,205.00	44,641.00	55,340.00	90,205.00	35,000.00	180,545.00
6000-6999: Capital Outlay	200,000.00	106,000.00	200,000.00	200,000.00	200,000.00	600,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,997,181.00	2,065,882.00	2,591,979.00	2,015,181.00	2,487,684.00	7,094,844.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund	911,987.00	932,081.00	1,741,958.00	911,987.00	1,054,099.00	3,708,044.00
1000-1999: Certificated Personnel Salaries	SPED Funds	188,074.00	201,808.00	137,227.00	188,074.00	177,945.00	503,246.00
2000-2999: Classified Personnel Salaries	General Fund	31,000.00	85,528.00	1,000.00	31,000.00	88,862.00	120,862.00
2000-2999: Classified Personnel Salaries	General Fund, College Readiness Block Grant	0.00	0.00	7,500.00	0.00	0.00	7,500.00
2000-2999: Classified Personnel Salaries	SPED Funds	0.00	53,952.00	0.00	0.00	31,176.00	31,176.00
2000-2999: Classified Personnel Salaries	Supplemental	191,633.00	230,030.00	180,460.00	191,633.00	283,058.00	655,151.00
4000-4999: Books And Supplies	General Fund	65,523.00	142,589.00	85,494.00	65,523.00	135,302.00	286,319.00
4000-4999: Books And Supplies	SRSA	5,000.00	45,000.00	15,000.00	5,000.00	20,000.00	40,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	316,000.00	184,253.00	168,000.00	316,000.00	402,062.00	886,062.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	30,180.00	30,180.00
5000-5999: Services And Other Operating Expenditures	Title II, General Fund	15,759.00	40,000.00	0.00	15,759.00	30,000.00	45,759.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	0.00	0.00	6,500.00	0.00	0.00	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	60,205.00	44,641.00	33,540.00	60,205.00	5,000.00	98,745.00
5800: Professional/Consulting Services And Operating Expenditures	Title II, General Fund	12,000.00	0.00	15,300.00	30,000.00	30,000.00	75,300.00
6000-6999: Capital Outlay	General Fund	200,000.00	106,000.00	200,000.00	200,000.00	200,000.00	600,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,287,996.00	1,432,939.00	1,158,733.00	1,305,996.00	1,595,459.00	4,060,188.00
Goal 2	691,426.00	589,864.00	1,431,246.00	691,426.00	859,083.00	2,981,755.00
Goal 3	2,000.00	3,079.00	2,000.00	2,000.00	3,142.00	7,142.00
Goal 4	15,759.00	40,000.00	0.00	15,759.00	30,000.00	45,759.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					