

Plumas Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.

Taletha Washburn, Executive Director

 Principal, Plumas Charter

About Our School

Welcome to Plumas Charter School.

Contact

Plumas Charter
175 North Mill Creek
Quincy, CA 95971-9678

Phone: 530-283-3851
E-mail: taletha@plumascharterschool.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Plumas Unified
Phone Number	(530) 283-6500
Superintendent	Terry Oestreich
E-mail Address	toestreich@pcoe.k12.ca.us
Web Site	www.pcoe.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Plumas Charter
Street	175 North Mill Creek
City, State, Zip	Quincy, Ca, 95971-9678
Phone Number	530-283-3851
Principal	Taletha Washburn, Executive Director
E-mail Address	taletha@plumascharterschool.org
Web Site	www.plumascharterschool.org
County-District-School (CDS) Code	32669693230083

Last updated: 1/13/2017

School Description and Mission Statement (School Year 2016-17)

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.

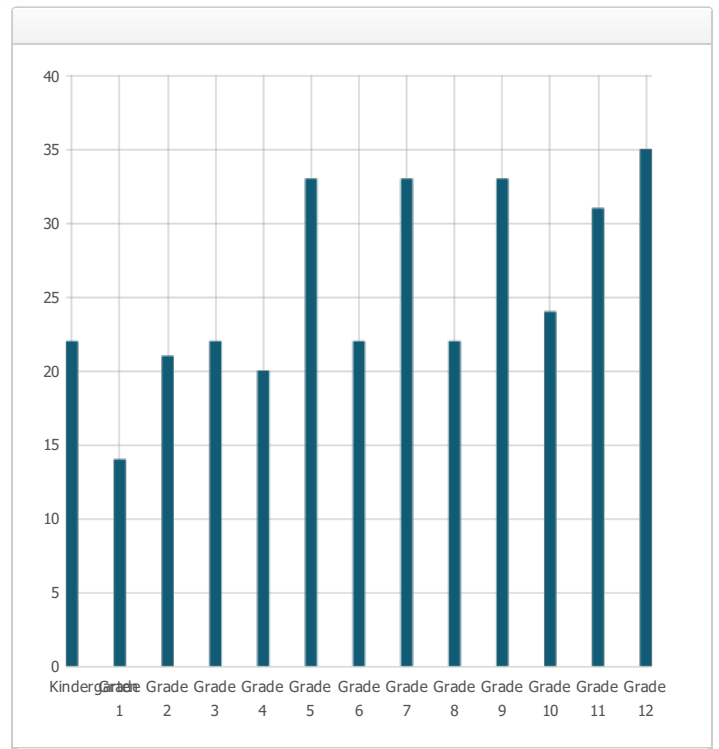
Plumas Charter School offers a variety of programs, curriculum and instruction including a selection of state-approved textbooks, resource center based classes, tutoring, online courses, literature and original sources; character education and customized combinations of the above. A careful selection 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, Greenville 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 340. The goal of PCS is to support students in obtaining the skills necessary to succeed in a rapidly changing world.

Last updated: 1/13/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	22
Grade 1	14
Grade 2	21
Grade 3	22
Grade 4	20
Grade 5	33
Grade 6	22
Grade 7	33
Grade 8	22
Grade 9	33
Grade 10	24
Grade 11	31
Grade 12	35
Total Enrollment	332



Last updated: 1/13/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	6.3 %
Asian	0.6 %
Filipino	0.0 %
Hispanic or Latino	7.2 %
Native Hawaiian or Pacific Islander	0.6 %
White	81.3 %
Two or More Races	0.0 %
Other	2.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	54.0 %
English Learners	0.6 %
Students with Disabilities	11.4 %
Foster Youth	0.3 %

Last updated: 1/13/2017

A. Conditions of Learning

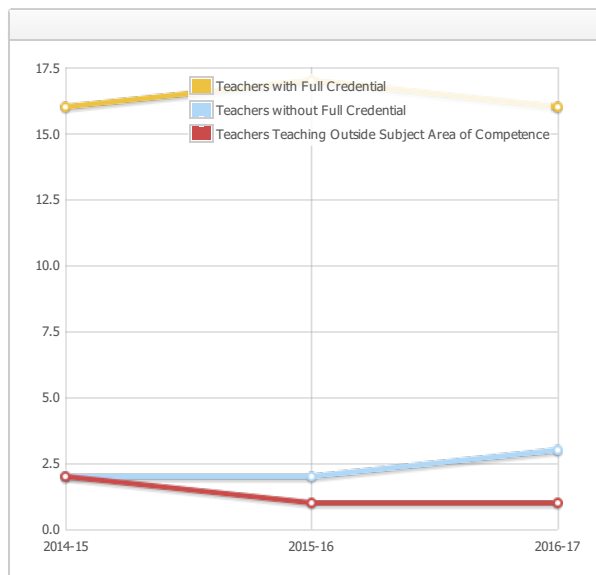
State Priority: Basic

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

Teacher Credentials

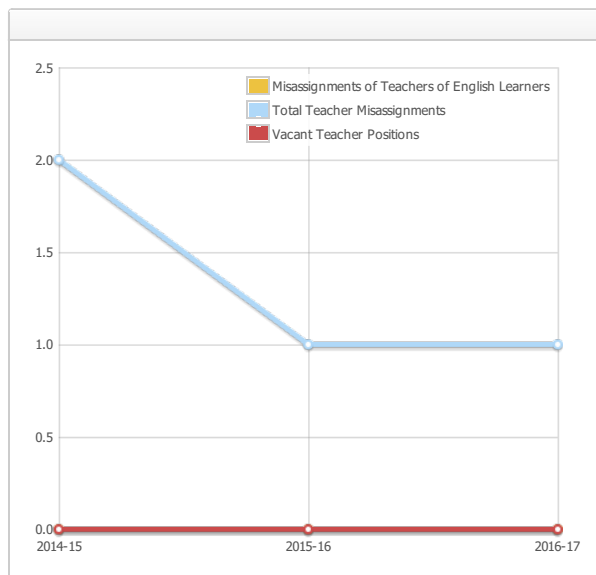
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	16	17	16	
Without Full Credential	2	2	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	1	1	



Last updated: 1/13/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	1	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/13/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	88.0%	12.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	91.0%	9.0%

Low-Poverty Schools in District	100.0%	0.0%
------------------------------------	--------	------

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/13/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Because we are a personalized learning school, we have at least three texts available to students in many of the subject areas. These texts are differentiated by reading level. Each student gets assigned their texts based on reading and math skills assessments.

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

Year and month in which data were collected: June 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: 2002: Bronze, Gold, Platinum, and British Traditions Holt Literature and Language Arts: Houghtin Mifflin Journeys: 2016 Grades K-8 Vocabulary for Achievement The Core LA Supplements Paired Passages Writers Workshop and Units of Study Various Grade Level Appropriate Novels Scholastic News	Yes	0.0 %
2003 Way		Words Their	
Mathematics	Hought in Mifflin Go Math: 2014 AGS Geometry: 2005 AGS Algebra I: 2004 Prentice Hall Algebra I: 2004 Prentice Hall Inegrated Math: 2014	Yes	0.0 %
Science	Glencoe Biology: 2007 Prentice Hall Focus on Life Science: 2008 Prentice Hall Focus on Physical Science: 2008 Odysseyware Biology, Chemistry, Physics, Earth Science and Physical Science: 2015 EEI	Yes	0.0 %
History-Social Science	History Alive Pursuing American Ideals: 2013 History live World Connections: 2013 Government Alive Power Politics and You: 2009 Holt World Geography Today: 2000 Pearson Economics: 2010 EEI Scholastic News	Yes	0.0 %
Foreign Language	Odysseyware French and Spanish:	Yes	0.0 %
2015		DuoLingo-Multi Language	
Health	Glencoe Health Making Life Choices: 2000 Odysseyware Health: 2015	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/13/2017

School Facility Conditions and Planned Improvements

Plumas Charter School maintains four facilities throughout Plumas County. Our Quincy Learning Center is housed in a district owned facility and as such is maintained in cooperation between our maintenance staff and theirs. We lease 12 classrooms, two sets of bathrooms, and the main office/lobby. We have a full time custodian whose job it is to ensure that everything is clean and in good working order. District maintenance staff also regularly inspects the grounds and are involved with any major repairs. Recent repairs and improvements included the repair of broken classroom windows and the repair of all drinking fountains on the campus.

Our Indian Valley Academy center is also located in a district facility, and is exclusively maintained by district personnel. At this time, there are no planned facilities improvements. The 8 classrooms we lease at this facility are cleaned twice a week, and the remainder of campus is cleaned biweekly by district custodial staff.

Our Greenville Learning Center is located in a privately leased facility owned by the Methodist Church. Being an older building, we have instigated several upgrades, including recarpeting of the classrooms, and the laying of linoleum in the hallway. Future upgrades include window replacement. The current windows are single paned and provide little buffer in both hot and cold weather. The building consists of two classrooms, an office, two bathrooms, and a smaller multi purpose room. This center is cleaned weekly.

Our Chester Learning Center is also located 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 three large rooms and three sets of bathrooms, and is cleaned weekly.

All facilities are in good working order.

Last updated: 1/13/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2016

Overall Rating	Good
----------------	------

Last updated: 1/13/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	40.0%	46.0%	47.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	28.0%	28.0%	36.0%	37.0%	33.0%	37.0%

Note: 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.

Last updated: 1/13/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	22	95.7%	22.7%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	19	95.0%	21.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	17.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	17	94.4%	37.5%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.3%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	39.4%
Male	15	15	100.0%	20.0%
Female	19	18	94.7%	55.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	26	96.3%	42.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	26	96.3%	30.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	27	96.4%	29.6%
Male	14	13	92.9%	15.4%
Female	14	14	100.0%	42.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	19	95.0%	36.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.5%	19.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	34	94.4%	41.2%
Male	15	14	93.3%	28.6%
Female	21	20	95.2%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	26	92.9%	46.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.7%	36.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	18	90.0%	16.7%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	13	86.7%	15.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	13	86.7%	15.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	26	78.8%	84.0%
Male	19	16	84.2%	87.5%
Female	14	10	71.4%	77.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	20	80.0%	85.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	12	75.0%	81.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	22	95.7%	22.7%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	19	95.0%	21.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	17.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	16	88.9%	31.3%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.3%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	24.2%
Male	15	15	100.0%	13.3%
Female	19	18	94.7%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	26	96.3%	23.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	26	96.3%	23.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	27	96.4%	25.9%
Male	14	13	92.9%	30.8%
Female	14	14	100.0%	21.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	19	95.0%	26.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.5%	23.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	34	94.4%	33.3%
Male	15	14	93.3%	30.8%
Female	21	20	95.2%	35.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	26	92.9%	36.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.7%	36.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	18	90.0%	22.2%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	13	86.7%	23.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	13	86.7%	15.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	24	72.7%	30.4%
Male	19	15	79.0%	26.7%
Female	14	9	64.3%	37.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	19	76.0%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	11	68.8%	27.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Last updated: 1/2/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	54.0%	50.0%	42.0%	64.0%	66.0%	62.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/2/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	85	78	91.8%	42.3%
Male	37	35	94.6%	45.7%
Female	48	43	89.6%	39.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	60	90.9%	41.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	52	89.7%	42.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/2/2017

Career Technical Education Programs (School Year 2015-16)

For the 2015-2016 school year, our CTE courses were offered primarily through our online curriculum provider Odysseyware. Odysseyware 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, and Law, Public Safety, Corrections and Security. During the 2015-2016 school year, we had approximately 20 students take one or more of these courses.

Our center based CTE offerings included Floral Design, Agriculture, Maker Design, Forestry and Experiential Education. We also regularly refer our high school students to our local community college, where they have further access to a variety of CTE classes.

For the 2015-2016 school year, our CTE courses were not integrated with academic courses. 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. 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.

We currently do not have a designated CTE advisory committee. Our staff and Board of Directors is connected to the implementing and evaluating of all of our programs.

Last updated: 1/13/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	61
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/13/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	10.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5%	33.3%	18.5%
7	20.7%	27.6%	41.4%
9	18.5%	29.6%	25.9%

Note: 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.

Last updated: 1/13/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to be involved with our school in a variety of ways. Our parents volunteer in the classroom, lead small group activities, chaperone field trips, organize fundraisers, attend school activities, and serve as members of our Board of Directors. 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.

State Priority: Pupil Engagement

Last updated: 1/13/2017

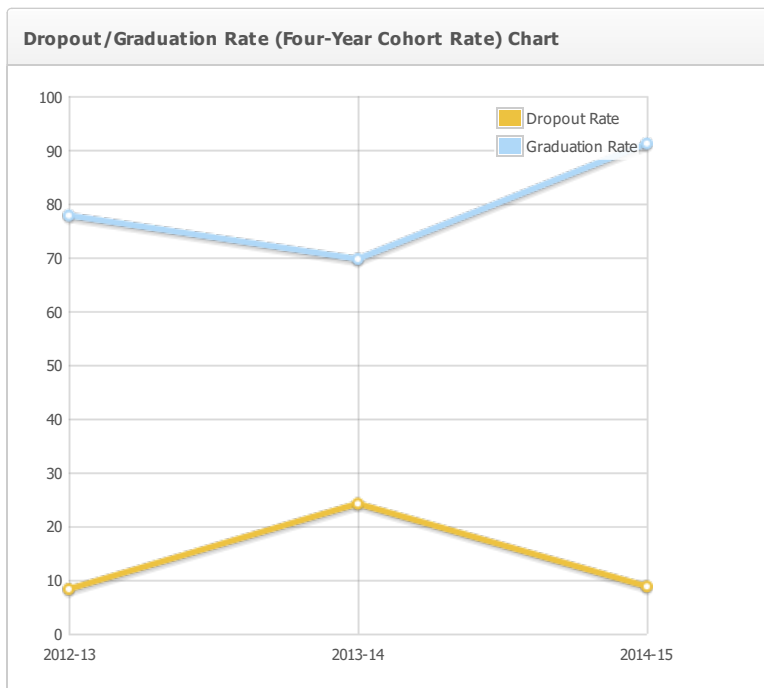
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

It is important to note that there are many external factors contributing to our seemingly high dropout rate. The most notable is that we have relatively small (no more than 35 students) graduating classes and we regularly accept seniors during their senior year. It is not uncommon for a seventeen year old student to begin attending our school close to their eighteenth birthday and then drop out shortly after turning eighteen. Beginning in the 2014-2015 School year, we instituted more stringent entrance criteria for seniors in an attempt to discourage seniors from enrolling if their intention is to drop out. Also because of our smaller classes, every one student that does not graduate represents a 3% rate of dropout.

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.3%	24.2%	8.8%	6.3%	6.3%	10.3%	11.4%	11.5%	10.7%
Graduation Rate	77.80	69.70	91.20	92.30	90.20				



Last updated: 1/13/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Plumas Charter School's graduating class of 2015 consisted of 30 students. For the census date in October, we only had 22 seniors enrolled. Our senior population fluctuates significantly from year to year.

Student Group	School	District	State
All Students	86	92	85
Black or African American	--	100	77
American Indian or Alaska Native	--	90	75
Asian	--	100	99
Filipino	--	0	97
Hispanic or Latino	--	83	84
Native Hawaiian or Pacific Islander	--	0	85
White	--	93	87
Two or More Races	--	100	91
Socioeconomically Disadvantaged	--	91	77
English Learners	--	63	51
Students with Disabilities	--	65	68
Foster Youth	--	--	--

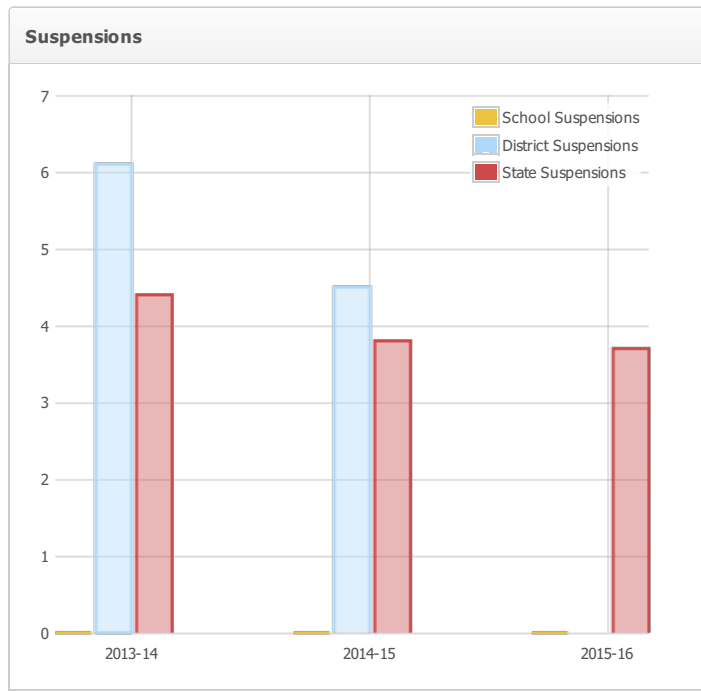
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	6.1	4.5		4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0		0.1	0.1	0.1



Last updated: 1/13/2017

School Safety Plan (School Year 2016-17)

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. Our last significant update was in February of 2014. During that time, our community held a Safety Summit Meeting that included school district personnel, charter personnel and various law enforcement officials, and the primary focus was on what school staff should do in the event of an armed intruder. Because the recommendations made during that meeting and a subsequent ALICE training, were very different from what we currently had in place, we completely revised our safety plan to incorporate the new best practices.

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, and a power failure. 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.

Last updated: 1/13/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20.0%

Note: Cells with NA values do not require data.

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	10.0	1	0	0	22.0	0	1	0	19.0	1	0	0
1	15.0	1	0	0	20.0	1	0	0	12.0	2	0	0
2	10.0	1	0	0	19.0	1	0	0	19.0	3	0	0
3	10.0	1	0	0	15.0	2	0	0	18.0	3	0	0
4	10.0	3	0	0	20.0	3	0	0	15.0	3	0	0
5	10.0	3	0	0	18.0	3	0	0	22.0	2	1	0
6	10.0	3	0	0	15.0	3	0	0	13.0	3	0	0
Other	10.0	18	0	0	15.0	18	0	0	15.0	18	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/13/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6.0	31	0	0	12.0	19	0	0	12.0	19	0	0
Mathematics	6.0	42	0	0	12.0	23	0	0	12.0	23	0	0
Science	6.0	18	0	0	12.0	18	0	0	12.0	18	0	0
Social Science	6.0	18	0	0	12.0	15	0	0	12.0	15	0	0

* Number of classes indicates how many classrooms 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.

Last updated: 1/13/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	43.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*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.

Last updated: 1/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8147.8	\$1237.8	\$6910.0	\$45580.0
District	N/A	N/A	\$4579.0	\$58279.0
Percent Difference – School Site and District	N/A	N/A	34.0%	22.0%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	N/A	N/A	32.0%	38.0%

Note: Cells with N/A values do not require data.

Last updated: 1/13/2017

Types of Services Funded (Fiscal Year 2015-16)

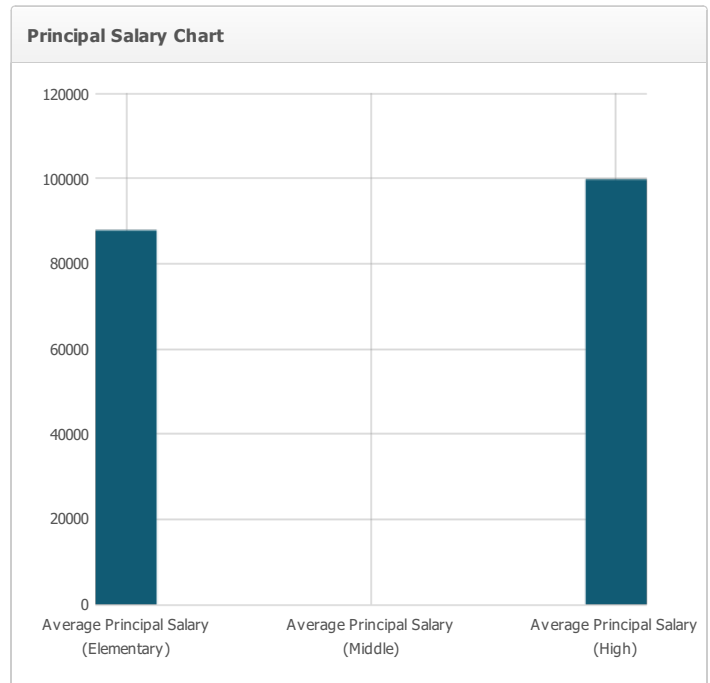
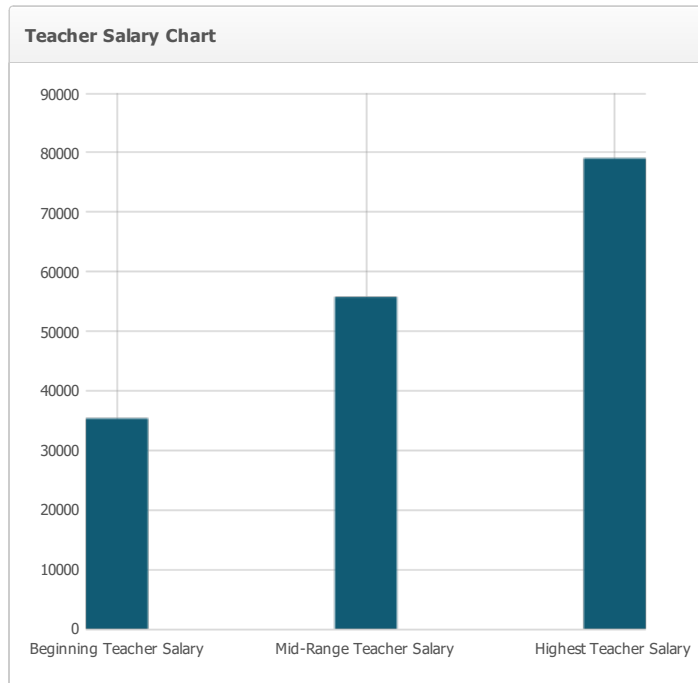
Plumas Charter School has many support programs in place for students. We have capped all of our resource center based classes at 24 students, and the majority of the classes with 12 or more students also have have an Instructional Aide. Lower adult to student ratios help to better engage the students and attend to their individual needs. We also have several 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. Three of our four centers also provide afternoon support to students who need it.

Last updated: 1/13/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,356	\$42,063
Mid-Range Teacher Salary	\$55,766	\$64,823
Highest Teacher Salary	\$79,048	\$84,821
Average Principal Salary (Elementary)	\$87,821	\$101,849
Average Principal Salary (Middle)	\$	\$107,678
Average Principal Salary (High)	\$99,790	\$115,589
Superintendent Salary	\$123,433	\$169,152
Percent of Budget for Teacher Salaries	27.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/13/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/13/2017

Professional Development

Plumas Charter School staff participates in a wide variety of annual professional development/growth activities. The focus for many of these activities is on Common Core implementation, charter school leadership and board development, innovative teaching best practices, and new curriculum implementation. Professional development activities are chosen annually based on staff and student need, student performance data, the changing accountability expectations at the state level, and the changing program needs of the school.

2013/14

- National Charter Schools Conference - Washington, DC 6/30 – 7/3/13, Attendees: 2
- Common Core – Sacramento, June 2013, Attendee: 1
- STEM – Sacramento, Nov. 18-19, 2013, Attendees:7
- PUSD Common Core – local, Attendees: 9
- California Charter Schools Association – San Jose, Mar. 3-6, 2014, Attendees: 11
- CSDC – San Francisco, Oct. 28-29,2013 Attendees: 7
- STEAM – IVA hosted Attendees: 2
- SPED – San Francisco, May 7-9, 2014 Attendee: 1

2014/15

- Resiliency in Action – How to Build Bounce Back Kids Shasta, CA Jun 17, 2014 Attendee: 1
- Project Learning Tree & Schoolyard Habitat – Sacramento, CA Jun 26, 2014 Attendee: 1
- Acrylic Painting Workshop – Quincy, CA Jul 25, 2014 Attendee: 1

- Sacto River Watershed Floodplain Ecology Summer Institute – CSU Chico, CA Jul 28-30, 2014 Attendee: 1
- EEI Webinar: Structures of Ecosystems in a Healthy Environment Jul 29, 2014 Attendee: 1
- Snake Lake Historical & Nat'l History – Quincy, CA Aug. 8, 2014 Attendee: 1
- Mt. Maidu of Genessee & Indian Valley – Taylorsville, CA Aug. 9, 2014 Attendee: 1
- EEI Webinar: Cycle of Life – Aug. 10, 2014 Attendee: 1
- iReady training: Fall 2014, Attendees: 19
- Insight Education Group / Common Core Training – August 7, 2014 PCS Quincy Site, Attendees: 19

2015/16

- Theatre Teacher Bootcamp – Claremont, CA Jul 10-12, 2015 Attendee: 1
- History Project – San Francisco, CA Jul 30, 2015 Attendee: 1
- Instructional Coaching Conference – Kansas City, MO Jul 27-29, 2015 Attendees: 1
- CA Teaching Summit, CSU Chico July 31, 2015 Attendee: 1
- Regional Expanded Learning Institute – Chico, CA Aug 3-4, 2015 Attendees: 1
- KidMOB Guided Design & Collaboration Workshop – Quincy Site Aug 24-25, 2015, Attendees: 45
- Houghton-Mifflin Go Math! Training – Quincy Site Sept. 14, 2105 Attendees: 15
- CSDC – San Francisco, Nov. 16-17, 2015 Attendees: 4
- PCS In-House Collaboration – Taylorsville, CA Dec. 18, 2015 Attendees: 45
- Academic Language Series – Tools for Preparing Primary Students for Common Core – Red Bluff, CA Feb. 9, 2016 Attendee: 1
- Trout in the Classroom Training – Truckee, CA Mar. 3, 2016 Attendee: 1
- School Pathways Training Conf – Sacramento, CA Apr 6-7, 2016 Attendees: 6
- CharterSafe HR & Risk Mgmt Training – Sacramento, CA April 5, 2016 Attendees: 1
- KidMob – Professional Dev. Workshop Apr 25-28 Attendees: 19

2016/17

- August 22 All Staff PD day: Attendees 45
- August 22-current: Weekly PD around implementation of new LA curriculum: Attendees: 6

- December 8-9, CSDC Annual Conference: Attendees: 2
- December 16, All Staff PD day: Attendees: 40
- January 5-6, Get Focused Stay Focused Conference: Attendees: 2

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.

Last updated: 1/13/2017