

Plumas Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Plumas Charter School
Street	1425 E Main Street
City, State, Zip	Quincy, CA 95971
Phone Number	(530) 283-3851
Principal	Taletha Washburn
Email Address	taletha@plumascharterschool.org
School Website	www.plumascharterschool.org
County-District-School (CDS) Code	32 66969 3230083

2023-24 District Contact Information

District Name	Plumas Charter School
Phone Number	5302836500
Superintendent	William Roderick
Email Address	wroderick@pcoe.k12.ca.us
District Website	www.pcoe.k12.ca.us

2023-24 School Description and Mission Statement

The mission of Plumas Charter School (PCS) is to provide a personalized learning environment with a culture of acceptance for a diverse community. We encourage the development of compassionate, resilient, life-long learners. We embrace the core values of Respect, Accountability, Responsiveness and Compassion.

Plumas Charter School offers a variety of programs, curriculum and instruction including a selection of state-approved curriculum, resource center based classes, tutoring, online courses, literature and original sources; character education and customized combinations of the above. A careful selection is made for each student taking into consideration student's strengths, growth areas, optimum learning style and personality. Plumas Charter School operates resource centers in three Plumas County communities (Quincy, Taylorsville and Chester). Each center is designed to meet the specific needs of the community.

Plumas Charter School was founded in 1998, and first became WASC accredited in 2008. The original enrollment was 70 students and is now 350.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	20
Grade 2	32
Grade 3	16
Grade 4	22
Grade 5	17
Grade 6	21
Grade 7	24
Grade 8	30
Grade 9	26
Grade 10	27
Grade 11	34
Grade 12	46
Total Enrollment	346

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.2%
Non-Binary	.3%
American Indian or Alaska Native	6.6%
Asian	0.3%
Black or African American	0.9%
Filipino	0.9%
Hispanic or Latino	13.9%
Native Hawaiian or Pacific Islander	0
Two or More Races	8.4%
White	84.4%
English Learners	0.9%
Foster Youth	2.0%
Homeless	0.9%
Migrant	2.0%
Socioeconomically Disadvantaged	48.8%
Students with Disabilities	14.5%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	52.71	79.80	66.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	1.40	0.20	0.21	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.58	13.50	11.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.90	38.75	20.70	17.33	12115.80	4.41
Unknown	0.20	1.51	5.20	4.40	18854.30	6.86
Total Teaching Positions	17.90	100.00	119.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.10	68.48	90.20	74.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.39	12.60	10.49	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.50	27.01	14.90	12.38	11953.10	4.28
Unknown	0.80	4.03	3.00	2.49	15831.90	5.67
Total Teaching Positions	20.60	100.00	120.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	6.90	5.50
Total Out-of-Field Teachers	6.90	5.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Because we are a personalized learning school, we do offer different instructional materials to students in many of the subject areas, that may better support their learning style and instructional level. Each student's needs are assessed, and appropriate materials are assigned. What is listed below, is the school's base curriculum, as well as some of the other options we provide. The majority of PCS students are using the below materials, but there are instances of unique requests based on individual student interest and needs.

We also subscribe to a comprehensive online curriculum provider, Edgenuity, and students who are participating Independent Study or who are recovering credits will regularly use this program for one or more of their classes.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Houghtin Mifflin Journeys: 2016; Step Up to Writing; Words Their Way; Units of Study 7-12: New Visions; Engage New York; Edgenuity; Prentice Hall; Reading iwth Relevance	Yes	0
Mathematics	K-8: Ready Math-Curriculum Associates 9-12: TCM, Prentice Hall, Teaching Textbooks; Edgenuity	Yes	0
Science	K-6: Studies Weekly Junior High Science: Life Science A Complete Course by Nitty Gritty Science; Physical Science Curriculum by It's Not Rocket Science. New Visions will also be utilized as supplemental materials; Edgenuity High School Science: Amy Brown Biology, Earth Science A Complete Course by Nitty Gritty Science; College Prep Chemistry Bundle by Ms. Razz ChemClass. New Visions for all Science will also be utilized; Edgenuity, Prentice Hall	Yes	0
History-Social Science	K-6: Studies Weekly 7-12: National Geographic; New Visions; Engage New York; Edgenuity; Prentice Hall	Yes	0
Foreign Language	Edgenuity; DuoLingo	Yes	0
Health	Edgenuity	Yes	0

School Facility Conditions and Planned Improvements

Plumas Charter School maintains four facilities throughout Plumas County. Two facilities are privately leased, and two are owned by the school. All facilities are cleaned by a janitorial service, and maintained by school staff.

Our Quincy Learning Center is located at 1425 East Main Street in Quincy. This is a new facility that was completed in August of 2022. Planned improvements are install snow splitters on the roof and correct gutter issues.

Our Indian Valley Academy program is located at 4325 and 4338 Main Street in Taylorsville. The building that houses the 7-12 grade program is privately leased, while the building housing the TK-6 grade program is school owed. Planned improvements here include yard renovations to improve the outdoor space.

Our Chester Learning Center is housed in a privately leased building. This is a newer building and the only recent improvement was painting upon our move in. The site consists of four large rooms and four sets of bathrooms.

All facilities are in good working order.

Year and month of the most recent FIT report	December 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	43	43	35	47	46
Mathematics (grades 3-8 and 11)	38	34	30	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	171	162	94.74	5.26	42.59
Female	79	75	94.94	5.06	41.33
Male	91	86	94.51	5.49	44.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	28	96.55	3.45	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	54.55
White	120	115	95.83	4.17	39.13
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	67	94.37	5.63	40.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	23.08

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	171	161	94.15	5.85	33.75
Female	79	74	93.67	6.33	31.51
Male	91	86	94.51	5.49	36.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	28	96.55	3.45	39.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	27.27
White	120	115	95.83	4.17	33.33
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	67	94.37	5.63	20.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	5.26

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	34.65	29.73	25.87	25.34	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	120	111	92.50	7.50	29.73
Female	58	54	93.10	6.90	33.33
Male	61	56	91.80	8.20	26.79
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	88	82	93.18	6.82	28.05
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	43	91.49	8.51	23.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

2022-23 Career Technical Education Programs

CTE is an area that we are actively working to expand upon. As of the Fall of 2023, we have 8 clearly delineated and offered CTE Pathway programs (Agriscience, Food Service, Patient Care, Public Safety, Outdoor Recreation Leadership, Natural Resources, Manufacturing, and Software and Systems). Students began enrolling in pathways in the fall of 2018. We are actively tracking participation in and completion of pathways.

CTE courses are offered through our online curriculum provider Edgenuity, our local community college, as well as on site at the centers. Edgenuity offers over 40 CTE courses under the headings of Business Management and Administration, Health Science, Hospitality and Tourism, Human Services, Information Technology, Agriculture, Food and Natural Resources; Science, Technology, Engineering and Mathematics, Law, Public Safety, Corrections and Security.

All pathways include an introduction course, two concentrator courses and one capstone course. Each pathway has a variety of options for students in each category.

Our center based CTE offerings have included Floral Design, Agriculture, Maker Design, Forestry, CPR and Basic First Aide, Outdoor Education Leadership, Health Education, Media/Visual and Performing Arts, and Food Handlers Certification.

Our CTE courses support the academic and overall achievement of our students by engaging them with relevant and appropriate life skill sets, and exposing them directly to career options.

The measurable outcomes of our CTE courses at present include a student's ability to successfully complete the course and ultimately the pathway. Our CTE program is in an evolutionary stage where we are trying to define what courses would best support our particular student's needs. We evaluate our CTE programs by encouraging student feedback, evaluating trends of career and educational paths our graduates take, and considering local resources.

The current CTE advisory committee includes the following:

Courtney Gomola-CTE Coordinator and CTE Teacher

Melissa Washburn-CTE Counselor

Danielle Plocki-School Nurse and CTE Teacher

Greg Willis-CTE Teacher

Taletha Washburn-Charter School Executive Director

Lisa Kelly-North Far North K-14 Pathway Coordinator

Our staff and Board of Directors are connected to the implementation and evaluation of all of our programs.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	36
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	75%

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	99	100
Grade 7	98	98	98	98	98
Grade 9	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

For the 2023-2024 school year parents are encouraged to be involved with the school in a variety of ways. Our parents volunteer in the classroom, lead small group activities, chaperone field trips, organize fundraisers, attend school activities, participate in the Mountain Valley Parents Club, and serve as members of our Board of Directors. Each PCS center holds at least three parent meetings throughout the course of the year. PCS also implements an annual Parent Involvement and Satisfaction Survey, in which we ask parents to review and assess involvement opportunities provided and their satisfaction with the opportunities and the school in general. Any parent interested in becoming involved in any capacity with the school should contact their teacher directly, one of the Site Directors or the Executive Director at 530-283-3851.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.5	11.1	2	13.7	18.1	11.3	9.4	7.8	8.2
Graduation Rate	93.2	86.1	93.9	83.9	76.6	82.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	49	46	93.9
Female	24	24	100.0
Male	25	22	88.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	32	30	93.8
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	32	30	93.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	377	371	54	14.6
Female	178	174	22	12.6
Male	198	196	31	15.8
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	14	13	4	30.8
Asian	3	3	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	53	52	9	17.3
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	34	34	6	17.6
White	270	267	34	12.7
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	153	152	38	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	62	14	22.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.26	0.00	0.00	1.12	4.50	7.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Plumas Charter School's comprehensive safety plan is reviewed annually in the Spring by staff and board representatives, as well as in the event of moving the location of a learning center, or upon receipt of suggestions from law enforcement that need incorporating. The safety plan was last reviewed and approved by the board in February of 2023. A current review is scheduled for February 2024.

Our comprehensive safety plan includes policy and protocol on how to respond appropriately to an armed intruder/shooting, a bomb threat, an earthquake, a chemical accident, a fire, a pandemic, and a power failure; among other things, Safety procedures are clearly outlined for staff and students. Our safety plan also includes maps of each of our learning centers, supply lists and evacuation routes. Pandemic protocols are also included in the School Safety Plan.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3	0	0
1	7	3	0	0
2	6	3	0	0
3	7	3	0	0
4	8	3	0	0
5	7	3	0	0
6	10	3	0	0
Other	0	0	5	0

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	3	0	0
1	10	3	0	0
2	6	3	0	0
3	4	3	0	0
4	7	3	0	0
5	6	3	0	0
6	6	3	0	0
Other	0	0	0	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	3	0	0
1	7	3	0	0
2	11	3	0	0
3	5	3	0	0
4	7	3	0	0
5	6	3	0	0
6	7	3	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	3	0	0
Mathematics	10	3	0	0
Science	10	3	0	0
Social Science	10	3	0	0

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	3	0	0
Mathematics	10	3	0	0
Science	10	3	0	0
Social Science	10	3	0	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	3	0	0
Mathematics	10	3	0	0
Science	10	3	0	0
Social Science	10	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	173

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,301	\$3,381	\$12,920	\$60,397
District	N/A	N/A	\$10,430	
Percent Difference - School Site and District	N/A	N/A	21.3	-0.8
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	51.8	-25.4

Fiscal Year 2022-23 Types of Services Funded

Plumas Charter School has many support programs in place for students. We have capped all of our resource center based classes at 24 students, and the majority of the classes with 12 or more students also have have an Instructional Aide. Lower adult to student ratios help to better engage the students and attend to their individual needs. We also have Teachers and Instructional Aides whose role it is to provide one on one pull out support to students with established IEPs or who have demonstrated the need for remediation or other academic/behavioral support. All of our resource centers also provide daily tutorial periods where students can work on assignments and receive assistance. Our centers also provide afternoon support to students who need it.

Plumas Charter School offers a variety of programs and services specifically geared towards our unduplicated students including school wide implementation of Student Action Plans for struggling students, the Nurtured Heart Approach for improvement of school climate and student behavior, school wide support of Instructional Aides to work individually with struggling students, and expanded student activities, events and field trips. While all of these services are available to all students, they have the potential to have a greater effect on our unduplicated students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,616
Mid-Range Teacher Salary		\$75,580
Highest Teacher Salary		\$100,485
Average Principal Salary (Elementary)		\$114,067
Average Principal Salary (Middle)		\$123,622
Average Principal Salary (High)		\$125,386
Superintendent Salary		\$157,977
Percent of Budget for Teacher Salaries	25.44%	27.82%
Percent of Budget for Administrative Salaries	6.77%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Plumas Charter School offers professional development opportunities in a variety of ways. Our generalized professional development overview is as follows, followed by the specific activities staff has engaged in over the last three years. All staff also participate in weekly site level staff meetings, and quarterly all staff meetings.

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

- California Charter School Association (CCSA) Conference
- Charter Schools Development Center (CSDC) Conference
- California Science Teachers Association (CSTA) Conference
- Computer Using Educators (CUE) National Conference
- A+Plus Association of Personalized Learning Schools and Services Conference
- Self researched outsourced professional development activities online or through live workshop. Clear with administrator.
- Clearly defined feedback mechanism and program integration

Tier II: Administrator driven

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

Tier III: Staff driven professional development-Teacher Leadership

- Stipend opportunity: The ten hour allotment includes preparation and research time, presentation and implementation time and follow up.
- Format: Lead out 45-60 minute block trainings throughout the school year during site level collaboration, as deemed appropriate for the content.

Example Topics:

- Math instruction resources, best practices, and thematic integration
- Science instruction resources, best practices, and thematic integration
- Reading instruction best practices, intervention and resources
- Data driven instruction

Professional Development

- Student behavior
- School culture
- Enrichment integration into core subjects
- SPED
- Technology

2023-To Date Professional Development Opportunities Provided:

2023-2024

Weekly site level meetings

2 whole staff meetings to date which included staff training in multiple curriculum items.

Conferences and PD to date:

SELPA Teacher Academy, Jul 31 - Aug 1, 2023

CA Assessment Conference, Oct 9-10, 2023

CCCAOE Fall 2023, Oct 18-20, 2023

Sierra College CTE Advisory Mtg Oct 26, 2023

CSDC Conference , Nov 8-10, 2023

Planned:

School Pathways Academy, Mar 6-7, 2024

Reading League Summit, Apr 27, 2024

CPI Selpa Training, Feb 29, 2024

Teachers are supported during their implementation of standards and curriculum and teaching best practices through an extensive observation schedule, collaborative meetings and one on one coaching.

Professional Development opportunities are selected using a variety of considerations. We do review annual student achievement data and provide additional support based on the outcomes. We are also attentive to state level requirements and ensure that we are providing the required trainings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20