Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8, and 11 SBAC Results **19-20** Maintain or increase schoolwide performance levels. Goals for specific increases are: 2020 ELA: 2% increase to percentage of students who Meet or Exceed Standard, or who move up one performance band. 2020 Math: 2% increase to percentage of students who Meet or Exceed Standard or who move up one performance band.	SBAC was suspended during the 2019-2020 school year due to COVID.

Expected	Actual
Baseline 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: 41.91% 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 2019 Math: 32.94% Met or Exceeded	
Metric/Indicator Priority 8: Other pupil outcomes iReady **19-20** 2019-2020 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** 2016-2017 Math EOY: 30% on or above Level Readying EOY: 41% on or above Level 2017-2018: Math EOY: 46% on or above level Reading EOY: 43% on or above level 2018-2019	2019-2020 was an atypical year with the challenges brought about by COVID-19. PCS closed to on site instruction from March 16, 2020 through the remainder of the school year. With this, all instruction and assessment became virtual. When providing for assessments virtually, it is difficult to assess the validity of the data because teachers were not able to supervise the assessment. PCS did provide for EOY assessments for the 2019-2020 school year, but not a lot of value is placed on the results. Also the school administration decided to only assess students in grades 1-6. This decision was made in part due to the efficacy of the derived results, as well as the fact that the school adopted a new assessment for students in grades 7-12, that was to be deployed in the fall of 2020. All of that being said, the school's EOY results for the iReady assessment are: Math: 44% on or above level Reading: 53% on or above level

Expected	Actual
Math EOY: 52% on or above level Reading EOY: 58% on or above level	
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool Curriculum and related professional development/implementation of content standards Priority 1: Basic/Every pupil in the school has sufficient access to standards aligned instructional materials **19-20** 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 evaluation currently adopted curriculum. For the 2019-2020 school year, GoMath, and Studies Weekly will be evaluated. For the 2019-2020 school year the K-6 ELA curriculum mapping will be completed and formalized. For the 2019-2020 school year, the Outdoor Education and Leadership CTE Pathway will be developed and implemented. For the 2019-2020 school year, instructional staff will continue to explore adding the eDynamic program to our CTE offerings. **Baseline** 2018-2019: Adoption and implementation of Mathematics Curriculum (K-8)	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. For the 2019-2020 school year, GoMath, and Studies Weekly will be evaluated. The curriculum team decided to discontinue GoMath, and adopted Ready math for the 2020-2021 school year. This curriculum team also decided to adopt CPM Mathematics as the primary HS math curriculum For the 2019-2020 school year the K-6 ELA curriculum mapping was not completed. For the 2019-2020 school year, the Outdoor Education and Leadership CTE Pathway will be developed and implemented. For the 2019-2020 school year, instructional staff will continue to explore adding the eDynamic program to our CTE offerings.

Expected	Actual
Training provided by curriculum providers Self Reporting Tool: 1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability English Language Arts – Common Core State Standards for English Language Arts 4 – Full Implementation English Language Development (Aligned to English Language Arts Standards) 3 – Initial Implementation Mathematics – Common Core State Standards for Mathematics 4 – Full Implementation Next Generation Science Standards 3 – Initial Implementation History-Social Science 3 – Initial Implementation 2. Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability English Language Arts – Common Core State Standards for English Language Arts 4 – Full Implementation	

Expected	Actual
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	

Expected	Actual
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 **19-20** 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 Director will assume responsibility for supporting and monitoring this process school wide, and will assist in the general of quarterly reports. Addition of RTI support period built in to all site schedules. **Baseline**	Due to closing the school to on site instruction, and all challenges this posed, the school was unable to follow through with this goal. This goal will continue into the 2020-2021 school year.

Expected	Actual
Student Action Plan Implementation-inconsistent progress tracking.	
Metric/Indicator Priority 7: Course options **19-20** 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 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. **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).	PCS continued to offer equal access program options for all students, unduplicated students, and students with exceptional needs. PCS continued to offer a range of programs and courses during the 2019-2020 school year, including the five established CTE Pathways. PCS continued to build our comprehensive CTE Program by outlining the Outdoor Education and Leadership pathway, and added the eDynamic program to our CTE offerings. Comprehensive course options continued to include access to a broad 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.

Expected	Actual
Metric/Indicator Technology **19-20** 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. **Baseline** PCS determined that available devices and software were sufficient for student access.	PCS further stabilized the existing network by creating a digitally monitored and updated system. Staff also continued to refresh existing student and staff devices by upgrading accordingly.
Metric/Indicator Priority 1: Basic/Teacher assignment **19-20** 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. **Baseline** All teachers are appropriately assigned and credentialed	All teachers continued to be 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. Ending the 2019-2020 school year, we had five teachers complete their credential clearance, and two others completing the first term of the clearance program.
Metric/Indicator Priority 1: Basic/Facilities **19-20** 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. **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	School Director continued to inspect all facilities annually and expected that each of the four facilities be well maintained and in good repair. School Director also continued to work towards the development of a school owned permanent facility in Quincy.

Expected	Actual
attended to in a timely manner. No major repairs were reported in any of our four facilities during the 2016/2017 school year. Plumas Charter School maintains one full time custodial staff member, and has contractual relationships with additional maintenance staff.	
Metric/Indicator Priority 4: Pupil Achievement/EL Programs and Services; English Proficiency progress and reclassification rate **19-20** 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	PCS did not have any EL students this year. We regularly have one EL student every other year or so.
Metric/Indicator Priority 4: Pupil Achievement/% Students successfully completing A-G **19-20** Two or more graduates will complete their A-G requirements **Baseline** 2018-2019-one student completed all A-G requirements	For a variety of reasons, most notably the COVID-19 pandemic and school closures, this goal was not met.
Metric/Indicator Priority 4: Pupil Achievement/% of Students successfully completing CTE Pathways **19-20** PCS will delineate a minimum of 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. **Baseline** Pathways were established towards the end of the 2017-2018 school year. Prior to that, PCS did not have delineated CTE	PCS delineated one additional CTE pathway for students to access for the 2019-2020 school year, for a total of six available pathways. Extensive tracking of students in CTE Pathways was done. Unfortunately COVID-19 hit, and the school did not have any students who completed pathways as of the end of the 2019-2020 school year.

Expected	Actual
pathways for students to participate in, but rather offered a variety of singular courses.	
Metric/Indicator Priority 4: Pupil Achievement/% of Students passing AP exams **19-20** PCS does not plan to offer AP courses **Baseline** PCS does not offer AP courses	PCS does not plan to offer AP courses
Metric/Indicator Priority 4: Pupil Achievement/% of Students demonstrating college preparedness (Early Assessment Program exam) **19-20** PCS students will participate in the assessment program. PCS students will also continue to concurrently enroll in junior college classes and this will be reflected on the school dashboard for this metric. **Baseline** PCS students did not participate in this exam	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.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	4100 Textbook and Core: $24,205 4200 Books and Reference: $8,755 4320 Educational Software: $25,000 4325 Instructional Supplies: $6,180 4000-4999: Books And Supplies General Fund $64,140	4100 Textbook and Core: $21,705 4200 Books and Reference: $9,150 4320 Educational Software: $17,000 4325 Instructional Supplies: $12,180 4000-4999: Books And Supplies General Fund $60,035

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5863 Professional Development 5215 Travel 5000-5999: Services And Other Operating Expenditures Title II, General Fund $30,000	5863 Professional Development: $29,000 5215 Travel: $8,000 5000-5999: Services And Other Operating Expenditures Title II, General Fund $37,000
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. Additional of RTI blocks to each site's schedule.	2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental $264,358 1148 Teacher SPED 1000-1999: Certificated Personnel Salaries SPED Funds $75,000	2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental $288,844 1148 Teacher SPED 1000-1999: Certificated Personnel Salaries SPED Funds $75,000
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.	1100 Certificated Salaries 1000-1999: Certificated Personnel Salaries General Fund $1,054,099 2101 Enrichment Salaries 2000-2999: Classified Personnel Salaries General Fund $110,068	1100 Certificated Salaries 1000-1999: Certificated Personnel Salaries General Fund $1,033,466 2101 Enrichment Salaries 2000-2999: Classified Personnel Salaries General Fund $105,618
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.	This action will be accomplished by existing staff. 0	This action was accomplished by existing staff. 0
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.	This will be accomplished with existing staff. 0	This action was accomplished by existing staff. 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	4320 Educational Software-See Goal 1 Action 1 for Total 4000-4999: Books And Supplies General Fund 0	4320 Educational Software-See Goal 1 Action 1 for Total 4000-4999: Books And Supplies General Fund 0
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.	4420 Computers 4000-4999: Books And Supplies SRSA $20,000	4420 Computers 4000-4999: Books And Supplies General Fund $40,600
PCS will clearly identify/outline an additional one CTE Pathway that will be made available to students, for a total of six Pathways. Included in the course offerings under the pathways are the use of the conline curriculum providers Odysseyware, EdGenuity and eDynaimc. There are close to 100 CTE courses available through these programs.	1300 Certificated Supervisor 1000-1999: Certificated Personnel Salaries General Fund $10,000 4320 Educational Software-$25,000, included in Goal 1, Action 1 4000-4999: Books And Supplies General Fund 0 2101 Enrichment Staff-CTE Specific-$81,600, included in Goal 1, Action 3. 2000-2999: Classified Personnel Salaries General Fund 0	1300 Certificated Supervisor 1000-1999: Certificated Personnel Salaries General Fund $10,000 4320 Educational Software-$17,000, included in Goal 1, Action 1 4000-4999: Books And Supplies General Fund 0 2101 Enrichment Staff-CTE Specific-$81,600, included in Goal 1, Action 3. 2000-2999: Classified Personnel Salaries General Fund 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any underspending that occurred during the 2019-2020 school year was due to COVID-19 and the subsequent school closure. Monies were moved from one budget category to another to meet new demands and needs presented with the pandemic. For example, while less funds were spent in Approved Textbooks, more was spent on student computers that were sent home with students. The spending trend however, was not that there were much unspent funds, but rather more funds spent to offset new conditions. Another example of reallocated funds, was the provision for staff to work remote. Many staff had to be outfitted with

necessary equipment to create home offices, and also staff were paid monthly stipends to offset the toll on personal internet, and phone accounts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In light of the significant challenges presented during the 2019-2020 school year, PCS was extremely successful in implementing the actions and services to achieve this goal. School staff successfully transitioned to a completely virtual learning environment over the span of a week, in order to provide continuity and support during an extremely volatile time. Staff and students alike were supported to achieve the goal of keeping students connected to school and their learning. The biggest challenge was the students who essentially fell off the radar during the school closure. The school had several of these students who were extremely difficult, if not impossible, to keep engaged.

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	Actual
Metric/Indicator Annual events/activities calendar for all sites **19-20** 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 year, so parents will be receiving the same information in the same timing. **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.	We are still not where we want to be with this goal, and were further challenged because of COVID. These calendars were maintained at the site level but not on a master calendar.
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	All K-8 teachers used the Second Step curriculum and morning meeting framework while students were able to attend classes on site. Once the schools closed from March to June, these materials were not emphasized. Behavior support plans are not used consistently and still need to be refined.

Expected	Actual
19-20 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. **Baseline** All teachers have access to the Second Step and Morning Meeting materials. Many teachers are consistent with the implementation and use, but some are not. Staff began review of all existing student behavior policies and update accordingly. Staff began to use a streamlined Behavior Support Plan process and documentation for behaviorally challenged students.	
Metric/Indicator Expanded services with Plumas Rural Services **19-20** We will continue to partner with PRS for the Safe Base program. PCS will be internalizing counseling services from this point forward. **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.	PCS discontinued the active partnership with Plumas Rural Services, in favor of bringing on an in house counselor.
Metric/Indicator Priority 5: Pupil Engagement/Local-Lease of district owned facilities	The school Director continues to actively work towards school owned long term stable facility for Quincy programs.

Expected	Actual
19-20 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. The school's Quincy programs are currently housed in three separate commercial buildings. **Baseline** PCS currently leases two facilities owned by Plumas Unified School District.	
Metric/Indicator Program evolution **19-20** 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. **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.	PCS continued to offer personalized learning programs at each center, and will continue to implement program changes in response to identified student needs.
Metric/Indicator Priority 5: Pupil Engagement/Attendance rates **19-20** PCS will increase average attendance rates by 1%. PCS will reduce it's Chronic Absenteeism rate by 1%. **Baseline** 2017-2018 Average: 92.5 2018-2019 Average: 94.6 2019-2020 Average: 95 (COVID)	Because of the school closures, this data was not available.

Expected	Actual
Metric/Indicator Priority 6: School Climate/Student Climate survey **19-20** PCS will continue to implement the Student Climate Survey annually and use the data to help with the decision making. For 2019-2020 we would like to see a 2% increase in the number of students who participate in the survey. **Baseline** 2018-2019 Student Climate Survey-Grades 3-6 104 responses (100% of enrolled students) Students (3-6) Based on the survey data, the following items were identified as areas to address during the 2019-2020 school year. • Honoring and inquiring about student ideas • Honoring students' interests with regard to learning • Teaching empathy Student Climate Survey-Grades 7-12 133 responses (76% of enrolled students) Students (7-12) Based on the survey data, the following items were identified as areas to address during the 2019-2020 school year. • The importance of relationships with adults • Fairness and equity in the treatment of kids • Teaching empathy • Making schoolwork relevant • Teaching confidence and grit	Because of the school closures, this data was not available.
Metric/Indicator	2020 Graduation rate: 78%

Expected	Actual
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. **19-20** High school graduation rate: Maintain a high single year graduation rate (90% or above) Maintain a low single year dropout rate (9% or lower) 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) **Baseline** One year High School Graduation Rate: 2018: 90% 2019: 85% 2020: 81.6% Cohort Rate: 2018: 62.5% 2019: 83.9% 2020: 78.1% Chronic absenteeism rates: 2018: 9.5% 2019: 6.9% 2020: N/A Middle school dropout rates: 0 Suspension rate: 0 Expulsion rate: 0	2020 Drop out rate: 22% This goal was not met. COVID played a part in this lower graduation rate, but also the dynamics within this cohort were also responsible. Because of school closures, attendance rate data was not available for the 2019-2020 school year, nor was CA School Dashboard data.

Expected	Actual
Metric/Indicator Priority 5: Pupil Engagement/Local **19-20** Offer at least two formalized sports for high school students. **Baseline** PCS officially offers boys basketball and girls volleyball.	PCS officially offers boys basketball and girls volleyball. Girls softball was also added this year, but was cut short due to COVID.
Metric/Indicator Priority 5: Pupil Engagement/Local **19-20** Continue to refresh and refine student centered class environments through the use of creative and flexible seating and other furniture. **Baseline** Continue to refresh and refine student centered class environments through the use of creative and flexible seating and other furniture.	Teachers are constantly going this. The limited centers all programs operate in demand creative and flexible solutions.
Metric/Indicator Priority 5: Pupil Engagement/Local **19-20** Continue to provide daily food service to all students at all school centers. **Baseline** Provide daily food service to all students at all school centers.	PCS partners with PUSD to consistently offer this service, which continued during the school closures.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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.	This action will be carried out by existing staff. 0	This action will be carried out by existing staff. 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	5863 Professional Development-See Goal 1 Action 1 for Totals 5000-5999: Services And Other 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
PCS will continue to contract with PRS for the Safe Base program, but will internalize counseling services.	5820 Consultants-Non Instructional 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,000 2102 Classified-Counselors 2000-2999: Classified Personnel Salaries Supplemental $18,700	5820 Consultants-Non Instructional 5000-5999: Services And Other Operating Expenditures Supplemental 0 2102 Classified-Counselors 2000-2999: Classified Personnel Salaries Supplemental $28,050
PCS will continue to pursue the development of a permanent Quincy facility through the USDA Rural Development loan program.	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 $198,456	6100 Sites and Improvement of Sites 6000-6999: Capital Outlay General Fund $142,711 5610 Rent 5000-5999: Services And Other Operating Expenditures General Fund $173,520
Provision for diverse student activities, enrichment and events.	5830 Filed Trips/Enrichment/Student Activities 5000-5999: Services And Other Operating Expenditures Supplemental $30,180	5830 Filed Trips/Enrichment/Student Activities 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary $20,000
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.	1100 Teacher Salaries See Goal 1 Action 3 for Totals 1000-1999: Certificated Personnel Salaries General Fund 2100 Instructional Aide Salaries-See Goal 1 Action 1 for Totals	1100 Teacher Salaries See Goal 1 Action 3 for Totals 1000-1999: Certificated Personnel Salaries General Fund 2100 Instructional Aide Salaries-See Goal 1 Action 1 for Totals

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries General Fund	2000-2999: Classified Personnel Salaries General Fund
	5610 Rent-See Goal 2 Action 5 for totals 5000-5999: Services And Other Operating Expenditures General Fund	5610 Rent-See Goal 2 Action 5 for totals 5000-5999: Services And Other Operating Expenditures General Fund
	1148 Teacher-SPED Salaries 1000-1999: Certificated Personnel Salaries SPED Funds $102,945	1148 Teacher-SPED Salaries 1000-1999: Certificated Personnel Salaries SPED Funds $117,000
	2103 SPED Aide Salaries 2000-2999: Classified Personnel Salaries SPED Funds $31,176	2103 SPED Aide Salaries 2000-2999: Classified Personnel Salaries SPED Funds $34,328
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.	This action will be carried out with existing staff and resources 0	This action will be carried out with existing staff and resources 0
Offer at least two formalized sports for high school students.	5874 Athletics 5000-5999: Services And Other Operating Expenditures General Fund $5,150	5874 Athletics 5000-5999: Services And Other Operating Expenditures General Fund $4,635
Continue to refresh and refine student centered class environments through the use of creative and flexible seating and other furniture.	4410 Classroom Furniture 4000-4999: Books And Supplies General Fund $27,089	4410 Classroom Furniture 4000-4999: Books And Supplies General Fund $20,000
Continue to provide daily food service to all students at all school centers.	4710 Student Food Services 4000-4999: Books And Supplies General Fund $41,931	4710 Student Food Services 4000-4999: Books And Supplies General Fund $55,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds not spent on Plumas Rural Services, were added to the school's in house school counselor to expand her offerings. Funds not spent in furniture were added to computers to purchase more devices to be sent home with students. In general for this goal, more funds were spent than were budgeted to accommodate program changes necessary due to COVID.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Much of this goal relies on being able to see and work directly with students in order to provide support and activities. Because of the school closure, this in person time for the year was cut short so many important activities were not able to be offered. A success in this goal was our teaching staff and counselors ability to stay connected and support students virtually.

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	Actual
Metric/Indicator Regular parent meetings at each center **19-20** 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. At least one meeting will be scheduled either later in the evening or mid day to help in accommodating more parents. **Baseline** Each center held three parent meetings during the 2018-2019 school year. Participation during the meetings was acceptable but not maximized.	Appropriate parent meetings were held both in person and virtually; in large and small groups, and one on one.
Metric/Indicator Five current parent board members representing two of the three communities we serve **19-20** 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.	PCS currently has three parent board members representing the four communities PCS serves. One Quincy parent, one Chester Parent and one Indian Valley parent who has students both in the Greenville and Taylorsville programs.

Expected	Actual
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 **19-20** 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. PCS will continue to use School Messenger to keep parents informed of all school happenings. In response to the survey data from 2018-2019, we will be: • 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 **Baseline** PCS implemented a parent involvement survey in March of 2019 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	This survey was not completed during the 19/20 school year because of the school closure. Several other surveys were used with families during the closure period to assess needs and feedback around how distance learning was being offered and on program options considered for fall. That information is available on the Learning Continuity and Attendance Plan.

Expected	Actual
half of our families. Key survey findings include (and correspond to each question asked in the survey): 1) Thirty percent of the responding parents meet with teachers in person weekly or more 2) Twenty seven percent of the responding parents meet in person with school administration once or twice per year 3) Thirty five percent of the responding parents almost never volunteer at the school, while twenty nine percent volunteered once or twice during the year 4) Of the parents that did volunteer, twenty five percent of them volunteered for a field trip, twenty percent during a school event, six percent attended a PCS Board meeting, and eleven percent volunteered at the centers 5) Forty three percent of the responding parents visited the school weekly or more 6) Forty five percent of the responding parents feel very informed as the happenings at PCS, and forty nine percent feel somewhat informed 7) Ninety nine percent of the responding parents prefer to receive school related information by email or text/cell phone 8) Seventy two percent of the responding parents feel that PCS makes adequate efforts to promote parent participation at the school 9) Sixty eight percent of the responding parents feel that they have the opportunity to be involved in the decision making at PCS, while twenty three percent feel neutral 10) Forty percent of the responding parents attend PCS parent meeting in their communities, thirty five percent do not attend meetings and twenty five are neutral. PCS utilizes School Messenger to keep families informed of all school happenings. This program sends texts and emails to families. Based on the these survey results, the following items to address were identified:	

Expected	Actual
• 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 Genuis?	
Metric/Indicator Priority 3: Parental participation in programs for unduplicated pupils **19-20** 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.	At present, there are no distinct programs offered specifically for unduplicated students. Parents of unduplicated students are provided with the same involvement opportunities as parents of non-unduplicated students.
Metric/Indicator Priority 3: Parental participation in programs for individuals with exceptional needs **19-20** 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, and triennial reevaluation meetings. **Baseline**	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.

Expected	Actual
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 **19-20** Mountain Valley PTO is established, and formally meeting monthly. They have established an independent bank account and have assumed fiscal responsibility fundraising. The PTO will continue to fund raise on behalf of PCS and to assist in funding various activities. **Baseline** PCS established at PTO named Mountain Valley Parents.	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.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
PCS staff will facilitate a minimum of three parent meetings each year at each center. These meetings will be scheduled in advance on the master calendar, and will provide child care and dinner to 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.	4720 Other Food 4000-4999: Books And Supplies General Fund $2,142 2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries General Fund $1,000	4720 Other Food 4000-4999: Books And Supplies General Fund $2,200 2100 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries General Fund $1,000
PCS staff and existing board members will continue 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
PCS will continue to utilize a Parent Involvement and Satisfaction Survey to keep informed as to how parents are feeling about the	This action will be carried out with existing staff and resources. 0	This action will be carried out with existing staff and resources. 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
opportunities the school provides for their involvement. The results of the survey will continue to be used to evolve our process.		
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.	This action will be carried out with existing staff and resources. 0	This action will be carried out with existing staff and resources. 0
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.	This action will be carried out with existing staff and resources 0	This action will be carried out with existing staff and resources 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for this goal were spent in support of the identified actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges for implementation of the actions and services for this goal were the school closure and transition to virtual only meetings for the second half of the year. All parent meetings, board meetings, staff meeting and PTO meetings had to convert to virtual platforms. PCS successfully made this transition but virtual meetings bring their own set of challenges to navigate in order for them to be effective.

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.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1, 2: Local Measure-Professional development	PCS was able to successfully offer numerous professional development opportunities during the 19/20 school year. They included: SELPA Teacher Academy – Rocklin, CA August 14-15, 2019 All Staff BOY Meeting-8/24 High School Counselor Workshop – Sept. 18-19, 2019 SELPA Paraeducator Workshop – August 22, 2019 Code.org Training - Sept 25, 2019 Universal Design for Living Workshop - Oct 1 & 2, 2019 Jo Boaler K-12 Workshop – Eureka, CA Oct 12, 2019 CSDC Conference 2019 - Anaheim, CA Dec 2-3, 2019 CTI Teacher Induction Program

Expected	Actual
19-20 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 2019-2020 school year. Professional Development Overview for 2019-2020 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 • Charter Schools Development 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 Tier II: Administrator driven • 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/workshops. Tier III: Staff driven professional development-Teacher	College Admissions & Transfers – Redding, CA Oct 30, 2019 CTE Grant Deliberation - Sacramento, CA Feb 12, 2020 HR Building Blocks: Build A Strong HR Foundation for Your School - CCSA webinar (2.5 hours) Feb 12, 2020 Training in distance learning practices, Google Classroom, Zoom, LifeSize, etc-ongoing during school closure to help staff adjust CharterSafe Executive Order N-62-20, Workers Compensation & COVID-19 - webinar Completed 6/3/20 CharterSafe How To Prevent COVID19 Related Employment Lawsuits - webinar Completed 06/17/20

Expected	Actual
Metric/Indicator Collaboration and staff meetings **19-20** All sites will continue to have a designated day or time block during the weekly schedule allotted to staff meetings and collaboration. **Baseline** All sites have designated times in their weekly schedules for staff collaboration time.	All sites will continued to have a designated day or time block during the weekly schedule allotted to staff meetings and collaboration.
Metric/Indicator Priority 6: School Climate-Other Local Measures-Teacher Survey **19-20** PCS administration will continue to evolve and implement a survey for staff 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. Based on the 2018-2019 Staff Survey results, the following items were identified to address: • 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	This survey was not completed due to the school closure and all the challenges it presented. However, several other surveys were used with staff during the closure to assess needs, and to elicit feedback for fall programming. This survey data can be found in the Learning Continuity and Attendance Plan.

Expected	Actual
Metric/Indicator Teacher Evaluation **19-20** 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. **Baseline** There is a well defined teacher evaluation system in place.	The updated process was started during the 19/20 school year, and used up until the school closure in March. School leadership was unable to complete the evaluation for teachers process this year.
Metric/Indicator Priority 6-School Climate-Other Local Measures Priority 8-Other Pupil Outcomes-Local **19-20** 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 technical support by the SELPA team members. **Baseline** PCS is a member of the El Dorado Charter SELPA.	PCS actively engaged 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 technical support by the SELPA team members.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
PCS administration and staff will plan and schedule an annual professional development calendar that will be shared with staff in September.	This action will be carried out by existing staff and resources. 0	This action will be carried out by existing staff and resources. 0
PCS will commit a minimum of $30,000 for staff professional development.	5863 Professional Development 5215 Travel 5000-5999: Services And Other	5863 Professional Development 5215 Travel 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Title II, General Fund $30,000	Operating Expenditures Title II, General Fund $37,000
All centers weekly schedules will include a day/time block 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
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.	This action will be carried out with existing staff and resources. 0	This action will be carried out with existing staff and resources. 0
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.	This action will be carried out with existing staff and resources. 0	This action will be carried out with existing staff and resources. 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for this goal were spent in support of the identified actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges for implementation of the actions and services for this goal were the school closure and transition to virtual only meetings and trainings for the second half of the year. All staff PD had to convert to online platforms, which did create a challenge in delivery and participation. One of the ways this challenge was met, was to support more individual staff PD versus whole group PD. This was in the form of supporting new teachers through their induction program, and allowing for individual staff members to identify trainings that best support their particular positions. School staff also had to become quick studies in providing for distance learning, maximizing Zoom, Google Meet, and Google Classroom. For the most part, staff rose to this challenge.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Classroom desks and additional seating	$9,600.00	$14,479	No
Additional School Nurse time for staff, student training and establishing of new protocols	$5,000.00	$5,000	Yes
Additional cleaning and sanitation supplies and personal protective equipment for staff	$12,000.00	$12,000	No
Additional janitorial time	$30,000.00	$30,000	No
Signage for all sites	$634.00	$634.00	No
Additional devices for student use-these are used for both in-person and distance learning	$47,000.00	$116,618	No
Additional time of support staff to ready sites	$5,000.00	$5,000	Yes
Teacher Salaries	$1,072,569.00	$1,096,638	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

When creating this plan, there was an overlap between projections at the end of 19/20 to support educational programs and in the budget for the 20/21 school year. The major overlaps are: Classroom furniture-much of this was purchased during the 19/20 school year in preparation for offering in person programs in 20/21. 19/20 Expenses totaled $14,479, and 2020/2021 projected expenses are $15,000, for a total of $29,479.

Student devices is the other area of significant overlap: $29,618 was spent in 19/20, and an additional $87,000 was spent in 20/21. Both student and staff devices were needed to allow for the distance and in person programming.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Plumas Charter School has been open since the beginning of the 20/21 school year. When the school opened in the fall, not only were there extensive new COVID protocols to contend with, but there was also extensive wildfires creating toxic air quality. The school went in and out of distance learning only for weeks due to both the fires and COVID related issues. Being flexible and consistent in delivering education programs to students during all of this stress was challenging. The school staff have a lot to be proud of in terms of being consistent, available and organized for students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional student devices-used for in person learning as well	$47,000.00	$116,618	No
Teacher salaries-to support in person and distance learning	$1,072,569.00	$1,0396,638	Yes
Site leadership salaries-distance planning and on site safety planning	$17,500.00	$17,500.00	Yes
Educational software-assessments	$16,500.00	$16,500.00	No
Educational software-curriculum	$15,000	$19,500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

When creating this plan, there was an overlap between projections at the end of 19/20 to support educational programs and in the budget for the 20/21 school year. The major overlap for this section is:

Student devices: $29,618 was spent in 19/20, and an additional $87,000 was spent in 20/21. Both student and staff devices were needed to allow for the distance and in person programming.

Educational Software: $4,500 additional funds were spent this year to provide for more licenses to existing online program options.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Access to devices and connectivity: In preparation for offering comprehensive distance learning and virtual supports; anticipating that more students would elect to participate in online courses, and the increased use of Google Classroom, the school purchased an additional 140 Chromebooks and several staff computers. All students at PCS have access to a device while on site, and were given the option to check out a device for use at home if they needed one. Families were interviewed when we transitioned to all distance learning in the Spring, and upon enrollment this fall to assess device and connectivity needs. Devices are checked out as needed, and

if a family does not have internet connectivity at home, we work with the family to identify possible options based on their home location including low-cost or free internet. For the 2020-2021 school year, PCS has been open to hybrid programs, where students have the option of coming to school two days a week and participating in distance learning the other two, with one IS day; students can also select all IS or all distance learning (if that site offers that option). All students have maintained access to school devices for use at home and on site.

Pupil participation and progress: Students at Plumas Charter School engage in a non classroom based model for instruction and attendance accounting. Since the school's inception in 1998, PCS has adhered to the state directives on accounting for non classroom based instruction. This remains true. Senate Bill 98 provides rules for classroom-based learners who receive distance learning, but does not affect they way in which we document programs and student participation. Student's progress and engagement is quantified through the amount of work completed as well as the quality of the work. Students are also formally assessed regularly throughout the school year to measure individual student growth, grade level growth, and ultimately whole school growth. This has not changed with the changes in program due to COVID.

Distance learning PD: Teachers and staff are provided professional development and on-going support on distance learning tools including the school's virtual learning platform (Google Classroom), video conferencing platforms (Zoom/Google Meets, LifeSize), and collaboration tools (Google Apps for Education). All instructional staff also received training on the school's assessment programs (iReady and NWEA) including using these tools in a virtual learning environment. New curriculum was adopted for the 2020-2021 school year, and extensive training was provided on use of the materials both in class and virtually.
Beginning of year training included:
~Google Classroom
~Zoom
~Google Meet
~Ready Math
~iReady
~CPM Math
~NWEA
~Social Emotional support of students
Time is also set aside each week for site level staff to meet, collaborate and address any concerns. The instructional staff at PCS is well versed in providing a range of program options to students. Technological support for the above resources is provided by site level leadership. Technological support for school devices and infrastructure is provided by the .4 FTE Technology Specialist.

Staff Roles and Responsibilities: With the move in the Spring to all distance learning, many instructional staff were new to both Google classroom and Zoom/Google Meet, and had to learn quickly to set these functions up in support of their students. Holistically staff embraced these tools, with the training and support provided by site level leadership, and they are being used more effectively in starting the 2020-2021 school year. All instructional staff are now required to use these tools consistently and purposefully in support of the larger program. Training and ongoing support was/is provided for all of these tools. All staff were trained in the COVID-19 Health and Safety Plan, and is expected to uphold its practice. Several staff members have been designated to complete the daily health

screens for both students and staff. New documentation requirements arose with this plan as well. The PCS counselor had to both expand her support and change the platform of the support to virtual. PCS leadership had to develop and monitor systems for remote work accountability and equity

Support for pupils with unique needs: Plumas Charter School is a personalized learning school that seeks to provide individualized programs and supports to all students. The school has been and continues to be committed to creatively supporting pupils with unique needs. Through our existing multi-tiered systems of support, staff members have been providing individualized and differentiated support for all students struggling with distance learning since the campus closures, and will continue to do so throughout the 2020-2021 school year. These supports include access to direct instruction, tutoring support, counseling support and assisting with access to community services resources. Depending on each student's individual needs, staff members will meet with students and families via video conference or telephone and/or provide in-person support when allowed by the current public health conditions. Plumas Charter School is committed to ensuring equal access to educational opportunities for all students, including the provision of Free and Appropriate Public Education (FAPE) for students with disabilities. Each instructional model (independent study. hybrid, distance learning, and in-person instruction) is designed to support students and families as partners during this unique school year. Special Education case managers and related service providers will continue to partner with families by discussing supports and services for students in all learning models, including virtual services and assessments. As the public health guidelines allow, Plumas Charter School will prioritize in-person supports and services while also making use of virtual services as appropriate. This coming school year will be a team effort and case managers will emphasize the needs of families in these conversations to best support students. During the first month of the 2020-21 Learning Continuity and Attendance Plan for Plumas Charter School Page 13 of 20 school year, case managers will connect with each family and student to establish a services plan, outlining how services will be provided both onsite and in a distance learning environment. The Special Education Coordinator will continue to track all initial and triennial assessments remaining from the 2019-20 school year where formal assessments still need to be conducted to complete this assessment process. The School Psychologist or Speech and Language Therapist (SLP) will contact all parents of these students at the beginning of the school year to discuss next steps for each student's individualized assessment. Students who are in foster care or who are homeless, will have access to the full range of programs offered through Plumas Charter School. They will have access to devices that can be checked out for off campus use, and school staff will ensure that they are properly connected to community level support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iReady Diagnostic and Instruction for grades 2-6	$10,000.00	$10,000.00	No
NWEA MAPS for grades 7-12 (includes staff training)	$6,500.00	$6,500.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There are no substantive differences between the planned actions and implemented actions, or in associated budgetary expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Plumas Charter School recognizes that the COVID-19 related campus closures have impacted student learning and identifying specific skills gaps is key to supporting students this school year. As part of our return to school plan, all students will participate in assessments which help to identify learning gaps. All students in grades TK-2 will complete multiple measures assessments, which include fluency, phonics and number sense. All students in grades 3-6, will complete the iReady diagnostic assessment from Curriculum Associates in both reading and mathematics. All junior high and high school students will be assessed using the NWEA program. The results of these beginning of year assessment will help instructional staff in identifying skill and content gaps in order to design an appropriate educational program. Students who assess significantly below grade, will also be placed on Student Action Plans, which provide for an additional layer of support and assessment. Students will also be assessed mid year, using the SBAC Interim Assessments, and again at the end of the year using those described above, as well as the SBAC. The mid and end of year assessments help to determine program effectiveness and also help to drive changes to the instructional program as the year progresses. PCS continues to use a Multi Tiered System of Support, where students receive different levels of support based on their identified need, and individual circumstance. English language development for EL students (in the event that such students enroll with PCS) will me measured in part using the assessments and processes mentioned above, but also through the administration of the ELPAC and resulting data.

BOY student assessment data indicates the following:
Reading Grades 1-6: 26% at or above level

Math Grades 1-6: 28% at or above level

19/20 EOY Reading Grades 1-6: 53% at or above level
19/20 EOY Math Grades 1-6: 44% at or above level

Reading Grades 7-12: 62% Hi Average/High
Math Grades 7-12: 53% Hi Average/High

Teachers have developed intentional and consistent instructional schedules that work with distance, hybrid, and in-person learning formats to maintain consistency for students. Teachers also use consistent school adopted curriculum from year to year. Teachers also use beginning of year assessment results to drive individual student programs including appropriate remediation or acceleration. School work can be provided in an interactive virtual environment, or using paper based packets if requested. These options can increase accessibility. PCS uses iReady, which includes a responsive instructional component that students can engage in regularly and is based off of their assessment data. PCS uses NewsELA, which is an authentic and engaging standards aligned resource that assesses student's readying levels, and adjusts content accordingly. The school provides access to i-Ready's Teacher Toolbox; this is a collection of K-8 standards-based lessons that include scripted lessons, practice, and an assessment. This tool allows a teacher to identify a learning gap and immediately access a lesson to provide targeted instruction. The teacher can send this lesson to the parent if they are interested in receiving academic support materials. To support low income, foster youth, and homeless students, Plumas Charter School will continue to provide wrap around services though our MTSS process including social-emotional support from our school counselor. Plumas Charter School is providing technology and curriculum support so that all students will have access to technology regardless of household income. At the time this report was written, PCS had no EL students. In the event that an EL student enrolls with PCS, the same resources as mentioned above will be applied, as well as any additional resources needed for support of the student within reason. These resources may include translation services, or curriculum items offered in the student's native language.

Plumas Charter School will use the interim assessments and monthly progress monitoring to measure the effectiveness of its strategies and supports. Structured site level collaborations allows teachers and para-educators to review progress and shift strategies as needed.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Plumas Charter School recognizes that stress has a major impact on the developing brain and learning. Considering this effect of stress, several activities and strategies are planned to address the mental health and social and emotional well-being of students as well as staff and are listed below.

Plumas Charter School's support of student's and staff mental health and social emotional well being includes three primary components. The first is the provision of a school counselor to any student or staff member that requests this level of support. The school's counselor regularly connects with all staff and students through her weekly messaging and check in. Students and staff can reach out to the counselor independently. The counselor can provide short or long term support depending on the needs of the individual. The counselor can also refer an individual to Plumas County Behavioral Health if the need is outside of their scope of services. The second component is the provision of social emotional learning instruction and activities. All grade levels are provided with this through the Second Step curriculum, as well as NewsELA. The third is the basic nature of our program, which is the cultivation of a strong relationship between students/their families and not only their teachers, but their site administrators and other support staff. This relationship can allow for easier communication and check ins with families. If a staff member suspects a student needs more support or that something is amiss, they can also refer the family to counseling. Staff has also been trained on Trauma Informed Instruction techniques, and received training from the school counselor at the beginning of this year on how to be sensitive and flexible with students this year, and what to look for that may indicate a student needs counseling or other support. Staff also receives annual training in suicide prevention and child abuse reporting.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Outreach by the school to families, happens in a variety of ways. Whole school messaging initiated by the school's Director(s), happens several times a month in order to keep families informed and share important information and services. Public service announcements are also shared in this way. Site Directors and Coordinators also communicate regularly with their families through the School Messenger system. Teachers and instructional support staff are in daily or weekly contact with parents and students. Because of the existing nature of PCS programs, parents and students are already familiar with expectations around non classroom based attendance accounting and work completion requirements. During the Spring all distance learning, almost 90% of families had full or partial engagement with programs. For the 10% school staff could not get connected, staff visited homes, had sheriff's deputies do home welfare checks, and had the school counselor check in if deemed appropriate. During the course of regular business, PCS implements an academic dismissal policy, where any student who does not properly engage with their program and the agreements made on the Master Agreement for Independent Study, triggers a tiered process of additional supports and communications. If these additional supports and communications do not yield adequate engagement, a student may be dismissed from the school. The

additional supports include the intervention of the Truancy Prevention Team, who works with the county District Attorney's office to help support student engagement and attendance. During the current set of conditions, the school will continue to operate in this manner. As a non-classroom based school, we are in the unique circumstance of not being able to require physical attendance as a condition of enrollment. This limits what the school can hold students accountable to. As an independent study program not subject to Senate Bill 98, state law requires the school to have a policy that defines minimum requirements for attendance and academic progress. Students that do not meet those requirements are considered non-compliant and a series of actions are initiated which can lead to disenrollment from the school's program and the return of the student to their school of residence. Staff work closely with students and their families to prevent such occurrence.

The tiered engagement or reengagement of students includes the following:
1) Teacher communication and support-depending on the individual circumstance this may include additional virtual on on site support (as allowed)
2) Site lead communication and support, with the potential addition of counseling support, the potential of a welfare check by school staff or sheriff department staff, the potential of increased check ins, increased provision of school supplies or devices
3) Truancy Prevention team communication and support

An important indicator of engagement is student attendance. Even though schools are not required to report ADA and attendance to the state during the 20/21 school year, PCS is because we are following our established system of non classroom based attendance reporting.
Month 1: 94% Attendance rate
Month 2: 95% Attendance rate
Month 3: 93% Attendance rate
Month 4: 91% Attendance rate
Month 5: 91% Attendance rate

Anything above a 90% for this year is considered a success given the current set of circumstances. We have seen a decline in attendance since the beginning of the school year, and many interventions have been put in place to discourage that trend.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Plumas Charter School partners with Plumas Unified School District's Food Service program for the provision of meals for students. All of the schools student's have access to daily free meals due to Plumas County's current designation with the USDA. On the days that students are on site, the school provides the meals on site. When the student's are off site, they have the option of going to a central location for a "grab and go" meal.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

With the close of the 19/20 school year and the transition to distance learning, and then reopening in the 20/21 school with an elaborate hybrid cohort designed program, much program and staff evolution and stakeholder engagement has taken place, that will drive the 2021-2024 LCAP planning cycle. In this upcoming cycle, attention will be given to school operational components specific to COVID; the changes in programs and services offered as a result of operating in a pandemic, the new challenges the school is facing as a result, as well as the priority growth areas that were identified through the accreditation cycle and regular staff collaboration.

Goals specific to the current set of circumstances include:

1) Ensure that appropriate health and safety protocols are in place and being followed, allowing for the school to remain open to in person instruction as much as possible.
2) Ensure student access to distance programs and services to the best of our ability. This includes increased access to devices students can use at home, as well as assistance with the provision of internet if needed.
3) Track carefully on student engagement, attendance, academic skills, and counseling needs, and intervene on whatever needs attention.
4) Communicate regularly with all families to help ensure ongoing connectedness to school even with fluctuations between distance and onsite learning.
5) Continue to give stakeholders many opportunities throughout the year to engage in the decision making at the school and to provide feedback to continue to improve programs and services.

6) Continue to improve upon wholistic school goals around student academic achievement, assessment and curriculum consistency, school climate and culture, parent involvement and staff support.

Stakeholder engagement in
The LCAP is not a stand alone process, but rather a component in the school annual improvement process, which also includes specific requirements as set by WASC and the school's charter petition. Whole school annual progress review and goal setting, is a fluid cycle that includes all of the below groups and meeting calendar.

Stakeholder Structure and Meeting Schedule

School Leadership Team:
Comprised of the Executive Director, SPED Director, the Site Director and three Site Coordinators
Monthly meetings

Board of Directors:
Comprised of parents, community members, and a school district representative; monthly meetings

Site Level Staff:
Each of the centers hold weekly staff collaboration meetings
Staff involved are Site Leads, teachers, instructional support staff and classified staff
Participation in end of year staff satisfaction survey

Parent Involvement:
Parent meetings are held quarterly in each community
Participation in end of year parent involvement and satisfaction survey

Student Involvement:
Daily/weekly communication with students
Participation in end of year student survey around school climate and safety

Whole School Staff:
Whole school staff holds quarterly collaboration and training meetings

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

PCS has a local assessment program that all students participate in, virtual or on site, twice or three times a year. For students in grades K-2, PCS uses a battery of multiple measures; for students in grades 3-6, PCS uses iReady; and for students in grades 7-12,

PCS uses NWEA. At minimum, these assessments are given at the BOY and EOY. They are also used at mid year for students with Student Action Plans. Student's performance on these assessments helps to drive the instructional program for the student. Different levels of support and remediation are made available and include differentiated IS work, differentiated in class work, after school tutoring, during school RTI groups, and also use of remediation online supports within the iReady program.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences to speak of.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

With the close of the 19/20 school year and the transition to distance learning, and then reopening in the 20/21 school with an elaborate hybrid cohort designed program, much program and staff evolution and stakeholder engagement has taken place, that will drive the 2021-2024 LCAP planning cycle. In this upcoming cycle, attention will be given to school operational components specific to COVID; the changes in programs and services offered as a result of operating in a pandemic, the new challenges the school is facing as a result, as well as the priority growth areas that were identified through the accreditation cycle and regular staff collaboration.

Goals specific to the current set of circumstances include:

1) Ensure that appropriate health and safety protocols are in place and being followed, allowing for the school to remain open to in person instruction as much as possible.
2) Ensure student access to distance programs and services to the best of our ability. This includes increased access to devices students can use at home, as well as assistance with the provision of internet if needed.
3) Track carefully on student engagement, attendance, academic skills, and counseling needs, and intervene on whatever needs attention.
4) Communicate regularly with all families to help ensure ongoing connectedness to school even with fluctuations between distance and onsite learning.
5) Continue to give stakeholders many opportunities throughout the year to engage in the decision making at the school and to provide feedback to continue to improve programs and services.
6) Continue to improve upon wholistic school goals around student academic achievement, assessment and curriculum consistency, school climate and culture, parent involvement and staff support.

Stakeholder engagement in
The LCAP is not a stand alone process, but rather a component in the school annual improvement process, which also includes specific requirements as set by WASC and the school's charter petition. Whole school annual progress review and goal setting, is a fluid cycle that includes all of the below groups and meeting calendar.

Stakeholder Structure and Meeting Schedule

School Leadership Team:
Comprised of the Executive Director, SPED Director, the Site Director and three Site Coordinators
Monthly meetings

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Comprised of parents, community members, and a school district representative; monthly meetings

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Each of the centers hold weekly staff collaboration meetings
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Participation in end of year staff satisfaction survey

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Parent meetings are held quarterly in each community
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Student Involvement:
Daily/weekly communication with students
Participation in end of year student survey around school climate and safety

Whole School Staff:
Whole school staff holds quarterly collaboration and training meetings

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources		
	0.00	0.00
	1,714,075.00	1,648,785.00
	209,121.00	226,328.00
	20,000.00	0.00
	318,238.00	316,894.00
	0.00	20,000.00
	60,000.00	74,000.00

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types		
	0.00	0.00
	1,242,044.00	1,235,466.00
	425,302.00	457,840.00
	155,302.00	177,835.00
	293,786.00	272,155.00
	5,000.00	0.00
	200,000.00	142,711.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		0.00	0.00
		1,064,099.00	1,043,466.00
		177,945.00	192,000.00
		111,068.00	106,618.00
		31,176.00	34,328.00
		283,058.00	316,894.00
		135,302.00	177,835.00
		20,000.00	0.00
		203,606.00	178,155.00
		30,180.00	0.00
		0.00	20,000.00
		60,000.00	74,000.00
		5,000.00	0.00
		200,000.00	142,711.00
		200,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,627,665.00	1,650,563.00
Goal 2	660,627.00	595,244.00
Goal 3	3,142.00	3,200.00
Goal 4	30,000.00	37,000.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,181,803.00	$1,280,369.00
Distance Learning Program	$1,168,569.00	$10,566,756.00
Pupil Learning Loss	$16,500.00	$16,500.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,366,872.00	$11,863,625.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$99,234.00	$173,731.00
Distance Learning Program	$78,500.00	$152,618.00
Pupil Learning Loss	$16,500.00	$16,500.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$194,234.00	$342,849.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,082,569.00	$1,106,638.00
Distance Learning Program	$1,090,069.00	$10,414,138.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,172,638.00	$11,520,776.00