

Plumas Charter School-Annual Performance Report 2020-2021

Purpose: As part of the oversight process, the annual report is completed to monitor progress on accountability measures including academic, fiscal and conditions for approval.

General Information

Plumas Charter School continues to evolve in response to the needs of the communities we serve, and has overcome significant challenges in order to continue to provide educational programming that is designed to meet the needs of the students we serve. With a strong backbone of support from multiple local and state level entities, Plumas Charter School has and will continue to demonstrate operational, fiscal, and programmatic capacity to operate and maintain a successful school. We continue to make progress towards increasing the academic achievement levels of our students, while also attending to other critical areas of need for our student population around school culture and climate. We look forward to continuing to provide educational choice and alternative educational programming in Plumas County.

Accomplishments

- Successful navigation of moving the Quincy program into appropriately permitted facilities (Spring-Summer of 2018)
- Successful application to USDA Rural Development for facilities development (process began in 2017)
- Successful roll out of consistent educational programming during the pandemic (March 2020-present)
- Successfully kept school learning centers open to classes during the 2020-2021, while mitigating all health risks (August 2020-present)
- Successful completion of WASC Accreditation (full self study and visit) resulting in a six year term (November 2020)
- [Schooling in a Pandemic](#)

Annual Performance Summary:

	2017-2018	2018-2019	2019-2020	2020-2021
Element A-Educational Program				
2% Growth	Not Met	Met	data not available	TBD
English Learners	Met	Not Met	data not available	TBD
English Learner Plan	Met	Met	Met	Met
Integrated and Designated support	Met	Met	Met	Met
ELPAC	Met	Met	Met	Met
CLAD certification				
Curriculum Map ELA	Updated with renewal petition	Met	Met	Met
Curriculum Map Math	Updated with renewal petition	Met	Met	Met
Curriculum Map Science	Updated with renewal petition	Met	Met	Met
Curriculum Map Social Studies	Updated with renewal petition	Met	Met	Met
RTI Plan ELA	updated with renewal petition	Met	Met	see PUSD feedback
RTI Math	updated with renewal petition	Met	Met	see PUSD feedback
CTE Pathways	Not met	Met	Met	Met
Element B- Annual Student and School-Wide Goals				
2% growth goal	Not Met	Met	Met	Met
Data disaggregated by learning center	Met	Met	Data not available	TBD
Element F-Health and Safety				
Health and Safety Policies	updated with renewal petition	Met	Met	Met
Element G-Racial and Ethnic Balance				
Racial Data- disparity	Not Met	Not Met	Not Met	Not Met
Element H-Admissions				
Admission/ Enrollment	updated with renewal petition	Met	Met	Not Met
Element J-Suspension, Dismissal and Expulsion Procedures				
SARB Process	updated with renewal petition	Met	Met	Met
Attendance Aligned Dismissal	Not Met	Not Met	Not Met	Not Met

Element A-Educational Program

PUSD Condition:

By March 1, 2018 PCS will provide Specific Measurable Attainable Relevant and Timely (SMART) goals which aims at a minimum of 2% growth.

PCS 2018 Response: Team agrees that we will address this piece with the next LCAP cycle. PCS agrees to increase the growth metrics to 2% for the 2018-2019 LCAP, and PUSD agrees to provide differentiated assistance if PCS does not meet this percentage as outlined in the attached differentiated assistance memo.

PCS 2020 Update: LCAP goals have been updated to reflect 2% growth. PCS [LCAP](#)

PUSD 2021 Review:

PCS has established the following goals:

- 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.

	2017-2018	2018-2019	2019-2020	2020-2021
2% growth ELA	No	Yes	data not available	TBD
2% growth Math	Yes	No	data not available	TBD

Table 1: PCS/PUSD SBAC Data-Historical Whole School/District

Year		Number of Students Tested	ELA: % of Students Met or Exceeded the Standard	Mathematics: % of Students Met or Exceeded the Standard
2014-2015	PCS	164	41.00	28.00
	PUSD	904	46.00	37.00
2015-2016	PCS	175	40.00	28.00
	PUSD	892	47.00	36.00
2016-2017	PCS	170	40.59	29.41
	PUSD	926	45.89	32.97
2017-2018	PCS	160	34.81	33.13
	PUSD	944	43.85	31.88
2018-2019	PCS	167	41.92	32.93
	PUSD	892	43.56	31.78

SBAC Movement Between Levels-Growth

Table 2: SubGroup Performance Data via CAASPP: % Students Meeting or Exceeding Standards

		Plumas Charter		Plumas Unified		PCOE		California	
		ELA	Math	ELA	Math	ELA	Math	ELA	Math
2017-2018	All	34.81	33.13	43.85	31.88	6.25	0	49	37
	White	33.89	32.52	47.38	35.68	8.33	0	64	53
	Economically Disadvantaged	29.22	31.11	35.6	12.64	NA	NA	35	23
	White-Economically Disadvantaged	26.57	27.7	38.09	24.52	NA	NA	43	32
	SPED	0	14.28	18.75	12.64	NA	NA	13	11
2018-2019	All	41.91	32.94	43.56	31.78	0	0	50.87	39.73
	White	41.54	27.69	48.79	36.11	0	0	65.42	54.23
	Economically Disadvantaged	39.03	24.39	34.37	22.66	0	0	38.97	27.48
	White-Economically Disadvantaged	38.34	18.33	38.3	25.66	0	0	47.17	34.79
	SPED	16.67	11.11	16.55	14.4	0	0	16.26	12.61
2019-2020	No Data Available								
2020-2021	All								
	White								
	Economically Disadvantaged								
	White-Economically Disadvantaged								
	SPED								

[Internal Assessment Data-iReady and NWEA](#)

PUSD Condition:

By March 1, 2018 PCS will develop an English Learner Plan which includes integrated and designated learner support, transition to English Learner Proficiency Assessment for California (ELPAC) and Crosscultural Language and Academic Development (CLAD) certification.

PCS 2018 Response: PCS has updated the relevant section of charter petition to amend the testing language, as well as to use updated vocabulary descriptions. See pages 37-39 of the petition [PCS Charter](#)

PCS 2020 Update: [PCS Charter](#)

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
English Learner Plan	Yes	Yes	Yes	Yes
Integrated and Designated support	Yes	Yes	Yes	Yes
ELPAC	Yes	Yes	Yes	Yes
CLAD certification				

PUSD Condition:

By March 1, 2018 PCS will develop a curriculum map, scope and sequence for core subject areas.

PCS 2018 Response: PCS has provided the holistic curriculum map for the content base curriculums for each grade level. PCS provided comprehensive curriculum maps for GoMath, Studies Weekly, Journey's, Teaching Textbooks (High School Math}, Big History Project (High School History), New Vision s (High School ELA and Social Studies). PCS provided a course catalogue for the Odysseyware program. See shared Google folder. [Curriculum Maps](#)

PCS 2020 Update: [Curriculum Maps](#)

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
ELA	Updated with renewal petition	Yes	Yes	Yes
Math	Updated with renewal petition	Yes	Yes	Yes
Science	Updated with renewal petition	Yes	Yes	Yes
Social Studies	Updated with renewal petition	Yes	Yes	Yes

PUSD Feedback

For 21-22, please include the following data in the annual performance report:

- # of initial ELPAC assessments
- results of initial ELPAC assessments
- # of annual ELPAC assessments
- results of annual ELPAC assessments

PUSD Condition:

By March 1, 2018 PCS will provide an intervention plan for students achieving below grade level in English Language Arts (ELA) and math.

PCS 2018 Response: An intervention plan pyramid was created and inserted in petition as Appendix 29. [RTI Plan](#)

PCS 2020 Update: [RTI Plan](#)

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
RTI Plan ELA	updated with renewal petition	Yes	Yes	see PUSD feedback
RTI Math	updated with renewal petition	Yes	Yes	see PUSD feedback

PUSD Feedback

Response to Intervention Pyramid is present, but lacking data thresholds or levels for intervention. For 21-22, please add in data thresholds for each level, and include annual data analysis for effectiveness of interventions. For a sample Multi Tiered System of Support based on data, please review here:

<https://www.hatchingresults.com/blog/2017/3/multi-tiered-multi-domain-system-of-supports-by-trish-hatch-phd>

PUSD Condition:

By March 1, 2018 PCS will provide a Career Technical Education (CTE) course sequence including pathways.

PCS 2018 Response: Public Safety and Patient Care pathways were created. See shared Google folder. [PCS CTE Pathways](#)

PCS 2020 Update: [PCS CTE Pathways](#)

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
CTE Pathways	No	Yes	Yes	Yes

PUSD Feedback

For 21-22, please include data on number of participants of each pathway, as well as completion data.

Element B- Annual Student and School-Wide Goals

PUSD Condition:

By March 1, 2018 PCS will write SMART goals that are measurable by PUSD. Team agrees that we will address this piece with the next LCAP cycle.

2018 Response: PCS agrees to increase the growth metrics to 2% for the 2018-2019 LCAP. All LCAP goals are listed in the body of the Charter Petition, and many are aligned specifically with student academic achievement and student outcomes. [PCS Charter](#)

2020 Updates: [PCS LCAP](#)

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
2% growth goal	No	Yes	Yes	Yes

PUSD Condition:

By March 1, 2018 PCS will provide disaggregated data by learning center.

2018 Response: Disaggregated student academic data was provided. [Oversight Folder](#)

2020 Update: See Table 3 below

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
Data disaggregated by learning center	Yes	Yes	Data not available	TBD

PUSD feedback

Areas to focus on:

- PCS Quincy 3-6 ELA and Math
- PCS GLC Math
- PCS Chester 3-6 ELA and Math
- PCS Chester 7-12

Table 3: Site Level Breakdown % Students Meeting or Exceeding Standards

Site	2017-2018		2018-2019		2019-2020		2020-2021	
	ELA	Math	ELA	Math	no CAASPP test		ELA	Math
PCS Quincy 3-6	28.8	42.4	28.8	33.9				
QES	47	43	41.3	43.78				
PCS Quincy 7-12	35.6	26.7	55	40				
QHS	45	33.6	50.4	28.45				
PCS IVA	42.8	32.1	56	40				
GHS	50	21	15.63	18.52				
PCS GLC	40	36.4	52	29.6				
GES	24	22	23.22	35.36				
PCS Chester 3-6	40 (6 students)	16.7 (6 students)	21 (14 students)	13 (14 students)				
CES	53	42	55.45	47.27				
PCS Chester 7-12	12.5 (8 students)	0 (8 students)	40 (5 students)	20 (5 students)				
CHS	52	30	48.65	25				

Element F-Health and Safety

PUSD Condition:

By March 1, 2018 PCS will provide verification of the required health and safety policies.

2018 Response: PCS updated the following policies: 1. [Administration of Medications, Emergencies and Head Lice](#); 2. [Blood Born Pathogens Exposure](#) and 3. [Student Harassment, Discrimination and Intimidation](#)

2020 Update: Creation of new policy bank as related to health and safety during COVID. [PCS COVID Health and Safety Plan](#)

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
Health and Safety Policies	updated with renewal petition	Yes	Yes	Yes

Element G-Racial and Ethnic Balance

PUSD Condition:

By March 1, 2018 PCS will disaggregate racial data when making comparisons between PCS and PUSD due to the differences in our community demographics, and address disparities where they exist.

2018 Response: PCS provided disaggregated data. Upon review, the following disparities exist: Summary chart for 2018

IVA	GLC	Q TK-6	Q 7-12
<u>Hispanic:</u> Lower <u>Amer Ind:</u> Lower	<u>Hispanic:</u> Lower <u>Amer Ind:</u> Lower	<u>Hispanic:</u> Lower	<u>Hispanic:</u> Lower

PCS will provide a written plan to address the disparities in Hispanic and White students at the Quincy campus as well as the American Indian, Hispanic and White student percentages in Indian Valley. [Ethnic Disparity Plan](#)

2020 Update: [Enrollment Demographics](#)

Ethnic Disparity Plan

2020 Trends:

Chester	IVA	GLC	Q TK-6	Q 7-12
<u>Undup:</u> Lower <u>SPED:</u> PCS higher <u>Ethnic Groups:</u> PCS trending higher in all	<u>Undup:</u> Lower <u>SPED:</u> Lower <u>Amer Ind:</u> Lower but fluctuates <u>Hispanic:</u> Lower	<u>Undup:</u> Lower <u>SPED:</u> Higher <u>Amer Ind:</u> Lower <u>Hispanic:</u> Higher	<u>Undup:</u> Lower <u>SPED:</u> Higher <u>Amer Ind:</u> Higher <u>Hispanic:</u> Higher	<u>Undup:</u> Lower <u>SPED:</u> Higher <u>African Amer:</u> Higher <u>Hispanic:</u> Lower

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
Racial Data- disparity	Not met	Not met	Not met	Not met

PUSD Feedback

Racial disparity continues to be an area of concern. A plan is in place, but this goal will not be met until groups are within 5%.

Element H-Admissions

PUSD Condition:

By March 1, 2018 PCS will make the application form public and will not require prior parent registration or student information being shared.

2018 Response: With the posting of a PDF version of the enrollment form on the website and the notification that the enrollment meetings we hold are for the sole purpose of program placement, we believe this concern has been addressed.

PCS Website

2020 Update On a review of the website on 3/2, this has been addressed. The following have been updated

- Online posting of .pdf PCS enrollment form-including requested updates
- Change of language from “admissions requirements” to “enrollment criteria”
- Enrollment tabs on website are now clear

March 2021-Feedback on enrollment form around homeless designations, proof of age requirements and home language survey. Two of the three have been clarified and the other is being corrected.

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
Admission/ Enrollment	Not met	Met	Met	Not Met

Element J-Suspension, Dismissal and Expulsion Procedures

PUSD Condition:

By March 1, 2018 PCS will develop a Student Attendance and Review Board (SARB) process to address their chronic absentee rate of 44% as reported in their LCAP.

PCS 2018 Response: Student Attendance Review Board Development (SARB) process developed and approved by PCS board.

PCS 2020 Update: [Dismissal-Expulsion Policy](#)

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
SARB Process	updated with renewal petition	Met	Met	Met

PUSD Feedback

For 21-22, include attendance data and SARB referral data in the annual report.

PUSD Condition

By March 1, 2018 PUSD strongly encourages removal of condition #5 to fulfill the intent of PCS' mission of meeting the unique needs of their stakeholders.

PUSD Response: PCS updated dismissal policy to reflect "Attendance Aligned Dismissal."

This meets the legal requirement of a charter petition and renewal, PUSD still strongly suggests a commitment to all students and remove the option to dismiss a student from school other than for Ed Code expellable offenses.

PCS 2020 Update: During the COVID pandemic, PCS has elected not to dismiss students, but plans on reinstating the policy in the 2021-2022 school year. PCS maintains that this is an important program element because of the nature of the programs offered.

PUSD Review:

	2017-2018	2018-2019	2019-2020	2020-2021
Attendance Aligned Dismissal	Not Met	Not Met	Not Met	Not Met

PUSD Feedback

Feedback remains the same from 2018: Attendance Aligned Dismissal meets the legal requirement of a charter petition and renewal, PUSD still strongly suggests a commitment to all students and remove the option to dismiss a student from school other than for Ed Code expellable offenses.

Additional information and data

Fiscal Accountability: [Financials as Posted](#)

- **Current Strengths**
 - Clean audits
 - prudent budget process
 - competent back office and in house staff

Governance: [Bylaws](#) [Bylaws Document](#)

Future Facility Planning

The permanent Quincy facilities project was started in 2017. To date, PCS has an approved USDA Rural Development Loan, and has purchased a parcel of land (1425 East Main Street) that was awarded a Special Use Permit for allowing a school building to be located there. The plans for the building have been submitted to the Plumas County Building Department for review and approval. The current timeline for the construction, which is dependent on the timing of the issuance of the permits, is to start in late June 2021 and be completed in late February 2022. If all goes well, the Quincy Learning Center will begin programming from this facility in the fall of 2022.

There are not currently anticipated facility changes, other than upgrades to parking areas and bathrooms, in learning center facilities located in Chester, Greenville and Taylorsville.