

2021-22 Local Control Accountability Plan (LCAP) Summary of Expected Annual Measurable Objectives (EAMO)

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Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Desired Outcome for 2023-24
	Priority 4: Academic Indicator/Grades 3-8, and 11 SBAC Results	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. From 2017-2018 and 2018-2019, this goal was met for both ELA and Mathematics. Spring 2019: ELA-41.94% Met or Exceeded Math 32.94% Met or Exceeded	The typical annual goal is a 2% increase in percentage of students who Meet or Exceed Standard in both ELA and Mathematics or who move up one performance band. However, with the COVID conditions experienced, and the potential learning loss that has occurred, it is more realistic to goal set for comparable performance to Spring of 2019. 2021-2022-2% growth from 2019 in performance bands 2022-2023-2% growth from 2022 in performance bands 2023-2024-2% growth from 2023 in performance bands
	Priority 8: Other pupil outcomes iReady, NWEA	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. From 2017-2018 and 2018-2019, this goal was met for both ELA and Mathematics. Spring 2019: ELA-37% On or Above Level	The typical annual goal is a 2% increase in percentage of students who Meet or Exceed Standard in both ELA and Mathematics or who move up one performance band. However, with the COVID conditions experienced, and the potential learning loss that has occurred, it is more realistic to goal set for comparable performance to Spring of 2019.

Priority	Metric	Baseline	Desired Outcome for 2023-24
		<p>Math-28% On or Above Level</p> <p>Establish base line for newly adopted NWEA assessment for students in grades 7-12.</p> <p>Fall 2020 BOY: ELA-62% Hi Average/Average Math-53% Hi Average/Average</p>	<p>2021-2022-2% growth from 2019 in performance bands</p> <p>2022-2023-2% growth from 2022 in performance bands</p> <p>2023-2024-2% growth from 2023 in performance bands.</p>
	Intervention	<p>Inconsistent implementation, and progress tracking of Student Action Plans.</p> <p>Lack of comprehensive and clear RTI handbook and intervention materials.</p>	<p>Consistent Student Action Plan Intervention and progress tracking for lowest performing students.</p> <p>All students identified as performing 2 or more grade levels below, as indicated by internal assessment data, will have action plans put in place that are monitored and adjusted in 8 week increments.</p> <p>The SPED Director will assume responsibility for supporting and monitoring this process school wide, and will assist in the generation of quarterly reports. Addition to RTI support period built in to all site schedules, as well as after school tutoring, and IS day support.</p> <p>The school wide RTI manual will be finalized, and consistent materials to support remediation will be adopted.</p>
	Priority 7: Course options	<p>PCS offers equal access program options for all students, unduplicated students, and students with exceptional needs. PCS offers many program options that include online courses, 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</p>	<p>PCS will continue to offer a range of program and courses including the seven established CTE Pathways.</p> <p>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</p>

Priority	Metric	Baseline	Desired Outcome for 2023-24
		language, physical education, science, mathematics, visual and performing arts, career technical education and driver education).	center based courses, online courses, traditional IS courses, and community college courses
	Priority 2: Curriculum Fidelity	<p>PCS instructional staff completed a cycle of review for currently adopted curriculum. Grade level/subject area teams were established, and met a minimum of one time during the year to evaluate currently adopted curriculum. New math curriculum was adopted for all grade levels during this cycle. Grade level teams continue to meet to create better alignment of resources used.</p> <p>CTE programs will continue to be evolved and added on to.</p>	<p>PCS will continue to regularly evaluate adopted curriculum, as well as consistently use adopted curriculum with fidelity. The product of this goal is a scope and sequence document for all grade levels and all subjects. One subject in each grade will be attended to each year.</p> <p>For 2021-2022, unified base K-6 ELA curriculum will be used.</p> <p>By this time, the goal is to have two new CTE pathways mapped out, with mentor teachers, to offer students.</p>
	Technology	PCS added 130 student devices to its inventory, increased bandwidth at all sites, and added LifeSize video conferencing technology to our programs.	PCS will continue to add student and teacher devices to its inventory; will upgrade bandwidth as possible with each eRate cycle and will roll out school wide use of LifeSize.
	Priority 1: Basic/Teacher assignment.	<p>All teachers continue to be appropriately assigned and credentialed. PCS continues to encourage in house instructional staff to pursue teaching credentials, and complete their internships or student teaching with us. Ending the 2019-2020 school year, we had five teachers complete their credential clearance, and two others complete the first term of the clearance program.</p>	PCS currently has four teachers needing to clear their credentials. By this time, they should all be complete. Any new teacher hired will have the appropriate credentials and will be supported through any clearance process needed.

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	Priority 1: Basic/Facilities	School Director continues to inspect all facilities annually. Each of the four facilities will be well maintained and in good repair. School Director also continues to work towards the development of a school owned permanent facility in Quincy.	The new Quincy facility should be complete by this time. Renovations are being scheduled for other sites during the 2021-2022 school year that should be complete by this time as well.
	Priority 4: Pupil Achievement/EL Programs and Services; English Proficiency progress and reclassification rate	PCS did not have any EL students this year.	PCS provides programs and services to EL students on an individualized basis and will continue to do so.
	Priority 4: Students successfully completing A-G	One or two graduates a year meet A-G.	Two or more graduates each year will complete A-G.
	Priority 4: Students successfully completing CTE Pathways	For the 2019-2020 school year, PCS had no graduates that completed CTE Pathways. Seven Pathways are currently available to students.	2020-2021: 2 or more graduates will have completed CTE Pathways 2021-2022: 4 or more graduates will have completed CTE Pathways 2022-2023: 6 or more graduates will have completed CTE Pathways 2023-2024: 8 or more graduates will have completed CTE Pathways.
	Priority 4: Students demonstrating college and career readiness	2018: 15.2% Prepared 2019: 27.1% Prepared 2020: 25.8% Prepared	2021: 25.8% or higher prepared 2022: 27.8% or higher prepared 2023: 29.8% or higher prepared 2024: 31.8% or higher prepared

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Desired Outcome for 2023-24
	Priority 5: Pupil Engagement	Attendance rates: 2017-2018 Average: 92.5 2018-2019 Average: 94.6 2019-2020 Average: 95 (COVID)	Attendance rates: 2% increase in average attendance rates annually until a high of 96% is reached and maintained.

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		<p>Middle School drop out rates: 0</p> <p>One year High School Graduation Rate: 2018: 90% 2019: 85% 2020: 81.6%</p> <p>Cohort Rate: 2018: 62.5% 2019: 83.9% 2020: 78.1%</p> <p>Chronic absenteeism rates: 2018: 9.5% 2019: 6.9% 2020: N/A</p>	<p>Middle School drop out: maintain a 0% rate</p> <p>High School Graduation rate: 2% increase annually in graduation rates until a high of 96% is reached and maintained.</p> <p>Chronic Absenteeism rates: 2% decline in this percentage until a low of 2% is reached and maintained.</p>
	Priority 6: School Climate	<p>Suspension rates: 0</p> <p>Expulsion rates 0</p> <p>Sense of safety and connectedness (School Climate Survey):</p> <p>2018-2019 Grades 3-6 104 responses (100% of enrolled students) 2019-2020-No Survey 2020-2021 71 Responses (87%)</p> <p>2018-2019 Grades 7-12 133 responses (76%) 2019-2020-No Survey</p>	<p>Suspension rates: Maintain 0%</p> <p>Expulsion rates: Maintain 0%</p> <p>School climate survey: Increase participation by 2% annually until 100% is reached.</p> <p>In response to the student survey data from 2020-2021, we will: *Focus on relationship building between staff and students, and students and students. *Actively seek ways to get students more interested and motivated in their learning. *Offer more SEL and empathy activities.</p>

Priority	Metric	Baseline	Desired Outcome for 2023-24
		2020-2021-147 responses (82%)	

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Desired Outcome for 2023-24
	Priority 3: Parental involvement-Efforts to seek parental input in decision making; Promotion of parent participation	<p>Each center holds a minimum of three parent meetings over the course of each year.</p> <p>PCS has three parent board members representing the four communities served.</p>	<p>Each center will continue to hold a minimum of three parent meetings each year.</p> <p>PCS will maintain a minimum of 3 parent board members, representing each community served.</p> <p>In response to the survey data from 2020-2021, we will be: *Sending all board meeting information and links to all parents *Enforcing a regular cycle of teacher feedback with parents that includes monthly check ins, immediate communication around any issues, quarterly progress reports and semester report cards.</p>
	Priority 3: Parental involvement-Annual Parent Involvement Survey	<p>PCS implements 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.</p>	<p>2020-2021: 87% participation in survey 2021-2022: 89% 2022-2023: 91% 2023-2024: 93%</p>
	Priority 3: Parental involvement-Use of School Messenger	<p>PCS uses School Messenger to keep parents informed of all school happenings.</p>	<p>PCS will continue to School Messenger to keep parents informed of all school happenings.</p>

Priority	Metric	Baseline	Desired Outcome for 2023-24
	<p>Priority 3: Parental involvement- Participation in programs for unduplicated pupils</p>	<p>Parents of unduplicated students are provided with the same involvement opportunities as parents of non-unduplicated students.</p>	<p>How does this change when offering after school, IS and Summer School Support?</p> <p>Parents of unduplicated students will continue to be provided with the same involvement opportunities as parents of non-unduplicated students.</p> <p>During the 2021-2022 and 2022-2023 school years, PCS will be using one time funds to offer after school programs and limited summer school support. These will be available to all students, but unduplicated students will receive individual phone calls encouraging participation.</p>
	<p>Priority 3: Parental involvement- Participation in programs for individuals with exceptional needs</p>	<p>Approximately 12.5% 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.</p>	<p>Parents of students with IEPs will continue to 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.</p> <p>Based on the SPED Family Survey data from 2020-2021 (50% participation rate), we will:</p> <ul style="list-style-type: none"> *At the annual IEP, reiterate opportunities to communicate any need for additional support at IEP meeting or anytime throughout the year. *Have Case Managers reach out at least once throughout the year (outside of annual IEP) to see how families are feeling about their child's special education program.

Priority	Metric	Baseline	Desired Outcome for 2023-24
	Priority 3-Parental Involvement-Mountain Valley Parents Club	Mountain Valley PTO is established, and formally meeting monthly. They have established an independent bank account and have assumed responsibility for fundraising. The PTO will continue to fund raise on behalf of PCS and to assist in funding various activities.	Mountain Valley Parents Club will continue operations.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Desired Outcome for 2023-24
	Priority 1: Basic Priority 2: State Standards-Conditions of Learning Local Measure-provision of professional development	PCS administration plans for professional development activities in advance and provide staff with a PD calendar at the beginning of the school year. PCS commits to consistent funds for PD. Professional Development Overview: Annual conferences Administrator collaboration monthly School wide collaboration three times a year Site level meetings weekly	PCS administration plans for professional development activities in advance and provide staff with a PD calendar at the beginning of the school year. Based on the 2020-2021 Staff Survey data (93%), we will: *Plan for core curriculum, assessment, RTI, teamwork and SEL training *Allow for cross site collaboration time a minimum of three times per year
	Staff Evaluation	Teachers: There is a well defined teacher evaluation system in place that will be reviewed and updated annually. Classified: There is an evolving instructional aide and other classified evaluation system.	Teachers: There is a well defined teacher evaluation system in place that will be reviewed and updated annually. Classified: There is a well defined instructional aide and other classified evaluation system.

Priority	Metric	Baseline	Desired Outcome for 2023-24
		Administrative: There is an evolving administrative evaluation system in place.	Administrative: There is a well defined administrative evaluation system in place. Based on the 2020-2021 Staff Survey data, we will: *Regularly review and discuss evaluations *Ensure that all staff evaluations have a feedback loop that includes constructive feedback, accountability, and praise.

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Desired Outcome for 2023-24