

Plumas Alternative Learning Services, d/b/a

Plumas Charter School

Charter Renewal Petition



Presented November 12, 2025

**To the Governing Board/Acting Administrator of the
PLUMAS UNIFIED SCHOOL DISTRICT**

This document was prepared in compliance with the terms, conditions, and requirements of California Education Code Section 47605, et seq., The Charter Schools Act, and related applicable statutes and regulations.

Affirmations and Assurances

- ☐ As the authorized lead petitioner, I, **Taletha Washburn**, hereby certify that the information submitted in this petition for a California public charter school, submitted to the Plumas Unified School District (PUSD), and to be located at several sites throughout Plumas County is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if the charter is approved, Plumas Charter School will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:
- ☐ Plumas Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(d)(1)]
- ☐ Plumas Charter School will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605(c)(6)]
- ☐ Plumas Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e)(1)]
- ☐ Plumas Charter School will not charge tuition. [Ref. California Education Code Section 47605(e)(1)]
- ☐ Plumas Charter School shall admit all students who wish to attend the School, and who submit an application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3(c), admission to Plumas Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). Any preferences extended shall be approved by the chartering authority at a public hearing, preferences shall be consistent with federal law, the California Constitution and Education Code section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. California Education Code Section 47605(e)(2)(A)-(C)]
- ☐ Plumas Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes

set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) (Ref. Education Code Section 47605(e)(1)) or any other legally protected category in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Executive Director has been designated to handle inquiries regarding the non-discrimination policies of Plumas Charter School.

- ☐ Plumas Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- ☐ Plumas Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- ☐ Plumas Charter School shall ensure that its teachers hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The governing body may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes and regulations in the same manner as a governing board of a school district. [Ref. California Education Code Section 47605(l)]
- ☐ Plumas Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- ☐ Plumas Charter School shall, for each fiscal year, offer at least the minimum number of minutes of instruction per grade level required by Education Code Section 47612.5(a)(1)(A)-(D).
- ☐ If a pupil is expelled or leaves the Plumas Charter School without graduating or completing the school year for any reason, Plumas Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. [Ref. California Education Code Section 47605(e)(3)]
- ☐ No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in law, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational

rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures available in line with the hearing associated with the School's expulsion procedures before the effective date of the action. If the pupil's parent, guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures available in line with the hearing associated with the School's expulsion procedures, the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this Charter, "involuntarily removed" includes disenrolled, dismissed, transferred or terminated, but does not include suspensions specified in law. [Ref. California Education Code Section 47605(c)(5)(J)(iii)].

- ☐ Plumas Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. Plumas Charter School shall not require any parental volunteer hours. [Ref. Education Code Section 47605(n)]
- ☐ Plumas Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reasons, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. California Education Code Section 47605(e)(4)(A)]
- ☐ Plumas Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]☐ Plumas Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. California Education Code Section 47605(e)(4)(C)]
- ☐ Plumas Charter School shall post on the school's internet website a notice of the requirements of Education Code Section 47605(e)(4) and provide a parent or guardian, or pupil if the pupil is 18 years of age or older, a copy of the notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; Before conducting an enrollment lottery; Before disenrollment of a pupil. [Ref. California Education Code Section 47605(e)(4)(D)]
- ☐ Plumas Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- ☐ Plumas Charter School shall on a regular basis consult with its parents and teachers regarding the

School's education programs. [Ref. California Education Code Section 47605(c)(2)]

- ☐ Plumas Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]
- ☐ Notwithstanding any other provision of law and except to the extent inconsistent with this section and Section 47634.2, Plumas Charter School shall comply with Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 and implementing regulations adopted thereunder. [Ref. California Education Code Section 47612.5(b)]
- ☐ Plumas Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- ☐ Plumas Charter School shall comply with the Public Records Act, the Political Reform Act, Government Code section 1090, *et seq.*, the Ralph M. Brown Act, the Family Educational Rights and Privacy Act.
- ☐ Plumas Charter School shall meet or exceed the legally required minimum number of school days.



Taletha Washburn, Executive Director, Plumas Charter School

10/17/25

Date

Renewal Data Overview and Renewal Qualifications

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b)

- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

Accordingly, Plumas Charter fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence, meets the criteria for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District considers the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement, or showing strong post-secondary outcomes.

Plumas documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

Charter School Dashboard State and Local Indicators

The following charts reflect the Charter School’s 2023 and 2024 Dashboard performance indicator colors for all students and for comparison purposes, the District’s and the State’s.

Plumas Charter has had a mix of indicator colors for the past two years, with three out of the six indicators assigned a blue or green color each year.

2023 Dashboard Performance Indicator Colors

Indicator	Plumas Charter	District	State
ELA (academic)	Orange	Orange	Orange
Math (academic)	Orange	Orange	Orange
ELPI (academic)	n/a	Blue	Yellow
College/Career (academic)	Medium	Low	Medium
Chronic Absenteeism	Green	Yellow	Yellow
Suspension Rate	Blue	Red	Orange
Graduation Rate	Green	Yellow	Orange

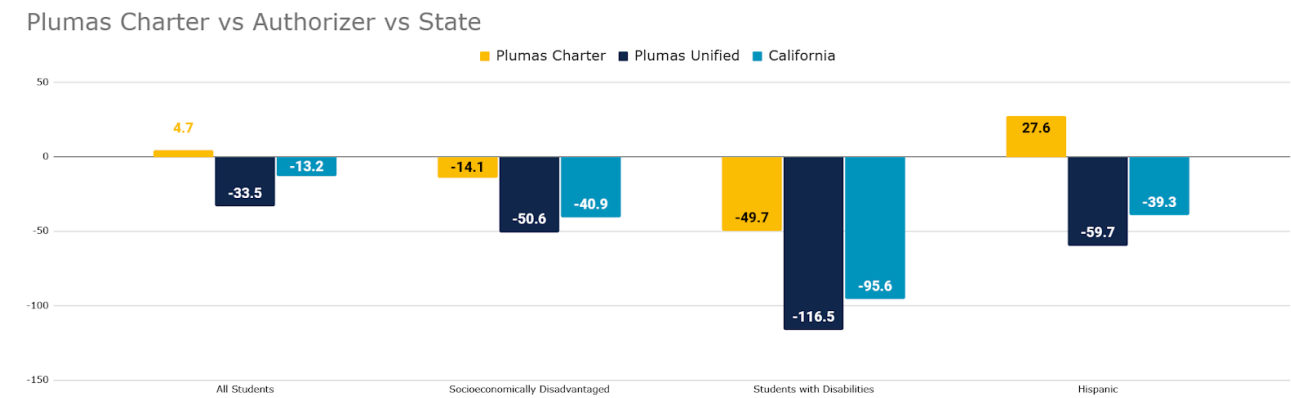
2024 Dashboard Performance Indicator Colors

Indicator	Plumas Charter	District	State
ELA (academic)	Green	Yellow	Orange
Math (academic)	Orange	Yellow	Orange
ELPI (academic)	n/a	Red	Orange
College/Career (academic)	Orange	Orange	Yellow
Chronic Absenteeism	Blue	Yellow	Yellow
Suspension Rate	Blue	Yellow	Green
Graduation Rate	Orange	Green	Yellow

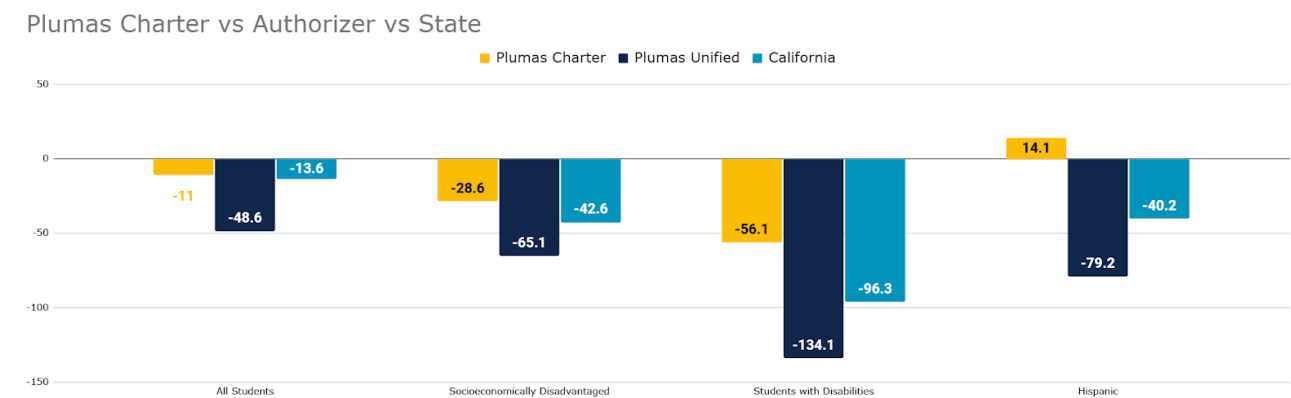
The following charts reflect the Charter School’s 2023 and 2024 Dashboard indicator status scores for all students compared to the District's and State’s performance on the academic indicators: English language arts (ELA) distance from standard (DFS), and mathematics DFS.

ELA Comparisons-Distance from Standard-All Students and Priority Groups

2024

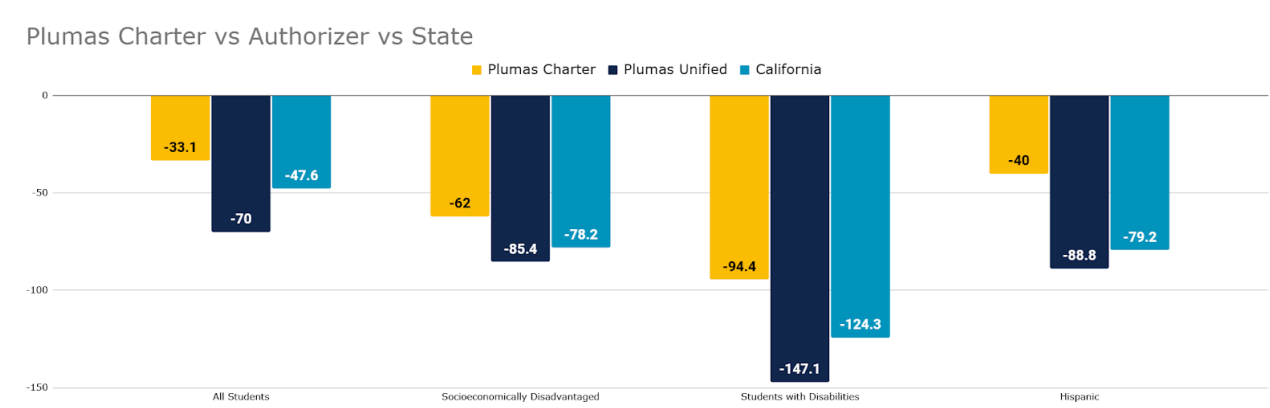


2023

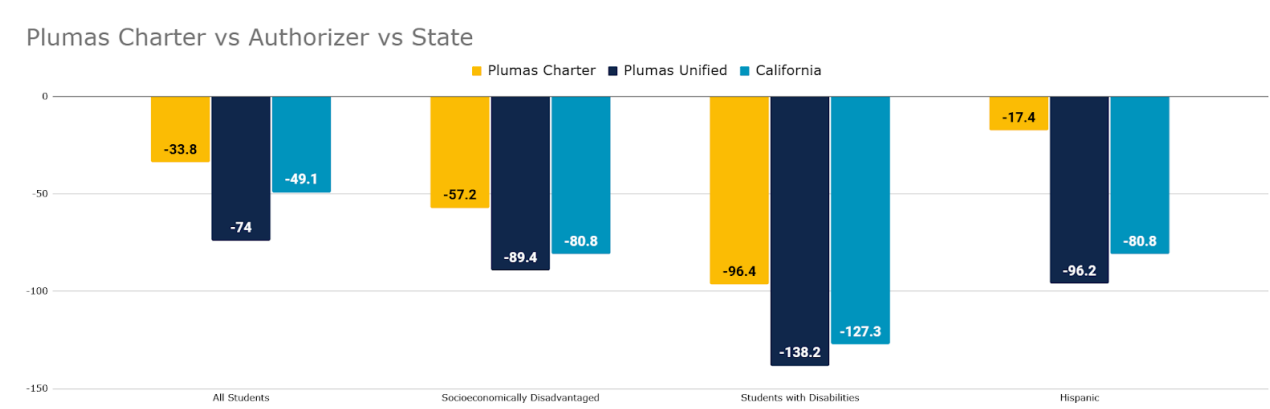


Math Comparisons-Distance from Standard-All Students and Priority Groups

2024



2023



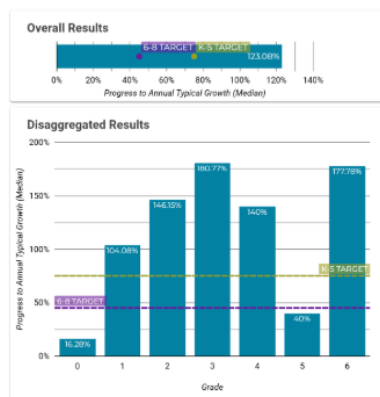
The Charter School also met all its local indicators on the Dashboard in both 2023 and 2024.

	2023 Dashboard	2024 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

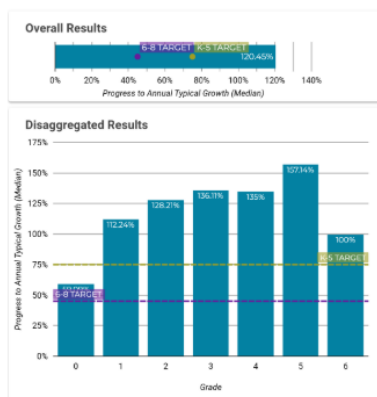
Verified Data: iReady Growth Grades K-6

i-Ready measures Typical Growth to show the annual growth of an average student at a given placement to show how students are growing relative to comparable peers. I-Ready provides separate criteria to determine one year's growth for K-8 and 9-12 programs.

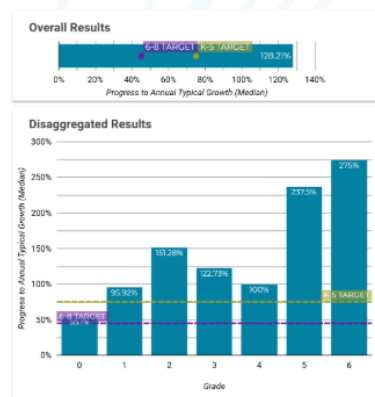
iReady Growth: Reading



2022-23
5/7 Grade Levels
Met or Exceeded One Year's Growth



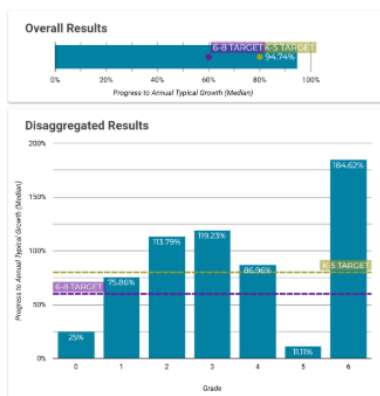
2023-24
6/7 Grade Levels
Met or Exceeded One Year's Growth



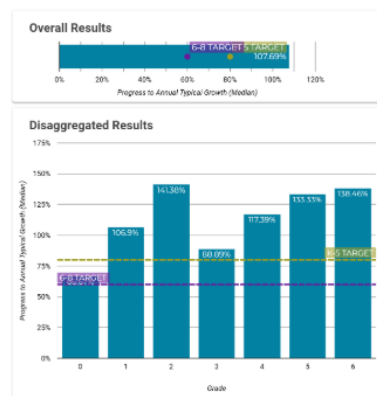
2024-25
6/7 Grade Levels
Met or Exceeded One Year's Growth

iReady guidance states that 75% of Annual Typical Growth represents a year's growth for K-5 students and 45% of Annual Typical Growth represents a year's growth for 6-8 students.

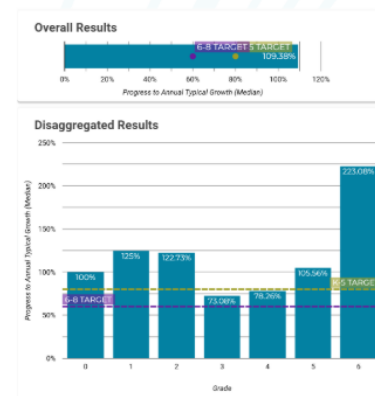
iReady Growth: Math



2022-23
4/7 Grade Levels
Met or Exceeded One Year's Growth



2023-24
6/7 Grade Levels
Met or Exceeded One Year's Growth



2024-25
5/7 Grade Levels
Met or Exceeded One Year's Growth

iReady guidance states that 80% of Annual Typical Growth represents a year's growth for K-5 students and 60% of Annual Typical Growth represents a year's growth for 6-8 students.

Verified Data: MAP Growth by NWEA

NWEA identifies the Conditional Growth Index (CGI) as an aggregate growth measure that can be used to show growth for a group of students. NWEA provides the School Conditional Growth Index for each grade level with at least 10 students tested in its Student Growth Summary Report. Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the student group averages.

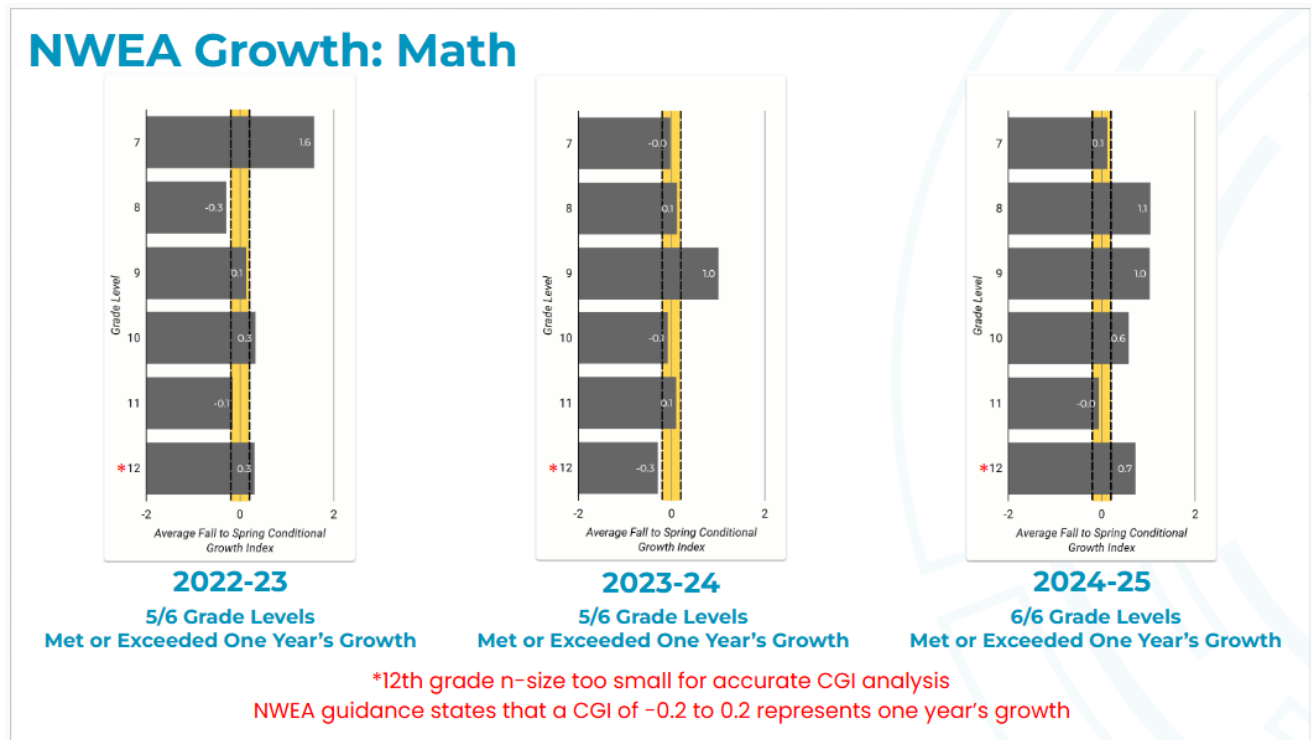
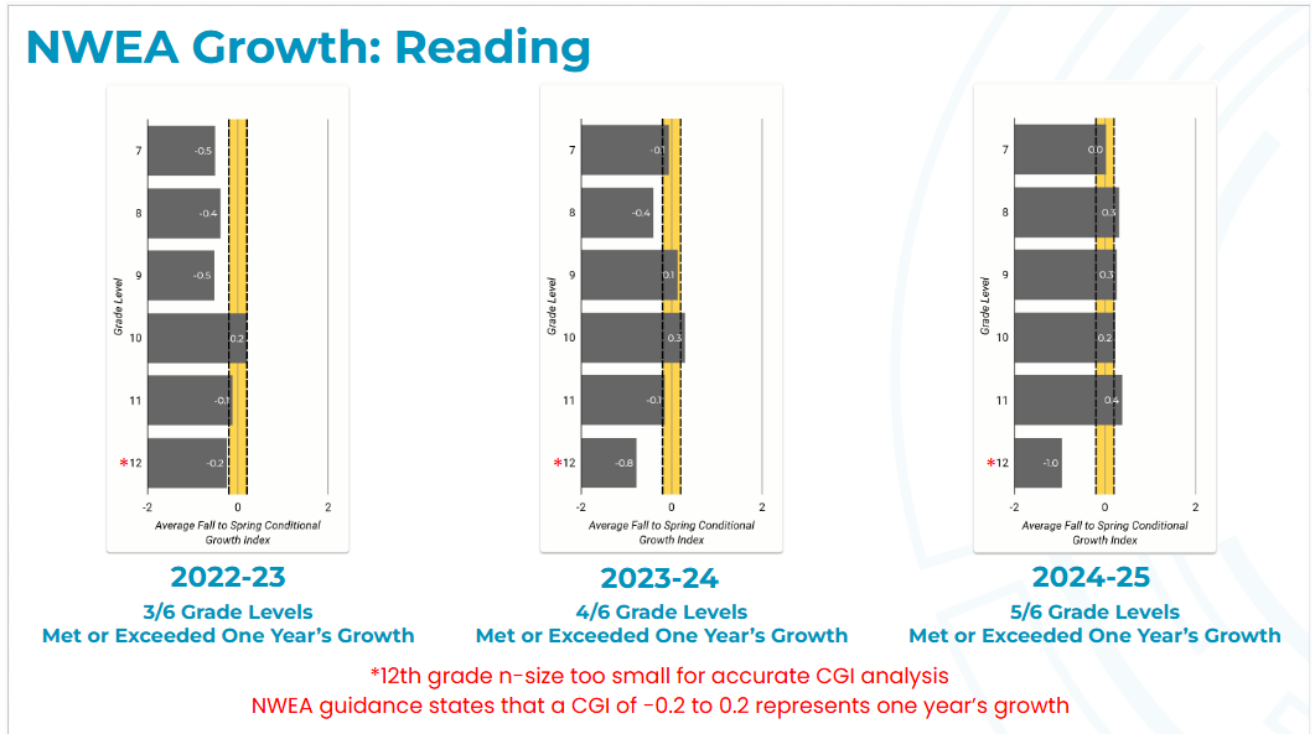


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Legislative Intent for Charter Schools [Ref. California Education Code Section 47601]

This petition will outline how Plumas Charter School (PCS) will help accomplish the goals of the California legislature for charter schools:

- Improve pupil learning.

PCS's curriculum and instructional methods are well-aligned with the needs of the target population. They are responsive to students' needs, with emphasis on instructional differentiation and personalization, relevance and student engagement.

- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

Any student (within identified program cap) can enroll in PCS to take advantage of its distinctive and flexible learning opportunities.

- Encourage the use of different and innovative teaching methods.

PCS focuses on identifying, developing, and applying student's academic, artistic, and social-emotional strengths. PCS incorporates each student's strengths to differentiate instruction, monitor growth, and adjust instructional emphasis and support as needed. PCS's instructional program incorporates meaningful and relevant learning experiences with an emphasis on critical thinking and real-life application. PCS will provide opportunities for participation in visual and performing arts, and in career technical education

- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

PCS offers teachers the opportunity to be fully invested in the school's program and all of the decisions therein. Teachers have the opportunity to participate in curriculum and other committees, and in developing the comprehensive school program. Teachers are encouraged to attend PCS Board of Directors meetings, where they can be actively involved in decision-making at the school site.

- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

As described above, PCS will provide parents and students with an educational choice that is different from the traditional model, in that there are a variety of program options available at each learning center.

- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

This goal is achieved through charter school legislation and reflected in the description of academic accountability of this petition.

- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

This goal is also embedded in the structure of charter schools, by allowing alternatives like PCS to exist alongside non-charter public schools.

PCS recognizes the fact that not all students learn the same and that students are often unmotivated to succeed

in school because of negative peer influences, frustrations with the learning process, and/or limited visions for their futures. We strive to personalize the education of each of our students and take into consideration each student's and families unique needs.

The Charter Schools Act) (Education Code Sections 47600 *et seq.*) requires each charter school to have a "charter" that outlines at least the fifteen (15) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

Introduction

PCS is a public charter school that serves Transitional Kindergarten through 12th grade. PCS offers innovative and flexible educational programs in Quincy, Indian Valley and Chester, California. PCS is known for its personalized learning approach, its programmatic flexibility and its sincere attention to the needs of students. PCS is implementing an arts-enriched, interdisciplinary learning environment aligned with state standards using a variety of curriculum that nurtures the intellectual, social, and creative growth of students, builds an inclusive community and supports the academic achievement of its students.

With a strong backbone of support from multiple entities, including the California Charter Schools Association, the Charter Schools Development Center, Edtec, Plumas Rural Services, Plumas County Probation, and Feather River College, Plumas Charter School has and will continue to demonstrate operational, fiscal, and programmatic capacity to operate and maintain a successful school. Interest and support for the school is strong in the community as evidenced by our partnerships with community organizations, educational organizations and our growth over the last several years that has resulted in a waiting list for some program options.

In this petition we will demonstrate that PCS will offer a rigorous standards-based educational program that employs sound teaching practices. Our budget is presented realistically and demonstrates a fiscal understanding of charter school accounting and law. Our operations and procedures are sound and based on related rules, regulations and authorizing structures. PCS will continue to add value to the lives of students, families, and Plumas County.

The Role of Teachers

Teachers will support the selection and implementation of a curriculum that is standards based, and engaging, and can be interdisciplinary and thematic. To help students to learn best, teachers will adapt curriculum and lessons to match their students' needs, interests, and strengths. Teachers will continue to learn and grow themselves in order to both improve their craft and provide students with visible models of learners. To do this, teachers need more than skills; they need time, energy and a genuine love of learning. PCS aims to support their teachers through professional development and through the provision of instructional aides for most teachers.

PCS will provide time for teacher collaboration during the regular school week. PCS believes that good teaching requires time during which teachers can reflect and thoughtfully strategize and collaborate. This time will be allotted to the following activities:

- Collaborative curriculum planning and articulation;
- Review of student academic assessment data and action plans
- Discussion of challenging student behavior and effective strategies in mediating it
- Review of student work
- Discussion and analysis of specific students and their learning needs;
- Staff development on components of the PCS program

Allowing for this time regularly will support teachers in addressing the needs of individual students and will foster a professional atmosphere in which teachers are comfortable discussing their successes and their struggles. As a result, we anticipate that teachers will continually improve their skills and student needs will be met.

The Role of Families

Students are more successful when family and community publicly and consistently support the students' activities and learning. Parents and guardians significantly impact student learning, both directly and indirectly. They provide models of learners for their children and can interact with their children in ways that facilitate learning. Given the potentially positive influence families have on student learning, PCS views parents and guardians as partners and values their involvement in all facets of school life, from volunteering in center based activities to sharing ideas with school leaders.

Family involvement will be encouraged at PCS. This involvement will respect family schedules and interests and can take the form of:

- Participation in parent meetings;
- Becoming a member of the PCS Board of Directors;
- Becoming a member of the Mountain Valley Parents Club (MVP);
- Volunteering in center based activities/field trips;
- Conducting phone calls to parents in support of school programs;
- Participating in evening or weekend community events in support of school programs.

Administrative Team

Taletha Washburn, Executive Director

Mrs. Washburn has been involved in education within Plumas County for close to 30 years. Her various roles have included tutor, mentor, AmeriCorps volunteer, substitute teacher, Feather River College Adjunct Faculty, and TRIO Grant mentor and teacher. She has worked specifically with PCS for 21 years and has expertise in all aspects of charter school management, including curriculum, instruction, and assessment; finance, facilities, and business management; and organizational management, governance, and administration. Mrs. Washburn completed her undergraduate work at Feather River College and Brevard College, majoring in Ecology, and her graduate work at Chico State University. She holds a MA in Education: Curriculum and Instruction, and Teaching Credentials in Mathematics and Life Science.

Brittini Wade, Assistant Director

Mrs. Wade holds a bachelor's degree from San Diego State University and completed her graduate studies in mathematics education at National University, where she also earned a Single Subject Teaching Credential in math. She has been an educator for 12 years—all of which have been at Plumas Charter School—and brings 18 years of experience working with children. For the past six years, Mrs. Wade has served in a leadership role, contributing to school-wide planning and development. Her professional expertise includes curriculum development, instructional design, logistical coordination, and staff support. She is committed to fostering academic excellence and supporting the growth of both students and fellow educators.

Ryan Schramel, IVA Director Grades 7-12

Mr. Schramel was raised in Plumas County, graduating from Greenville High School in 1999. He attended Saint Mary's College until 2003, graduating with a BS in Psychology. He was then commissioned in the United States Marine Corps. As a United States Marine he deployed multiple times in support of combat operations in both Iraq and Afghanistan, he has also supported Humanitarian Aid/Disaster relief operations in South East Asia. His personal awards include: Bronze Star with Combat Distinguishing Device, Meritorious Service Medal, and the Navy and Marine Corps Commendation medal with Combat Distinguishing Device and two gold stars in lieu of third award. In 2014, he left the active duty component and has been pursuing a career in public education. Ryan holds a Teaching Credential in Social Science. Ryan has been working with Plumas Charter School since 2014.

Support for Administrative Team

PCS is supported by the following groups of professionals:

Charter Schools Development Center (CSDC): CSDC has over 25 years of experience in assisting charter schools with successful charter school development and implementation in California, nationally, and internationally. Founded by former State Senator and former State Secretary of Education Gary Hart (author of California's charter law) and co-directed by national charter school expert Eric Premack, CSDC is renowned for its charter school technical expertise and assistance. CSDC will be assisting PCS with its charter school planning and specific implementation issues on an as-needed basis.

California Charter Schools Association (CCSA): CCSA provides state and local advocacy, leadership on accountability, and a variety of operational and support services to its members. Member benefits include local support, discounts, helpful tools and essential information. CCSA runs a comprehensive portfolio of programs and services for operating charter schools, charter development teams, charter support organizations, charter-friendly businesses, and charter professionals.

APLUS+ Personalized Learning Network Association

APLUS+ is the first and only movement and membership association nationwide that is dedicated to advancing the Personalized Learning model for students, and to supporting schools whose mission and vision is to provide a more personalized education for its enrolled students. Founded by Jeff Rice, and currently in its 16th year of operation, APLUS+ supports approximately 60 Personalized Learning public charter schools throughout California collectively enrolling more than 70,000 K-12 students. Since its inception, APLUS+ has been a leading voice to raise awareness and understanding of the critical need for a personalized approach in education for the growing number of students for whom a rigid, classroom-only model is not a good match for success.

Law Office of Jennifer McQuarrie: PCS contracts with the Law Office of Jennifer McQuarrie for legal advice as well as governance training as needed. Ms. McQuarrie, owner of the Law Office of Jennifer McQuarrie, has been working with charter schools in a variety of capacities since 2003. After leaving her position as a high stakes commercial litigator with an international law firm, Ms. McQuarrie has focused her practice on charter schools and employment issues and has represented charter schools in all areas of operation, including but not limited to, organizational start-up, expansion, and school closure, petition drafting, renewal strategies, revocation appeals, bond financing transactions, facilities issues, employment counseling and litigation, special education, student discipline, policy drafting and governing board training

Edtec: PCS currently contracts with Edtec, a respected charter school "back office" service firm to provide various budget development, fiscal management, financial monitoring, and business consulting services. Edtec is

an independent charter school administrative services firm located in Emeryville, California. Now in its 16th year, they provide a comprehensive set of back-office, administrative, and financing services to over 300 charter schools in seven states, assisting them in meeting the complex operational and compliance hurdles of successful charter school operation.

ELEMENT I: Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(c)(5)(A)(ii)

“...[T]he manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the ‘A’ to ‘G’ admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(5)(A)(iii)

PCS will be open to all students in grades TK-12. PCS will be nonsectarian in its programs, admission policies, employment practices, and all other operations. PCS will specifically support students seeking an alternative instructional environment, particularly those whose educational experiences to date have not been satisfactory or have not resulted in sufficient development of their academic and social potential. PCS will not charge tuition and will not discriminate against any pupil on the basis of ethnicity, gender, national origin, disability, sexual orientation, or other characteristics.

PCS offers educational programs at three resource centers throughout Plumas County. Each resource center offers varying optional levels of educational support in the form of classes, enrichment activities, study groups, tutorials and one on one support. All program offerings are available to all PCS students. All attendance accounting is based on the non-classroom based model, which relies on the time value of assignments given, as determined by credentialed staff members.

Plumas Charter School’s Mission and Role in the Community

The Plumas Charter School Mission

Plumas Charter School is committed to providing our rural communities with educational opportunities and flexibility that support students in reaching their individual potential. Plumas Charter School operates under the core values of compassion, perseverance, integrity and responsiveness.

Plumas Charter School has been serving Plumas County since 1998. Plumas Charter School is here to serve our

community by using the flexibility afforded a charter school to provide an educational option that is responsive to the unique qualities and needs of each child. PCS affords students and families an additional public school option. We see ourselves as enhancing educational opportunities in our community in cooperation with our District. We actively strive to maintain open communication with District schools around the comprehensive needs of the students we share.

PCS offers individualized education structured to be meaningful and accessible to each student, so that each one can build academic knowledge, work and study skills, a sense of responsibility, community spirit, and respect for self and others.

The following educational goals support the mission and vision of Plumas Charter School and address the needs of all students including socioeconomically disadvantaged pupils, English learners, pupils with disabilities and gifted learners. PCS bases its goals on the objective of enabling students to become self-motivated, competent lifelong learners.

Annual Goals and Actions to Achieve State Priorities: Pursuant to Education Code Section 47605(cc)(5)(A)(ii), following are tables describing PCS's 2025-206 annual goals to be achieved in the state priorities school wide and for all numerically significant subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. Where, priorities are not applicable because the subgroup is not numerically significant (English Language Learners) or based on how they apply for the grade levels served or the nature of the program operated, annual goals and annual outcomes are not given below.

The following pages condense Plumas Charter School's current LCAP into a format more conducive for the body of the charter petition. Please refer to Appendix 1 for the full LCAP which includes more targeted goal metrics and specific actions to meet each goal.

Goal 1: Student Academic Achievement

Metric	Baseline % Met or Exceeded	Desired Outcome for 2025-2026 % Met or Exceeded	Actions
Priority 4: Academic Indicator/Grades 3-8, and 11 SBAC Results 2% annual increase to the number of students who meet or exceed the standard or who increase by at least one performance band.	Spring 2023: ELA-43.04% Math-34.61% Spring 2024: ELA-50% Math-34.94%	Spring 2025: ELA: 52% Math: 36.94% Spring 2026: ELA: 54%	Provision of school adopted curriculum and training. Provision of expansive educational software. Provision of Instructional Aides in most classrooms. Provision of educational support materials.

Priority 8: Other pupil outcomes iReady, NWEA 2% annual increase to the number of students who are on or above level or who increase by at least one performance band.	iReady (K-6) Spring 2023 ELA-53% On or Above Level Math-52% On or Above Level Spring 2024: ELA-59% On or Above Level Math-52% On or Above Level NWEA (7-12) Spring 2023 ELA-67% Hi Average/Average Math-67% Hi Average/Average Spring 2024 ELA-64% Average or Above Math-70% Average or Above	iReady (K-6) Spring 2025 ELA-60% On or Above Level Math-60% 9 On or Above Level Spring 2026 ELA: 62% On or Above Level Math: 62% On or Above Level NWEA (7-12) Spring 2025: ELA-74% Hi Average/Average Math-73% Hi Average/Average Spring 2026: ELA: 76% Hi Average/Average Math: 75% Hi Average/Average	All of the above plus the provision of a SPED Coordinator and SPED instructional aides.
Intervention 2% annual increase to the number of students with Action Plans showing consistent Benchmark growth.	Spring 2023: 93% Spring 2024: 80%	Spring 2025: 83% Spring 2026: 85% Consistent Student Action Plan Intervention and progress tracking for lowest performing students. All students identified as performing 2 or more grade levels below, as indicated by internal assessment data, will have action plans put in place that are monitored and adjusted in 8 week increments.	All of the above plus summer school and after school programs supported by COVID funding.

	Priority2: Curriculum Fidelity Every two years, all school adopted curriculum will be reviewed by committees.	Fall of 2023: All materials were reviewed in committees. All curricula continues to be acceptable with the exception of K-6 Science and Social Studies. Different options are being reviewed. New K-6 Science and Social Studies is being piloted this year with a final decision for adoption at the end of the school year.	2025-2026: New Science and Social Studies curriculum for grades K-6 will be adopted.
Technology PCS will annually evaluate school technology needs and make upgrades and add devices as needed	PCS adds 50-70 student devices to its inventory each year, increases bandwidth as needed at all sites, a	PCS will continue to add student and teacher devices to its inventory; will upgrade bandwidth as possible with each eRate cycle	Provision of budgetary allocations to meet the need.
Priority 1: Basic/ Teacher Assignment All teachers will be appropriately credentialed for their teaching assignment.	During the 2024-2025 school year, one teacher is teaching under a Short Term Staff Permitt, and two are under Provisional Intern Permits. There are currently five staff members who are utilizing the Classified Employee Credential Grant	Any new teacher hired will have the Appropriate credentials, or be willing and able to obtain the Appropriate credential, and will be supported through any clearance process needed.	Provision of covering the cost and staff support for teachers to enroll in and complete a clearance program
Priority 1: Basic/ Facilities Director(s) will annually inspect each site.	Fall 2024: All sites open and operational. Regular maintenance is	Annual facilities inspections and Appropriate maintenance as	Provision of budgetary allocations to support facilities needs.

	occurring.	required.	
Priority 4: Pupil Achievement/EL Programs and Services; English Proficiency progress and reclassification rate PCS provides programs and services to EL students on an individualized basis.	Five students from the Ukraine were enrolled during the 2024-2025 year and underwent the ELPAC.	PCS will provide programs and services to EL students on an individualized basis and will continue to do so.	
Priority 4: Students successfully completing A-G The number of students completing the A-G requirements, will increase annually by 1%	Fall 2023: Estimated 5 completers, 14.3% Spring 2024: 7/36, 19%	Spring 2025: Estimated 10/46, 23%	Provision of a school counselor to help direct students in their educational planning. Provision of a comprehensive A-G approved course list.
Priority 4: Students successfully completing CTE Pathways The number of students completing a CTE Pathway by graduation will increase annually by 2%	Fall 2023: 7 completers, 20% Spring 2024: 10/36=28% completers	Spring 2025: Estimated 10/46, 22% Spring 2026: 24% 23%	Provision of a variety of CTE classes and pathways. Provision of CTE Pathway Coordinators, and a whole school CTE Coordinator
Priority 4: Students demonstrating college and career readiness The percentage of students who are designated as college and career readiness prepared will increase by 2% annually.	Spring 2023: 36.7% Prepared Spring 2024: 28.3% Prepared	2025: Desired 30% prepared 2026: Desired 32% prepared	All of the above.

Goal 2: School Climate

Metric	Baseline	Desired Outcome for 2025-2026	Actions
Priority 5: Pupil Engagement 2% annual increase to all related metrics until a 96% threshold has been achieved. 2% annual decrease to the school's chronic absenteeism rate until a 5% threshold has been achieved.	Attendance: Chronic Absenteeism 2022: 16.3% 2023: 7.9% (Green) 2024: 4.8% (Green) 2025: Average Attendance Rates: 2024-2022: 94.88% 2022-2023 94.5% 2023-2024: 94% 2024-2025: 94% PCS strives to hold students accountable to school attendance. Staff is increasingly diligent in adhering to our attendance policy which includes varying levels of meetings and support that culminate with the SARB process and possible dismissal from the school per the school's Attendance Aligned Dismissal Policy. Graduate Metrics: Graduation Rate 2022: 86.1 2023: 94% (Green) 2024: 73.9% (Orange) Middle School Drop Out Rate: 0% Suspension Rate: 0% Expulsion Rate: 0%	Attendance rates: 2% increase in average attendance rates annually until a high of 96% is reached and maintained. Middle School drop out: maintain a 0% rate High School Graduation rate: 2% increase annually in graduation rates until a high of 96% is reached and maintained. Chronic Absenteeism rates: 2% decline in this percentage until a low of 2% is reached and maintained.	Provision of a dynamic and engaging educational program, including diverse activities and field trips.
Priority 6: Student Activities	Utilizing a variety of funding sources, offer a minimum of five student	Utilizing a variety of funding sources, offer a minimum of five student centered activities at each learning	Utilizing a variety of funding sources, offer a minimum of five student centered

	centered activities at each learning center.	center.	activities at each learning center.
Priority 6: School Climate 2% annual increase in survey participation rate until 100% is achieved.	2024 Student Survey Data Participation Grades 3-6: 90% Grades 7-12: 86% 2025 Student Survey Data Participation Grades 3-6: 95% Grades 7-12: 87% Suspension rates: 0 Expulsion rates 0	Suspension rates: Maintain 0% Expulsion rates: Maintain 0% School climate survey: Increase participation by 2% annually until 100% is reached.	Provision of above and the implementation of social emotional curriculum and activities with appropriate staff support. Provision of mental health counseling support that is responsive to the need. Active annual engagement with stabilizing facilities. Provision of athletics and food services.
Priority 6: Develop and implement a comprehensive Multi-Tiered System of Support (MTSS) process to address student behavior and mental health challenges effectively. This will include consistency of implementation of SEL programs across grade levels.	As of Spring 2024, this process is just beginning to come together.	Spring 2025: The initial MTSS process was implemented with varying degrees of success. For the 2025-2026 school year, the new position of Student Behavior and School Culture Coordinator will help to oversee and support further implementation and fidelity.	Provision of an MTSS lead, Wellness Coach, a therapist and training for general education staff.
Priority 1: Basic-Facilities	Maintain stable facilities for all learning centers.	Maintained stable facilities for all learning centers. Successfully moved the IVA program into the GHS facility.	Administration to continue to monitor all facilities and address any issues as they arise.
Priority 6: Nursing Services	Provision of school nursing services across sites.	The school employs one FTE nurse to provide support to all sites as needed.	Provision of school nursing services across sites.

Goal 3: Parent Involvement

Metric	Baseline	Desired Outcome for 2025-2026	Actions
Priority 3: Parental involvement-Efforts to seek parental input in decision making; Promotion of parent participation Annually, each learning center will hold a minimum of three parent meetings. Zoom participation will be offered. PCS will have parent representation on the board from all communities that the school serves.	Each center holds a minimum of three parent meetings over the course of each year. PCS has three parent board members representing the four communities served.	Each center will continue to hold a minimum of three parent meetings each year. PCS will maintain a minimum of 3 parent board members, representing each community served.	Provision for food and childcare during parent meetings which are held three times a year.
Priority 3: Parental involvement-Annual Parent Involvement Survey PCS implements the parent involvement and satisfaction survey in order to continually assess parent's opinions on involvement opportunities and general satisfaction with the school 2% annual increase to the survey participation rate.	Spring 2024: 88%	Spring 2025: 94%	Provision of Survey Monkey as a data collection tool.
Priority 3: Parental involvement-Use of School Messenger PCS will use School Messenger to keep parents informed of all school	2024-2025: 100% of families are enrolled for email notifications.	PCS will continue to School Messenger to keep parents informed of all school happenings.	Provision of a centralized School Messenger system.

happenings. The percentage of families that opt in to school messenger for texts will increase annually until a 96% threshold is met.			
Volunteer Process Simplify the volunteer process by offering a "Live Scan Roundup" at the beginning of the year for TB tests and fingerprints.	Currently volunteers have to schedule the LiveScan and TB test separately and it can be inconvenient.	Offering a regular annual volunteer roundup to continually streamline the process for all volunteers.	Offering a regular annual volunteer roundup to continually streamline the process for all volunteers.
Priority 3-Parent Involvement-Teacher Communication PCS will enforce a regular cycle of teacher feedback with parents that will include weekly newsletters, monthly check in's, quarterly progress reports, semester report cards, and parent meetings at the semester.	Consistency with the K-6 population, and increased need for consistency with the 7-12 population.	Consistency across sites and grades with a regular cycle of teacher feedback with parents that will include weekly newsletters, monthly check in's, quarterly progress reports, semester report cards, and parent meetings at the semester.	Consistency across sites and grades with a regular cycle of teacher feedback with parents that will include weekly newsletters, monthly check in's, quarterly progress reports, semester report cards, and parent meetings at the semester.

Goal 4: Staff Support

Metric	Baseline	Desired Outcome for 2025-2026	Actions
Priority 1: Basic Priority 2: State Standards-Conditions of Learning Local Measure-provision of professional development PCS will provide for a minimum of three whole school professional development opportunities, weekly site level staff collaboration, monthly leadership collaboration, quarterly cross site collaboration. Efforts will be made to include relevant training for all levels of staffing.	PCS will provide for a minimum of three whole school professional development opportunities, weekly site level staff collaboration, monthly leadership collaboration, quarterly cross site collaboration PCS administration plans for professional development activities in advance and provide staff with a PD calendar at the beginning of the school year	To date, weekly site level meetings have been held, along with monthly leadership team meetings and two whole staff meetings. A leadership conference was offered in the Spring to Site Leads, along with several role specific like a SPED Academy, CTE related conferences, and budget/LCAP	Provision of budgetary allocations for professional development.
Staff Evaluation PCS will implement a comprehensive staff evaluation process that is well defined and includes a feedback loop that includes constructive feedback, accountability, and praise.	Teachers: There is a well defined teacher evaluation system in place that will be reviewed and updated annually. Classified: There is an evolving instructional aide and other classified evaluation system. Administrative: There is an evolving administrative evaluation system in place.	Teachers: There is a well defined teacher evaluation system in place that will be reviewed and updated annually. Classified: There is an evolving instructional aide and other classified evaluation system. Administrative: There is an evolving administrative evaluation system in place.	Provision of time in staff schedules for evaluation reviews.
Staff Appreciation and Team Building Organize staff appreciation activities	There is currently not a consistent system for regular staff appreciated and team building	Implementation of a consistent system for regular staff appreciation and team building.	Topic for leadership team meetings and intentional follow through

and team-building events to foster a positive and supportive work environment. Explore options for teacher rewards to recognize outstanding contributions and achievements.	At the beginning of the year, the staff went bowling together after the staff meeting; after the winter all staff meeting, staff gathered for a holiday celebration. This as a whole is still under development.		
Cross-Site Collaboration and Communication Improve communication by centralizing information such as due dates and curriculum resources in an easily accessible format. Encourage collaboration among staff members by providing time and resources for sharing expertise and learning from each other. Facilitate cross-site collaboration among teachers working at multiple sites by establishing subject matter teams and regular staff meetings. Address challenges related to scheduling staff meetings due to different independent study days.	Other than the three whole staff meetings annually, there is currently not a consistent system for regular cross site collaboration.	This is still under development and will be supported through the Shared Leadership model.	Addressed at the Shared Leadership team level

Core Values of Plumas Charter School

All youth need to develop interests, uncover hidden talents, experience satisfaction through accomplishments, while exploring their aptitudes, abilities and interests. To support student success in these areas, PCS holistically approaches the educational experience we offer through the core values of compassion, perseverance, integrity and responsiveness.

What it Means to be an Educated Person in the 21st Century:

Plumas Charter School considers an educated person in the twenty-first century to be someone who:

- is compassionate, can persevere, has integrity and is responsive;
- is literate;
- possesses the soft skills (collaboration, critical thinking, creativity and communication) necessary to function in our changing world
- has an overview of the history of humankind;
- has an understanding of the political process;
- has an ability to solve mathematical problems, to think scientifically and to apply those skills in their daily lives;
- possesses a strong work ethic and sufficient organizational skills to function in the economic world;
- and has the values and social skills necessary to function constructively in the community in which he or she lives.

This educated person is one who has realized his or her own unique educational interests, talents, and abilities, both vocational and personal. It is the goal of this charter school to help students to become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

How Learning Best Occurs

Plumas Charter School believes that learning best occurs when a variety of methods of instruction, relevant experiences, and access to career professionals are available. In order to optimize the academic and personal growth of each student and to help them become lifelong learners, PCS believes that the following should be observed:

- Resource center classes and instruction are maximized. Students have a variety of options county wide.
- Innovative teaching strategies are used such as hands-on learning, thematic learning, enrichment integration and project based learning.
- Instruction is differentiated by ability level, need and interest
- Each student has a Personalized Learning Plan-this takes the form of unique schedules, hybrid programs, independent study, community college classes and center based classes. Close, individual monitoring and frequent teacher/administrator/staff-student-parent communication are emphasized.
- Supplemental enrichment is integrated into the student's program, including but not limited to music and art instruction, garden education, field trips and excursions, apprenticeships, internships, school and community service, project-based classes, and technology-based learning.
- Students are provided with the guidance and support they need in order to develop the work habits and personal skills that will enable them to achieve their goals.

Objectives of Plumas Charter School

Students will work towards the achievement of yearly academic and personal growth as measured by:

- Performance in curriculum that adheres to the California Common Core State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act.
- Improvement in attitude, behavior and citizenship as assessed by parents, teachers, and any other relevant parties such as Probation or SELPA staff, using self-assessment, teacher-assessment, and adult- assessment instruments as appropriate.
- Fall-to-spring and year-to-year growth in iReady and NWEA scores on Reading, Mathematics, and Language Assessments. Year-to-year increase in SBAC scores.

Ia. Our Students

In our original 1998 chartering document, Plumas Charter School committed to supporting students who, for various reasons, choose not to utilize the traditional public school classroom. These students may fall into one of the following categories:

1. Academic challenge
2. Family relationships, personal beliefs and values
3. Travel
4. High risk/at risk students, including but not limited to
 - a. Academic deficiency (skill set or credit)
 - b. Emotional needs
 - c. Behavior challenges
 - d. Drop outs
 - e. Pregnant teens/teen mothers

PCS serves students in Transitional Kindergarten (TK) through grade twelve, and the elementary population tends to differ from the high school population. Of the above categories, it is categories one through three that most frequently apply to our TK-8 students. Historically, PCS served a significant percentage of students who would fall under category two, which include what we call traditional home-schooling families—parents who have well-defined ideas about education and who confidently undertake the direction of their children’s learning. Over the last several years, we have seen a decline in the number of families who want to “home school” their children with our facilitation. Currently, this number is around 10% of our total student body. Conversely the number of TK-8 students who fall into categories one and four has increased substantially.

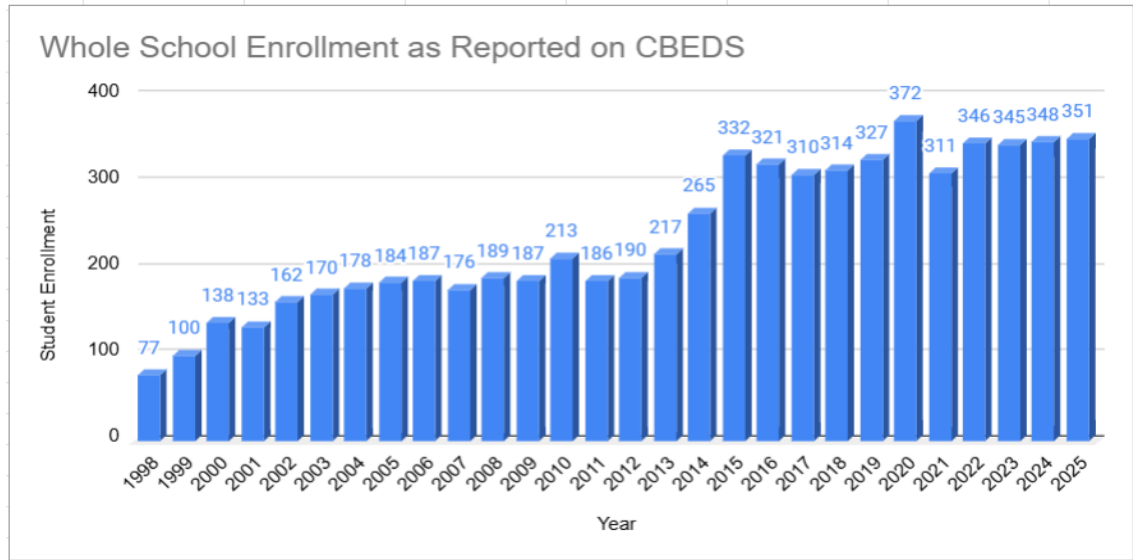
Some of our TK-8 students are with us because of needs and disabilities that have been formally identified or diagnosed by learning, medical or psychological professionals. In these instances, families have determined that the child’s needs are not being met in the conventional setting, and seek us out in the hopes of providing more extensive support to their students. Some of these students could be said to fall under category four, *high risk/at risk*, but they are not because their families are supportive and involved. When PCS functioned as a primarily homeschool program, truly at-risk elementary age children (those with substantial needs and little familial support) were not able to remain in our programs because the families were most often unable to provide the requisite level of involvement and support. As our programs have grown and evolved over the last several years, we are able to provide significantly more structured support to all students. This support includes optional center based instruction at the resource centers two to four days a week, lunch and afterschool

homework support, additional tutoring hours, small class sizes, modified and adapted curriculum, support from the SPED staff and regular on site counselors.

Category four applies more frequently to our high school students. At the 2025 revision of this charter petition, 43% of Plumas Charter’s 350 students are in grades 9-12. Approximately 40% of those students are in the “High risk/at risk” category, including those students with academic difficulties, social or personal issues, severe family dysfunction, pregnancy or general apathy and lack of motivation where education is concerned. The remaining 60% of our high school students span categories one through three. The first category includes students who have enrolled with PCS in order to accelerate their education through early graduation and/or an early start on a college education through concurrent community college enrollment. At the 2025 revision of this charter, 20 students (14% of our high school population) took classes at Feather River College (FRC) during the fall semester and 32 students (22% of our high school population) took classes at FRC during the Spring semester.

While the needs of our students are diverse, we have found that the personalized learning model affords an excellent way to serve the academic needs of all of our students, whatever their reasons for enrollment. Plumas Charter considers its existence to be community-need-based; we are here to provide an educational home for students whose needs are not met in the conventional classroom. We have seen a significant increase in enrollment over the last several years, and we attribute the growth to our increased resource center offerings county wide, and our responsiveness to parents and students. Table 1 shows the whole school enrollment history since the inception of the school in 1998. With the implementation of the Local Control Funding formula, and our conservative budgeting practices, we have been able to successfully support the growth through the expansion of our offerings. That being said, during the 2015-2016 school year, we actively capped programs countywide for a variety of reasons including teacher and facility capacity, and authorizer imposed caps. While we are sensitive to enrollment trends within our authorizing district and the financial hardships they are facing, we acknowledge Ed Code 47605(d)(2)(C) that states that *“in the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.”*

Table 1: Whole School Enrollment History



Ib. Curriculum and Instructional Model

Plumas Charter School has adopted a personalized learning approach to its educational programs. PCS first and foremost considers itself to be a personalized learning school that offers a variety of program options that include independent study, center based courses, concurrent enrollment at local community colleges and a variety of enrichment activities. As described in California Senate Resolution 36, Adopted in 2014:

WHEREAS, The personalized learning model has evolved in the public school system as an innovative and distinguished learning model and choice in California public education, including charter schools; and

WHEREAS, The personalized learning model shall be distinguished from other learning models through its creation of uniquely tailored, personalized learning programs that are developed through an ongoing partnership between certificated teachers, parents, pupils, and personalized learning schools, according to the individual needs of each and every enrolled pupil; and supported by the school through a broad-based and in- depth array of learning programs, environments, curriculum choices and options for each pupil; and

WHEREAS, The personalized learning model integrates key components from the latest education research as to how pupils learn successfully, including smaller class sizes; more frequent one-on-one interaction with certificated teachers; greater parental involvement; direct pupil decision making participation; emphasis on pupil learning responsibility; varied choices in curriculum; online learning options; assessments of learning styles, paces, and preferences; multiple assessments of state standards progress; and options in learning environments; and

WHEREAS, The personalized learning model blends learning environments both within and beyond the classroom, including facilities-based instruction that supports a wide array of instruction-related activities, home-based instruction, online instruction, and community-based instruction to help pupils learn successfully who, for various reasons, do not and cannot thrive in a full-time classroom-based structure alone; and

WHEREAS, The personalized learning model serves pupils of diverse learning needs, challenges, and backgrounds, and is a particularly effective alternative for those pupils at both the low end and high end of the bell curve who have become discouraged with their learning progress and disengaged with the traditional public education system; and

WHEREAS, The personalized learning model offers a promising and viable education choice within the California public education system for the growing percentage of pupils who need an alternative learning model to succeed; and

WHEREAS, The personalized learning model has demonstrated a proven track record over the past 10 years of helping many of pupils in California public education to learn successfully who had previously struggled in a traditional classroom model; and

WHEREAS, The personalized learning model is passionately supported by many of elected officials, business leaders, education leaders, advocacy groups and representatives, administrators, teachers, parents, and pupils throughout California; now, therefore, be it

Resolved by the Senate of the State of California, That the Senate of the State of California commends

personalized learning and calls upon Californians to recognize personalized learning as a distinct learning model in California public education and to further recognize the benefits and contributions of personalized learning as a promising choice in the California public education system for the growing number of pupils who need an alternative choice to learn successfully; and be it further

Resolved, That the Secretary of the Senate transmit copies of this resolution to the author for appropriate distribution.

Plumas Charter School's instructional strategies include:

- An academically rigorous integrated curriculum
- Explicit instruction which includes modeling, guided practice and checking for understanding.
- Curriculum and instruction that is responsive to individual differences in abilities, development and learning styles
- Thematic units and project based learning
- Collaborative learning through participation in small group projects and literacy circles
- Extensive learning outside of the classroom through educational field trips, job shadows, internships and other activities
- Supportive independent study offerings that align with center based offerings
- A supportive learning center environment with a low student to teacher ratio
- Diagnostic assessment: Teachers will use online assessments to evaluate how students are progressing. These assessments will be used to make decisions about instruction, curriculum and individual student support.

PCS's TK-12 program is fully WASC Accredited. In 2020 PCS received its third six year accreditation with a midterm review that was held in the Fall of 2023 (see [Appendix 25](#) for WASC Reports). Students who attend PCS will be educated through individually designed programs which may include, but are not limited to: semester-long classes; workshops; community college classes; supervised independent study; apprenticeships; on-the- job training; online courses; project-based courses. Curricular materials will align with the Common Core Standards. The whole school curriculum map is as follows:

Table 2 Plumas Charter School Curriculum Map:

Grades	Social Science	ELA	Science	Math
TK/K	Studies Weekly-National Geographic Houghton Mifflin Journeys Step Up to Writing		Studies Weekly	Ready Math
1	Studies Weekly-National Geographic Houghton Mifflin Journeys Step Up to Writing		Studies Weekly	Ready Math
2	Studies Weekly-National Geographic Houghton Mifflin Journeys Step Up to Writing		Studies Weekly	Ready Math

3	Studies Weekly-National Geographic Houghton Mifflin Journeys Step Up to Writing		Studies Weekly	Ready Math
4	Studies Weekly-National Geographic Houghton Mifflin Journeys Step Up to Writing		Studies Weekly	Ready Math
5	Studies Weekly-National Geographic Houghton Mifflin Journeys Step Up to Writing		Studies Weekly	Ready math
6	Studies Weekly-National Geographic Houghton Mifflin Journeys Step Up to Writing		Studies Weekly	Ready math
Supp	NewsELA, TedED, EDpuzzle			
7	US History National Geographic	EngageNY Reading with Relevance Step Up to Writing	Life Science: A Complete Course by Nitty Gritty Science Odysseyware EEI	CPM Teaching Textbooks Odysseyware
8	New Visions Global History : A National Geographic	EngageNY Reading with Relevance Step Up to Writing	Physical Science by It's Not Rocket Science Odysseyware EEI	CPM Teaching Textbooks Odysseyware
Supp	NewsELA, TedED, EDpuzzle	NewsELA	NewsELA	NewsELA
9	Big History Project National Geographic Geography	New Visions 9th Engage New York Ready with Relevance Step Up to Writing	Amy Brown Biology Odysseyware EEI	CPM Teaching Textbooks Odysseyware
10	Global History:Modern	New Visions 10th Engage New York Ready with Relevance Step Up to Writing	College Prep Chemistry by MsRazz Chem Class Odysseyware EEI Earth Science-Real Ms. Frizzle	CPM Teaching Textbooks Odysseyware
11	New Visions US History	New Visions 11th --	Odysseyware	CPM

		The Contemporary American Ready with Relevance Step Up to Writing	EEI	Teaching Textbooks Odysseyware
12	Government - We the People Economics - Econ Alive (next need to address).	English 12 Engage New York Ready with Relevance Step Up to Writing	Odysseyware EEI	CPM Teaching Textbooks Odysseyware
Supp	NewsELA, TedED, EDpuzzle, EDSitement and DocsTeach	Step Up to Writing, Writing Revolution, EngageNY can be substituted for New Visions in HS	NewsELA	NewsELA

Secondary student's programs will also include a vocational component with attention to career preparation and technology, as well as a focus on preparation for college. PCS offers nine Career Technical Education (CTE) Pathways, and encourages all students to complete at least one pathway upon graduation. These pathways include Patient Care, Manufacturing, Public Safety, Agriculture, Outdoor Recreation Leadership, Culinary Arts, Arts, Media and Entertainment, Natural Resources and Software and Systems. Our instructional model also includes the capping of classes and the addition of instructional aides to most TK-8 center based classes in order to keep the student to adult ratio low and provide students with smaller group intensive instruction. Within the context of daily instruction at the centers, a uniting theme amongst TK-8 teachers is the use of rotations during Mathematics and Language Arts. These rotations include direct instruction, small group work, independent work, technology supported review, projects and collaboration time.

The curriculum of Plumas Charter School shall consist of the foundational concepts, content goals and skills instruction as reflected in the California Common Core Standards in English/language arts, math, and technology, as well as the Next Generation Science Standards, the new history/social science frameworks, and the state standards for visual and performing arts. In addition, our instructional program will include visual and performing arts, health/physical education and technology. The curriculum will encourage discovery and will address all skill levels. Students will have the opportunity to work together at the centers and build upon each other's strengths. PCS believes that student achievement in each of the core academic areas is enhanced by engaging students actively in the curriculum and integration of academic content.

Each student will be assigned a supervising teacher, in addition to working with a collaborating group of PCS certificated teachers and staff. This PCS teacher will collaborate with the student and parent to design the student's program, oversee the student's progress, and, if necessary, make adjustments in that program in order to optimize the student's engagement and growth. Parents who enroll their children in PCS will, along with their student, sign a contract agreeing to accept responsibility for participation in, and support of, their children's education. These contracts, known as Master Agreements for Independent Study (see [Appendix 16](#)), will describe the student's courses, the chosen method(s) of assessing mastery in those courses, and, if applicable, the credits the student will receive upon successfully completing each course, in accordance with Education Code Section 51747. Students will be offered a broad course of study including academic core classes, elective and vocational education classes; offerings will include online, resource center, independent study and community college (see *Local Control Accountability Plan*, [Appendix 1](#)).

Plumas Charter Schools Independent Study Guidelines Policy and Procedure states the following:

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the date an assignment is given and the date by which the student must complete the assigned work shall be as follows:

- For pupils in Transitional Kindergarten through grade twelve, 20 days

Missed Assignments: After 3 missed assignments, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study.

Agreement: A current written agreement (Master Agreement for Independent Study or MA) for each independent study pupil shall be maintained on file for each participating student. Each MA shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the California Common Core Standards and course of study of students participating in the regular classroom setting. Monthly Assignment and Work Records (AWR) will be generated for each student that specifically outline each subject area assignment to be completed within the designated time frame.

Agreement Content: Each independent study written agreement shall contain all of the following provisions:

- General student data including the name, address, and grade level.
- The manner, time, frequency, and place for submitting a pupil's assignments for reporting his or her progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, pupils in foster care

or experiencing homelessness, and pupils requiring mental health supports.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

While each of our three learning centers does operate somewhat differently, there are many foundational components on which we all stand. These include the personalization of student's educational plans, use of the iReady and NWEA internal assessment programs, the adoption of Student Action Plans to provide intervention to struggling students, to provide challenge to high performing students; the focus on 21st century skills, and the integration of visual and performing arts into the regular program. Collectively we recognize that the willingness to reflect on and improve our practice to better support students is essential, and we acknowledge that we are continuously striving to define and ground our programs county-wide, establishing a clearer niche as to what our programs holistically offer. As our Local Control Accountability Plan states, as the needs of our student population continue to shift, we must be responsive.

English/Language Arts Elements:

- Nonfiction reading and expository writing will feature prominently in the language arts curriculum.
- Students will be challenged to think critically about texts and to answer higher order questions.
- All students will be expected to take positions and support them in writing.
- Students with significant deficiencies in reading will be offered additional support in the form of iReady instruction, and specific intervention provided by teacher and aides.
- All students will receive integrated language arts instruction on a daily basis, both in their studies at the centers and at home
- Varied instructional methodologies will be provided for students with language arts difficulties in general education classes.
- Audio/video materials and computer programs for word processing will be used in individualized and group language arts activities, as appropriate. Computer software will be explored for utilizing educational technology.
- All students will learn strategies to improve reading comprehension skills. Language arts instruction may include diagnostic/perspective work in class, small groups and individual instruction as needed.

Science Elements:

- A variety of concepts will be taught in the areas of earth, life, and physical science.
- A hands-on and self-discovering approach to science will be provided whenever possible.
- Science learning activities will involve research, experiments, reading, reporting, discussion, field trips and appropriate technology equipment.
- Scientific methods will be employed regularly.

Mathematics Elements:

- All students will use math manipulatives where appropriate.
- Instruction will be delivered at the student's skill level. For example, strategies such as instructional differentiation through re-grouping and re-teaching, extra practice, and challenge problems will be employed.
- All students will receive instruction in the stages of problem solving, including problem exploration, formulation, strategy development, solution activity and interpretation of results.
- Computer software will be selected by staff and purchased to enhance mathematics instruction in

all grade levels.

- Students with significant deficiencies will be provided with additional support by teachers, aides, SPED staff, and through the iReady program
- Students will learn strategies and skills for modeling, problem-solving and reasoning that help discover the language of mathematics and apply it to authentic contexts.

History/Social Science Elements:

- Cultural understanding and knowledge will be expanded through interdisciplinary integration with other curricular areas.
- Literature, biographies, documents and technology will be used as part of the students' instructional process.
- Appropriate core literature will be used at each skill level.
- Cooperative learning, role-playing, dramatizations, skits, music, art, re-enactment and simulation practices will be utilized.
- Maps, graphs, globes, charts, and atlases will be utilized.

Visual and Performing Arts Elements:

- Instruction will develop awareness and appreciation in students by engaging them in a variety of activities to enhance artistic literacy.
- Drama, music and art will be offered
- Opportunities for community visual art displays will be utilized.
- Annual performances and recitals will be offered as appropriate.

Technology Elements:

- Internet connectivity will be available in each classroom.
- All centers will provide adequate computer labs and mobile computer stations
- Implementation of computer skills beginning in Transitional Kindergarten with proficiency and sophistication increasing with subsequent grades.

Career Technical Education Elements:

- Understanding of regionally prioritized industry sectors
- All centers will offer CTE programs that are led by PCS fully credentialed CTE staff
- CTE programs will emphasize partnerships with local community colleges and industry partners
- CTE program offerings will be maximized so that students have the opportunity to be exposed to a wide variety of careers

Learning Environment:

PCS believes that a safe school environment with clear expectations and communication is critical to ensuring an effective curriculum. Accordingly, we will institute the following practices in our school culture to support learning:

- Parent & Student Handbooks will be distributed annually to parents, students, and staff for review and discussion.
- Positive reinforcement and activities to encourage responsible learning will be regular components of the curriculum.
- Implementation of social emotional curriculum
- Implementation of morning meetings in all centers
- Implementation of the Nurtured Heart approach for mitigating student behavior as well as

- supporting overall school culture
- Implementation of clear Behavior Support Plans for students who display ongoing behavior challenges
- Students will be involved in community service projects to promote citizenship
- Regular school-to-parent communication will occur including reporting every student's progress throughout the year.

Implementation of the Program

The first priority of Plumas Charter School is to provide our students with the best educational experience we can. Over the course of its existence, PCS has made use of the flexibility and autonomy afforded it as a charter school to engage in an ongoing process of improvement, working to improve its evaluation of the needs of our students and to adapt its practices to meet those needs. The PCS staff and administration have worked—and continue to work—in collaboration to create a structure and set of practices that allow us to optimize the quality of attention, instruction, and guidance we can provide our students with the resources we have.

The net effect of the school's evolution over the course of its existence has been an increased amount of time spent at the resource centers in various activities including classes, tutorial groups, enrichment activities, and mentored study, as well as an increased frequency of contact with teachers (see [Appendix 2](#) for comprehensive resource center schedules). What has been constant is our focus on seeing each student as an individual and tailoring a program that supports his or her particular strengths, needs, interests, and ambitions.

The following is an outline of our program's general options. Upon enrollment, students, their parents/guardians and PCS staff decide together what program option may best meet the needs of the student. What makes our programs inherently different over our traditional school counterparts, is that students and their families, along with staff, choose the program that they believe will best meet the student's needs. Student's educational programs will most likely evolve over the course of their enrollment with PCS, and changes to programs are intentional choices made together by the student's support team. Our students meet their teachers at three different learning centers, and because each location is different, center schedules differ. Any PCS student is eligible to take part in any grade-level-appropriate activity offered at any learning center. Although educational offerings at each learning center do differ, PCS is at its core a Personalized Learning School that uses the independent study attendance accounting model. When parents enroll their student with PCS, they are agreeing to support and oversee their child's education and ensure that they meet the necessary work completion requirements to maintain enrollment in PCS's programs.

[Appendix 26](#) details PCS's Policy on Independent Study. Regardless of the program option selected, this policy details all program universal requirements and offerings. This policy is updated regularly as required by law.

Option 1: Learning Center

As evident through the evolution of our programs, which has been driven by responsiveness to our families, the vast majority of the students we serve are in need of more formal instruction and a greater degree of organizational support. Because of this, we have established our default program to be one including a variety of offerings at the resource centers, where students choose to come regularly to their center to participate in core and enrichment classes. Under this model, students are encouraged to come to their center two to four days a week to participate in core and elective classes, enrichment activities, and supervised tutorials. Students who are working below grade level or who are credit deficient are required under this model to attend additional supervised study sections, where they can receive academic tutoring and help with organization and assignment

completion.

Option 2: Hybrid

Students who need more flexibility in their schedules for work, travel, community college classes, or family, have the option of a hybrid program where they participate in some resource center classes, and some traditional independent study classes. A hybrid program can take on many forms, and will look different depending on the student's needs. Hybrid programs are designed individually for students during meetings with students, parents/guardians and PCS staff. When designing hybrid programs, many student specific needs are taken into account including current academic levels, support needed, college class schedules, and work schedules. At the high school level, a high percentage of our students are under this model.

Option 3: Homeschool/Traditional Independent Study Plan

Families who are experienced in overseeing successful homeschool/independent study for their children, and students who have been successful with minimal guidance from their teacher, will have the option of applying for traditional Independent Study (IS). An IS option will also be made available to students with extenuating circumstances such as pregnancy or emotional needs, but admission as such will be at a Director's discretion. If adequate attendance is not maintained within this option, the student's program may be changed to include the resource center classes. Students must be working at or above grade level to be eligible for IS (or have a viable extenuating circumstance). The following factors are used to determine whether a student is likely to be successful in traditional Independent Study:

- a history of successful work completion
- a history of attendance at all scheduled meetings
- a history of prompt, clear communication with ES
- a GPA of 3.0 or above
- SBAC scores in the meet or exceeded standard range
- iReady/NWEA scores at grade level or above
- parental/family oversight and support available
- consideration of extenuating circumstances

Transferability of High School Courses

The following language is from the *PCS Parent & Student Handbook* (see [Appendix 3](#) for the full handbook which includes graduation requirements): "High school students who think that they might choose to return to their local high school at some point should inform their academic advisor or teacher of this fact, so that they can help to align their course of study with that of the other school in order to facilitate a transfer." PCS has historically acknowledged that one important role we play in our community is to provide an educational alternative that can sometimes be temporary. Once a student has regained deficient units, worked through a disciplinary problem, recovered from an illness, or achieved some other aim, he or she may well choose to return to the local high school. Even if a student or parent does not raise this issue, our staff is trained to bring it up, reminding students that their feelings and ambitions may change and that it is good to keep their options open by keeping such a transfer in mind. PCS's TK-12 program is currently WASC accredited through 2026. At present, all of our core academic classes are A-G approved, as well as a variety of elective and CTE classes, and we are in the process of continuing to submit additional non-core classes. PCS's A-G approved course list is available online at the University of California Office of the President website at www.ucop.edu (See [Appendix 23](#)).

At individual meetings with their teacher or with a PCS college and vocational counselor, PCS high school students and their parents will receive information on the transferability of their credits to other public high schools, the courses they will need in order to gain entrance to college, and the steps necessary for them to gain eligibility for entrance to the military. PCS staff will continue to receive training in these requirements.

Information on How to Complete Free Application for Federal Student Aid (FAFSA) Information

At least once before PCS students enter grade 12, PCS shall ensure that each of its pupils, who have not opted out, completes and submits the FAFSA or the California Dream Act Application, as appropriate. Students that are unable to complete the FAFSA or Dream Act Application will be exempt and PCS will complete and submit an opt-out form on the pupil’s behalf. PCS counseling staff will direct each high school student and, if applicable, that student’s parent or legal guardian to any support and assistance services necessary to complete and submit the FAFSA or Dream Act Application that may be available through outreach programs, including, but not limited to, those programs operated by the Student Aid Commission, postsecondary immigration resource centers, college readiness organizations, community-based organizations and legal resource organizations. This information will be disseminated through student and parent email, School Messenger, the school website, Facebook and group or individual sessions with school counselors. The information provided shall include, but not necessarily be limited to, material related to the following: 1) the types of documentation and personal information that each student financial aid application requires, including, but not necessarily limited to, documents relating to income taxes, finances and income, college choices, academic status, and personal identification such as social security or taxpayer identification numbers; 2) an explanation of definitions used for each application. These definitions may include, but are not necessarily limited to, definitions of “legal guardianship, “household size,” “parent,” “dependent,” and “taxable college grants and scholarships;” 3) eligibility requirements for student financial aid that may be applied for using the FAFSA or the California Dream Act Application; 4) application timelines and submission deadlines; 5) the importance of submitting applications early, especially when student financial aid is awarded on a first-come, first-served basis. A paper copy of the FAFSA or the California Dream Act Application will be provided to each pupil, upon request by that pupil or upon request of a parent or guardian of that pupil. Any information shared by parents, guardians, and pupils shall be handled according to applicable state and federal privacy laws and regulations.

Calendar, Instructional Minutes and Attendance

The Executive Director of Plumas Charter School (PCS) shall annually present to the Advisory Board (Board) at its first meeting in June, at the latest, the proposed PCS calendar for the following school year.

The PCS calendar shall comply with all requirements of the law, needs of the community, students, staff and parents/guardians, while maximizing the number of school days at high attendance levels included in attendance reporting so as to maximize funding. The PCS calendar shall indicate the beginning and end of school dates, regular school days, number of teaching days, legal and local holidays, vacation periods, and other pertinent dates.

Plumas Charter School (PCS) has been and will continue to operate on an attendance calendar of a minimum of 180 days. The breakdown of instructional time per grade level is as follows:

Kindergarten	36,000 minutes per year; 206 minutes per day
Grades 1 through 3	50,400 minutes per year; 288 minutes per day
Grades 4 through 8	54,000 minutes per year; 309 minutes per day
Grades 9 through 12	64,800 minutes per year; 366 minutes per day

The guidelines listed above are in accordance with Education Code Section 46201(A)(3) and Independent Study Guidelines as required in Education Code Section 51747.

Because we are a Personalized Learning School operating under the independent study program guidelines, attendance is claimed based on the time value of work completed, as determined by an appropriately credentialed staff member. It is the expectation that students will miss no more than two days in any learning period (missed days are calculated based on number of missing assignments, not days of physical attendance at the resource center). If a student misses three or more days in consecutive learning periods, it indicates that the student is not completing enough of their school work and as such is violating their Master Agreement for Independent Study. As described in great detail elsewhere in this petition, if a student does miss three or more days in consecutive learning periods, placement at Plumas Charter School may not be appropriate.

Even though PCS offers center based instruction at each of its learning centers, all student attendance is claimed under the independent study model. Education Code section 47612.5(e)(1) delineates the specific conditions that must be met in order to be considered a classroom based program. The fourth condition states “The charter school requires its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to Education Code section 47612.5(a)(1).” Since all of our resource center offerings are optional, not a requirement (meaning that no student is required to come to any center based activity other than the weekly meeting with the teacher), we do not meet this condition and as such are classified as a non-classroom based school.

Ic. Plan for Students who are Academically Low Achieving

To directly support low achieving students, the primary teacher, other teachers, administration, instructional aides, parent(s), and the student will collaborate to design an optimal personalized learning plan. All students will be assessed (using either the iReady or NWEA diagnostic program) upon admission to PCS to identify their grade level proficiency in reading, language usage, and mathematics. With the information from these formal assessments, academic and testing records from the student’s previous schooling, and information from both the parent and the student about the student’s history, attitudes and interests, a learning plan will be established which will optimize the student’s chances for success. Students identified through the iReady and NWEA program as performing below grade level will be provided with additional supports and interventions that include in-class individual/small group tutoring by an instructional aide, after school tutoring or during enrichment time. Our Special Education staff regularly collaborates with the general education staff to discuss struggling students and recommended classroom based interventions. PCS also implements Student Action Plans as a means to clearly identify our lowest performing students, document prescribed interventions, and timeline student’s academic progress. PCS plans to continue to streamline and expand upon the use of Student Action Plans to support academically low achieving students (see [Appendix 24](#) for the Student Action Plan document).

The expectation for student support is that all students’ needs should be provided for within the regular education program setting. It is only when the general education program is unable to adequately meet a student’s needs that a student should be pulled out of the classroom for specialized instruction or referred for special education services. The emphasis is in not allowing students to fail to make adequate progress in the basic academic skill areas. Implicit within our intervention program is that general education models are key components and conditions. These include:

- Comprehensive, systematic basic academic skills instructional programs provided to all students in general education classrooms;
- Sufficient amounts of instructional and practice time;
- Staff trained in the implementation of appropriate curriculum and teaching strategies;
- Students taught at their instructional level - not necessarily at the level of their age or grade; this is accomplished through modified curriculum and instructional grouping
- Students flexibility in moving through the various instructional levels (depending on their rate of progress) so that they are always appropriately challenged;
- Student progress measured and analyzed regularly, and educational decisions based on data;
- Students performing below normal grade level range will receive adequate additional support
- Center-based instructional activities accommodate different learning styles to draw out students' various strengths and needs;
- Small student to staff ratios;
- Instructional paraprofessionals staff many classes with lower skilled students to provide more attention to those most in need;
- Technology programs where students can move at their instructional level.

PCS operates under the assumption that both the confidence and the motivation to learn are fostered by providing the student with engaging and relevant learning activities, curriculum appropriate for his or her current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage his/her full potential. Refer to [Figure 1](#) for a graphic display of PCS's Intervention Plan Pyramid.

Id. Plan for Students who are Academically High Achieving

To ensure that students are engaged and challenged to achieve their fullest potential, high achieving students will be served through such means as:

- Student groupings by skill level, to allow for assignments and activities beyond grade level target instruction;
- Assignments and projects that allow students to work to their accelerated ability;
- Staff who are attentive to the needs of high-achieving students to provide an emphasis on individualization and differentiation.
- Enrichment activities that augment their regular educational program.

High Achieving Students are identified as having demonstrated or having potential abilities that give evidence of high performance capabilities as defined in the school's charter in accordance with regulations established by the SBE. Identification categories may include one or more of the following (EC 52202):

- Intellectual, creative, specific academic, or leadership ability
- High achievement as measured by iReady, NWEA and SBAC
- Performing and visual arts talent
- Any other criterion that meets the standards set forth by the SBE

The personalized learning plans of high achieving students will be designed to suit their individual needs and to allow them to accelerate the pace of their learning and/or to pursue more challenging studies. PCS's high achieving high school students also have the option of concurrently enrolling in community college classes (most commonly at Feather River College). PCS staff will also help students to obtain internships in fields of academic or career interest. When a student enters the ninth grade at PCS, the process of acquainting him or her with post-high-school options begins. The staff will provide all students with information on college selection,

financial aid, and scholarships as well as the opportunity to assess their own interests, values, and personalities as those relate to educational and career planning.

Ie. Plan for English Learners

English Learners (ELs) will have full access to PCS's educational program. Upon enrollment, students will complete the state-required home language survey, included in the enrollment packet, to determine whether English is the student's native language. Within 30 days of enrollment, all students whose home language is other than English (not to include students who are inherently bilingual, in that they were taught two languages from birth) will be given the English Language Proficiency Assessments for California (ELPAC) to determine their English language proficiency level. Based on the ELPAC results, students will receive appropriate services as needed through integrated EL instruction, as well as designated EL instruction for additional support. PCS will use annual ELPAC data, teacher assessments, and other testing data to identify EL student needs and reclassify English Language Learners students as English proficient when appropriate.

Historically, PCS has served a very low proportion of EL students (0-2%), which is in line with the area's demographics. PCS's EL students successfully access the curriculum and develop English proficiency through our integrated instruction within our core program, designated EL instruction as appropriate, and the same types of personalized supports that are provided for any student at PCS.

PCS's core educational program is also suited to EL students' needs because of its emphasis on instructional differentiation according to students' individual needs in literacy, including a breadth of strategies and resources that are used according to each student's needs.

Many strategies that constitute Specially Designed Academic Instruction in English (SDAIE) are ones that PCS uses as part of effective instruction for many types of learners. These include use of "realia" (real objects and materials), manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, story boards, story maps), visuals (study-prints, textbook illustrations, other projected materials, reproductions or paintings and documents), graphic organizers (metrics, Venn diagrams and webs), planned opportunities for interaction between all individuals at the centers (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience).

In addition to global strategies, English learners' program placement will be based on ELPAC results and may also be based on other assessment results and consultation with teachers and parents. Program placement may include participation in any of the school's instructional options, including learning center, homeschool/independent study, or hybrid. All of these options will ensure that students receive targeted English Language Development (ELD) instruction aligned to the English language arts and ELD standards according to the student's individual needs. This instruction may occur through the school's core program or, should students have more intensive needs, through designated supplemental instruction. Additional and appropriate instruction would typically be scheduled in the same way that supplemental literacy instruction and intervention is scheduled.

PCS will seek to hire EL Authorized or CLAD certified, experienced teachers and work with other EL specialists and bilingual instructional aides as appropriate. Our goal is to ensure quality EL instruction that enables PCS's EL students to attain English proficiency, achievement in all academic subject areas, and to have full access to the range of educational opportunities that PCS envisions for all of its students.

When an English learner has acquired a reasonable level of English proficiency as measured by the state-designated assessments approved by the California Department of Education, any Charter School assessments, and/or other criteria adopted by the Board, they will be considered for reclassification. (Education Code Sections 305-306; 5 C.C.R. § 11301). Reclassification procedures utilize multiple criteria for determining whether to classify a pupil as proficient in English including, but not limited to all of the following:

- Assessment of English language proficiency using the ELPAC assessment;
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's mastery and progress on the California or Common Core Standards.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills (i.e. performance on the SBAC and or CMA) based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

PCS will continue to monitor the progress of reclassified EL students following reclassification to ensure that students are maintaining progress. Progress monitoring will be based on the same assessments on which reclassification were based, including classroom-level assessments. PCS will work with teachers to ensure that adjustments are made based on ongoing review of student progress data. This monitoring will occur in tandem with progress monitoring of all students who are not performing at grade level or who are at risk.

PCS will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PCS will implement procedures to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

In accordance with applicable legal guidelines, PCS will ensure that EL students are tested annually until they achieve proficiency in English. Staff will use ELPAC results to assist them in curriculum selection and instructional support. The percentage of EL students at PCS has historically been between 0 and 2%, so the need for services in this area has been small. As in other areas, however, we are committed to responding quickly and with flexibility to meet the needs of our currently enrolled students.

If. Plan for Students with Special Needs

Pursuant to Education Code Section 47641 and related laws, Plumas Charter School functions as a Local Education Agency (LEA) for Special Education purposes. As a public school, PCS has an obligation to serve students with exceptional needs. PCS will adhere to all laws and or consent decrees as applicable, affecting individuals with exceptional needs including all provisions of the Individuals with disabilities Education Act (IDEA), its amendment as, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office of Civil Rights mandates and AB 602. All students will be given equal access in admissions regardless of

disabilities and PCS will not discriminate against any student nor deny admissions to any student based on his/her disabilities or lack of availability of special education services. All students with disabilities will be accorded the same Free Appropriate Public Education as at any other public school.

When Plumas Charter School made its transition from dependent to independent charter, it maintained its ties to the Plumas County SELPA. However, as of July 1, 2017, PCS transitioned to the El Dorado County Charter SELPA (herein referred to as EDCOE). The relationship between PCS and EDCOE is defined in a participation agreement (see [Appendix 21](#) for the full EDCOE agreement). During our transition year (2017-2018) PCS also partnered with the North State Charter Joint Powers Authority (JPA) to ensure that we are able to meet the many new responsibilities we assumed as EDCOE partners. Our formal partnership with the JPA ended with the 2019-2020 school year, once we established solid internal SPED staffing and protocols. The partnership with EDCOE enables us to work with a state level charter specific organizations that lends us tremendous autonomy and support in continuing to evolve and improve upon our support the special education students. Students who attend PCS will receive at minimum the same level of service as those students who attend conventional classroom based schools.

We believe that the most effective way to serve the needs of all of our students is to integrate special education and general education services as much as possible. By promoting collaboration and communication between general education and special education staff, we can better serve all students. This collaboration can result in prompt support and intervention as problems are experienced, resulting in more effective service to the student and, in some cases, elimination of the need for special education referral. Through the partnership with the EDCOE SELPA, PCS has expanded upon our program staffing and internalized programs. PCS also has the option of contracting back with the Plumas SELPA for specific services as needed and as available. See [Appendix 5](#) for a detailed description of the ongoing service relationship between PCS and the Plumas SELPA.

Child Find

PCS has a comprehensive “child find” system to identify students who have or may have had exceptional needs. PCS will review all children’s names, and run them through SEIS, who are accepted through general enrollment (for non-impacted programs) or through the school’s lottery (for impacted programs) to see if any of the students have ever been identified as a child with special needs. When students with special needs are enrolled, a transition IEP is held, and participation of the previous school is encouraged. All students’ cumulative/confidential folders are reviewed when the student is enrolled into PCS. All students are given assessments either before school starts or shortly after school begins in the fall that helps identify children who may need extra help or services.

Identification, Assessment and Monitoring

Plumas Charter School uses a broad range of practices to identify special needs. These include, but are not limited to reviewing enrollment applications, obtaining and reviewing cumulative files, an annual “Kindergarten Round Up” day where we engage in various screenings such as vision, speech, and hearing screenings, followed by an additional “Kindergarten Kick Off” where students participate in various academic assessment activities that help to identify any initial deficiencies. PCS also implements Student Action Plans and a full Student Study Team (SST) process to prevent unnecessary identification of special needs and to help ensure that students’ needs are met in the general education environment. PCS utilizes the SST process for students who are not demonstrating success in academic classes (even after targeted intervention), who have emotional needs etc. The team usually consists of the student’s teacher(s), a school administrator, the student’s parent/guardian and other specialists if needed. Refer to the Figure 1 below to see how a student progresses through different levels of

supports.

Students with IEP's are monitored for progress toward goals and objectives three times over the course of the school year, and progress reports are sent to parents also three times a year. In addition, reports from the computer programs iReady, RazKids and SumDog can also be used to monitor progress. Support providers and SPED teachers keep track on a daily basis what each IEP student is working on and how successful they are. If students are not making expected progress, an additional IEP meeting (outside of the annual and triennial IEP meetings) will be held to determine what program or services might help the student be more successful. Every 3 years an IEP student will go through a triennial evaluation to determine if the child is still eligible for services. At that time an assessment plan is signed and the psychologist and other service providers formally and informally assess the child.

PCS's Student Enrollment Policy and Procedure (see [Appendix 6](#)) emphasizes that upon enrolling a new student, a determination must be made as to whether the prospective student has an active IEP. As stated in our MOU, "in accordance with Education code Section 51745(c), no individual with exceptional needs may participate in independent study, unless his or her individualized education program specifically provides for that participation. Accordingly, students who seek enrollment in the charter school with an active IEP may not be formally enrolled until an IEP team has convened to ensure appropriateness of the placement." A student with an active IEP is enrolled only provisionally, for a 30-day period, during which an IEP meeting will be called and a determination decision made as to whether or not placement at Plumas Charter School is appropriate. During this initial 30-day period, the student's IEP related services will transfer to and be provided by PCS. Additionally, when a student with more severe disabilities and extensive support services in place seeks enrollment with PCS, a pre-enrollment meeting may be called between District and PCS staff to assist the transition of the student into the provisional enrollment period.

Because the personalized learning model is fundamentally concerned with tailoring the educational experience to the needs of the individual student, PCS is most often determined to be an appropriate placement. Our percentage of students with IEP's has historically varied between 9% and 13%, which coincides with the statewide public school average.

Table 3: SPED Numbers

Year	SPED %/# Students
2025	18.2%-64 students
2024	15.2%-52 students
2023	15.5%-53 students
2022	13.4%-42 students
2021	11.4%-39 students
2020	12.8%-44 students
2019	12.7%-44 students
2018	13.5%-42 students
2017	12%-38 students
2016	12%-39 students
2015	10%-27 students
2014	10%-20 students

Instruction

Delivery of Special Education Services occurs at each of the Plumas Charter School centers or at other sites maintained by the district, county office of education or other appropriate providers. These arrangements are developed on a case by case basis and are reviewed and modified on a regular basis in coordination with applicable laws and individualized education plans (IEP).

Special Education students, which may include EL students with an IEP, will be mainstreamed to the greatest extent possible, using pull-outs only for services that cannot be provided through the general classroom setting. The educational program is designed to support students with diverse needs through components such as instructional strategies that accommodate varied learning styles, a relevant, engaging curriculum, grouping by skill level, infusion of the arts, tutoring resources during and after school and occasionally additional skill development classes. All instructional staff will be informed as to the contents of the Individualized Education Plans and their implications for instructional modifications. Students' general education teachers will be involved with the development of IEPs to the greatest extent possible, including goal setting and identification of appropriate instructional strategies and instructional modifications. PCS provides a continuum of special education services to students including OT, PT, Speech and Language and other programs. If for some reason PCS does not have a program to meet the needs of a specific student; PCS has access to other programs in the county including SDC programs.

PCS implements and reviews programs and services, including related services, required by IEPs of its students to support the movement of students into the least restrictive environments and increase the interactions of all of these students with their non-disabled peers. PCS's instruction for students with disabilities follows as closely as possible the related curricular activities provided for all students at PCS. PCS's special education personnel are credentialed and licensed consistent with California laws and regulations. Student discipline and procedures for suspension and expulsions comply with federal and state laws and regulations and include positive behavioral interventions. PCS conducts regular staff development to enable general education teachers to support students with disabilities during all center based activities.

Assistive Technology

On a case by case basis, Plumas Charter School shall provide the use of school-purchased assistive technology devices in a child's home or in other settings if the child's IEP team determines that the child needs access to those devices in order to receive a free appropriate public education. Plumas Charter School will continue to provide an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to enrollment in another local educational agency, ceases to be enrolled in PCS. PCS will continue to provide this access until alternative arrangements for providing the individual with exceptional needs with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the individual ceased to be enrolled in PCS, whichever occurs first.

Due Process

In the event of a due process claim to enforce the provisions of applicable special education law, PCS is committed to working in cooperation with the EDCOE SELPA to the maximum extent permitted to respond to and defend the school and the SELPA. Every effort including mediation will be explored in order to quickly and inexpensively come to a mutual settlement that is in the best interest of the child.

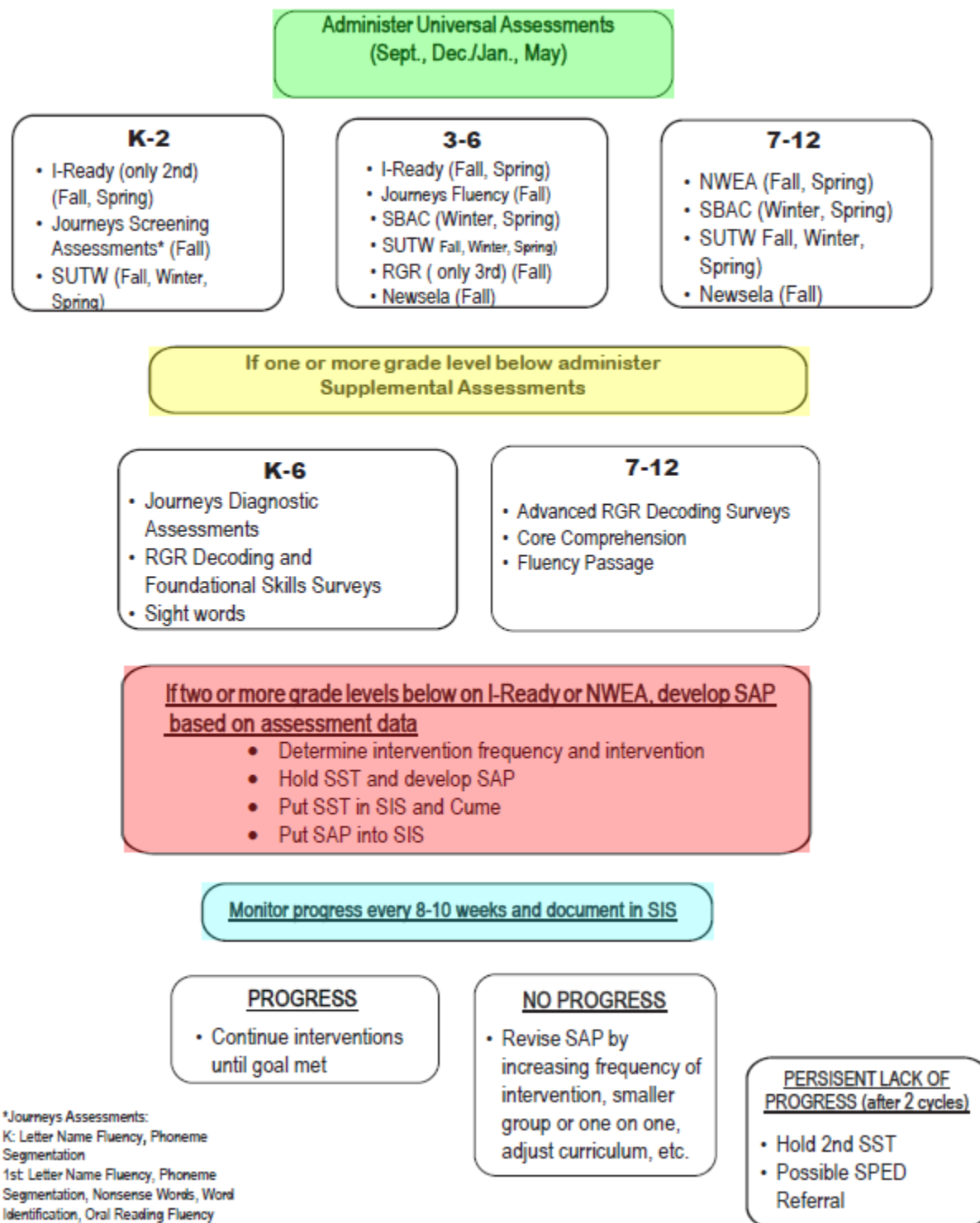
Section 504

PCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of his/her disability be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

For qualifying students, a 504 team will be assembled by a Director and shall include the parent, guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, as appropriate. The 504 team will review the students existing record: including academic, social and behavioral records, and is responsible for making determinations as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under IDEA but found ineligible for special education or related services under IDEA, those evaluations may be used to help determine eligibility under Section 504. The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. All 504 team participants, parents, guardians, teachers and other participants in the students education including substitutes and tutors, must have a copy of each student's 504 plan. A copy of the 504 plan will be maintained in the student's file. Each student's 504 plan will be reviewed at least once per year, with the 504 team, to determine the appropriateness of the Plan, needed modifications to the plan and continued eligibility.

Figure I: Stages of Intervention

Plumas Charter School- RTI Plan- Language Arts



*Journeys Assessments:
K: Letter Name Fluency, Phoneme Segmentation
1st: Letter Name Fluency, Phoneme Segmentation, Nonsense Words, Word Identification, Oral Reading Fluency
2nd: Word Identification, Oral Reading Fluency

ELEMENT II & III: MEASURABLE PUPIL OUTCOMES and METHOD OF MEASURING STUDENT PROGRESS

“Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Ed. Code § 47605(5)(B).

Historically, Plumas Charter School has two “numerically significant” subgroups, Socioeconomically Disadvantaged Students, and White.

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(5)(C)

ELEMENT II: Measurable Pupil Outcomes

Student achievement will be assessed using multiple measures. As is required by the state charter law, PCS conducts state pupil assessments required pursuant to Section 60602.5, including the Smarter Balanced Test (SBAC) and other mandated state assessments. Academic skills for students will be measured for all students annually using the SBAC for students in grades 3-8 and 11, the iReady program for students in grades K-6, and NWEA for students in grades 7-12. PCS will collect and analyze data on student achievement on a regular basis. In addition to state and local testing described above, PCS also uses other in house assessments which inform the teacher about success toward goals. All assessments are used to monitor progress and inform instruction, including identifying strengths and weaknesses of a student, a classroom, a grade level and the school in general.

In order to obtain a measure of the annual academic growth achieved by PCS students outside of the state mandated tests, we instituted individual pre- and post- testing in both Language Arts and Mathematics (to be delivered at the beginning of each school year or upon enrollment, and at the end of each school year). Beginning in the fall of 2015, PCS adopted the iReady diagnostic and prescriptive instruction program to replace the previously used Scantron for students in grades K-6. . This program provides an assessment platform more similar to that of the Smarter Balanced Assessment, and the content of the assessment is aligned more closely to the Common Core standards. The results of this assessment can be viewed as a GLE or as percent at or above standard. and student’s progress is tracked through a pre and post assessment. Within the iReady assessment, we see positive linear growth in our student’s overall performance between their beginning of year and end of year assessments. That being said we also acknowledge that at the end of the year a high percentage of our students were performing below grade level. For students in grades 7-12, NWEA was adopted in 2020. NWEA also provides a platform more similar to SBAC and the student’s results can be viewed as % achievement with respect to average (low, medium, average and above).

Table 4 below shows that even while EOY assessment data indicates a high percentage of students performing below their grade level, a significant percentage of students in each grade level showed growth as measured by BOY and EOY iReady data. Individual student growth over the course of each year is a primary desired

academic outcome of PCS. This is a greater indicator of success as it captures that while a student may come into a year performing two or more levels below, they may make significant gains that don't necessarily reflect a move into the next performance band. We seek to meet students where they are academically and set appropriate goals for them based on their current levels.

Table 4: 2024-2025 iReady Data Reading

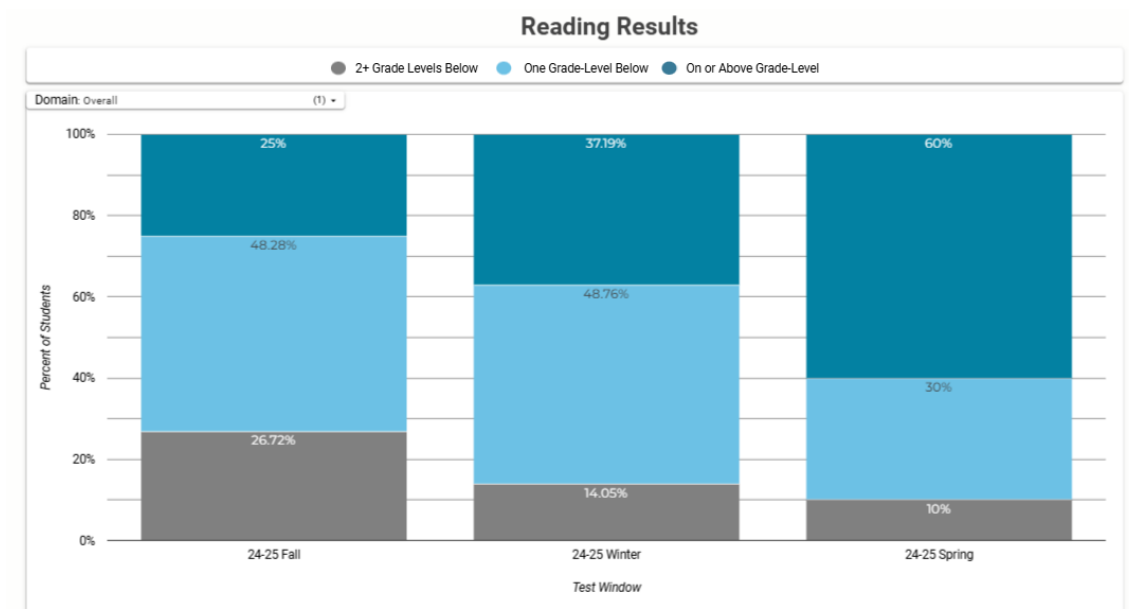


Table 5: 2024-2025 iReady Data Math

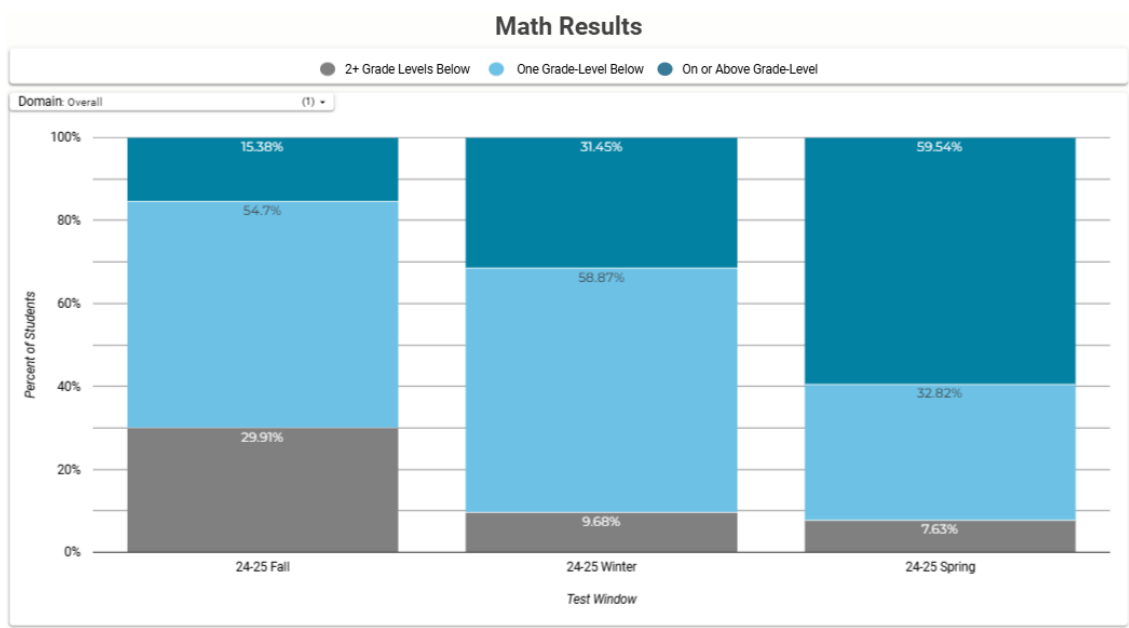


Table 6: iReady Reading Historical

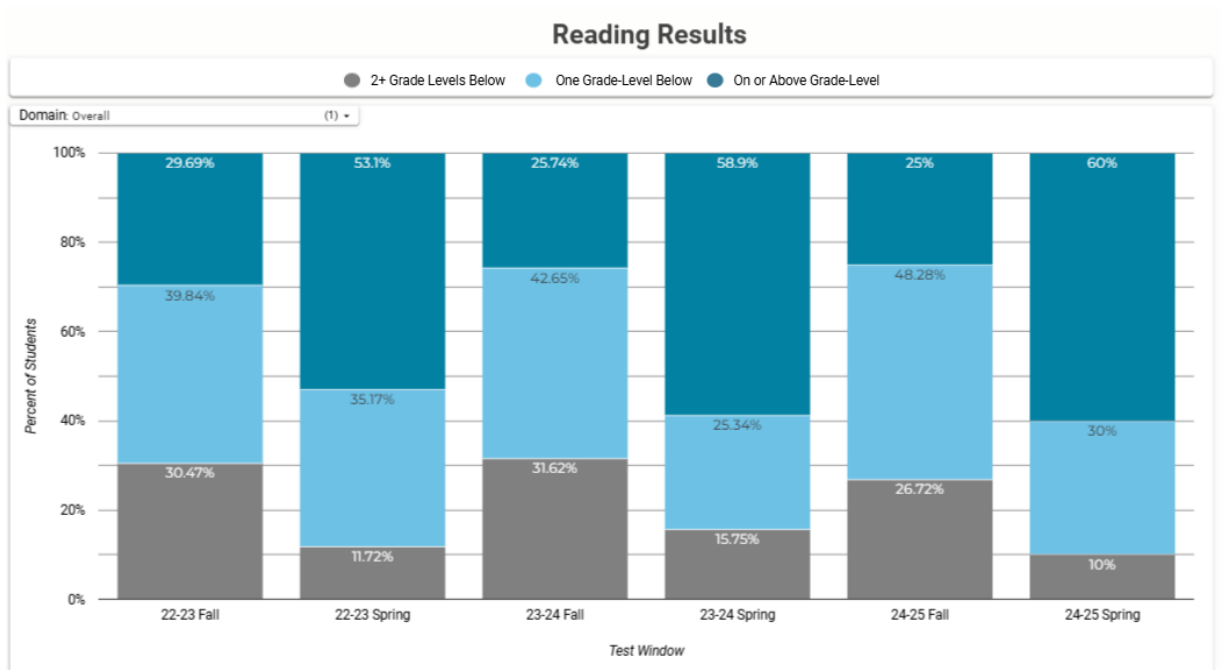
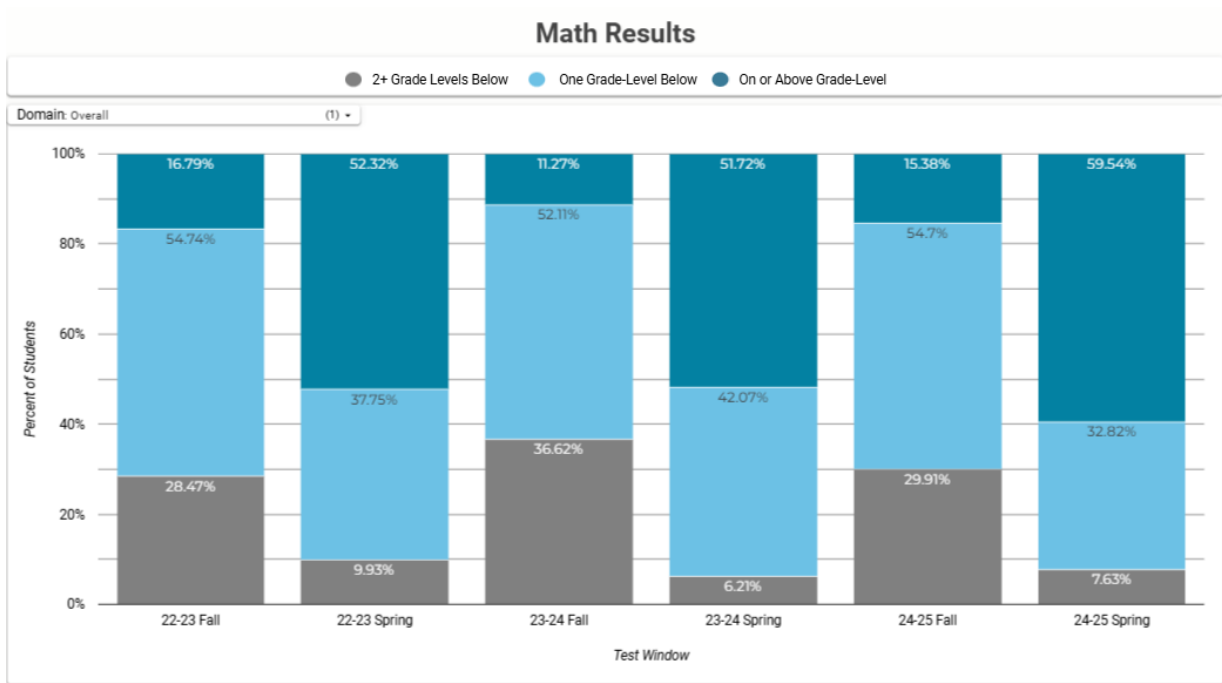


Table 7: iReady Math Historical



Once a student participates in the diagnostic assessment within iReady, the program identifies skill areas and standards that have not been mastered and prescribes lessons to support the mastery. iReady time is built into most rotations within the Language Arts and Mathematics instruction for students in grades 1-6, and the resource is available for home use.

For students in grades 7-12, the NWEA MAP program is used as the local assessment tool. This tool was first implemented in the 2020-2021 school year.

Table 8: 2024-2025 NWEA MAP Performance Data Reading

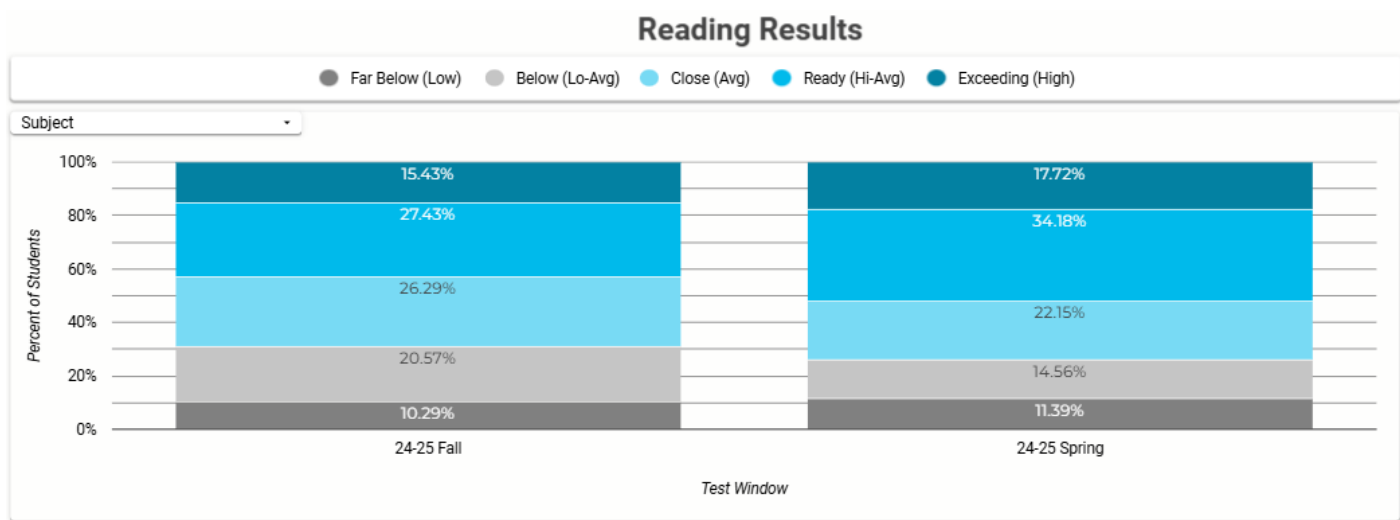


Table 9: 2024-2025 NWEA MAP Performance Data Math

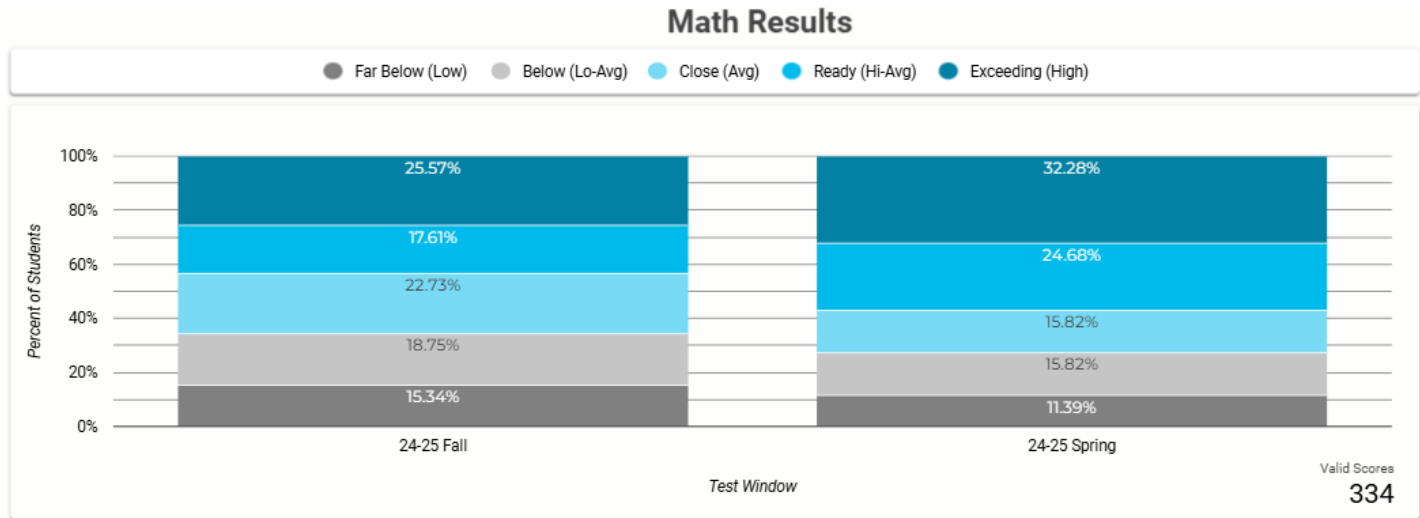


Table 10: Historical NWEA Reading

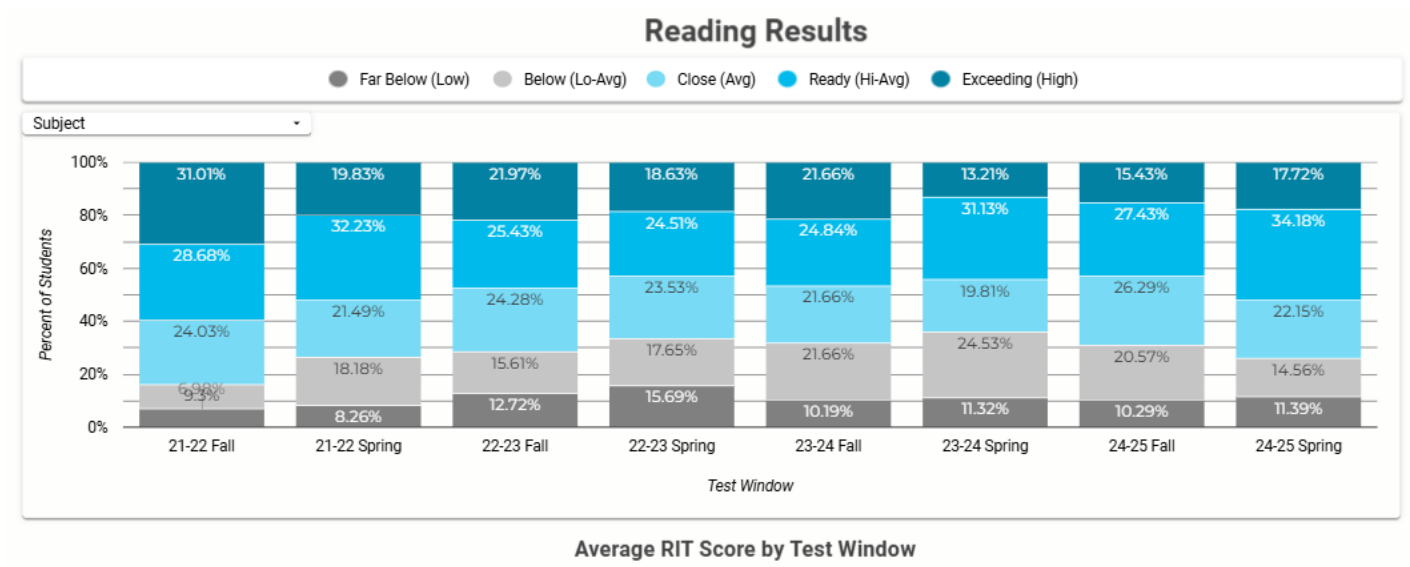


Table 11: Historical NWEA Math

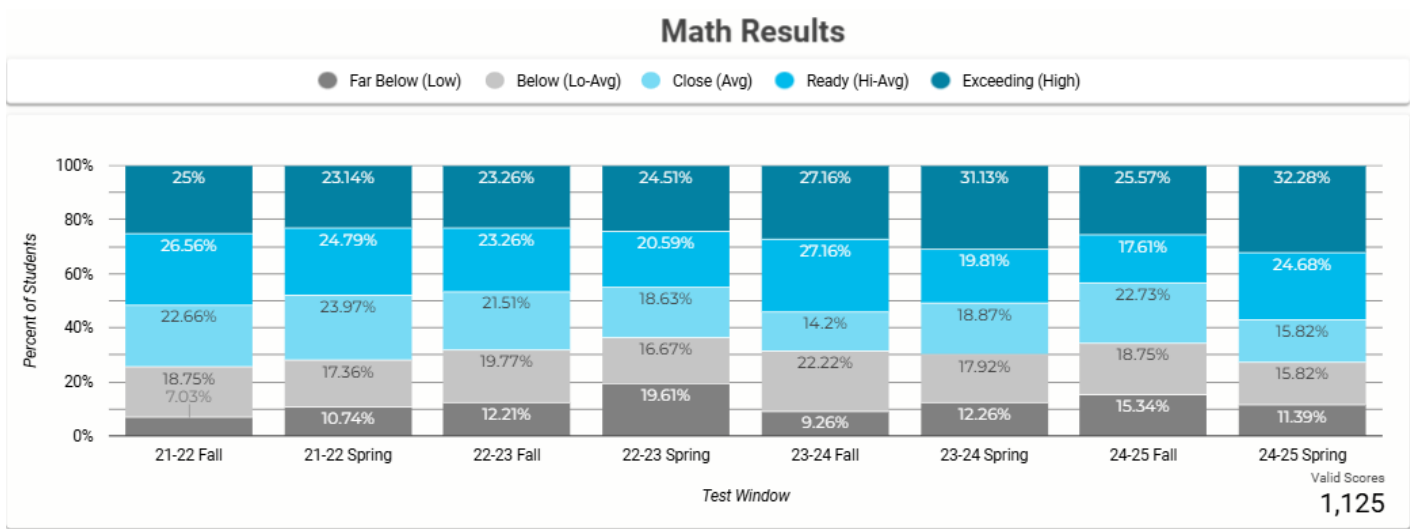
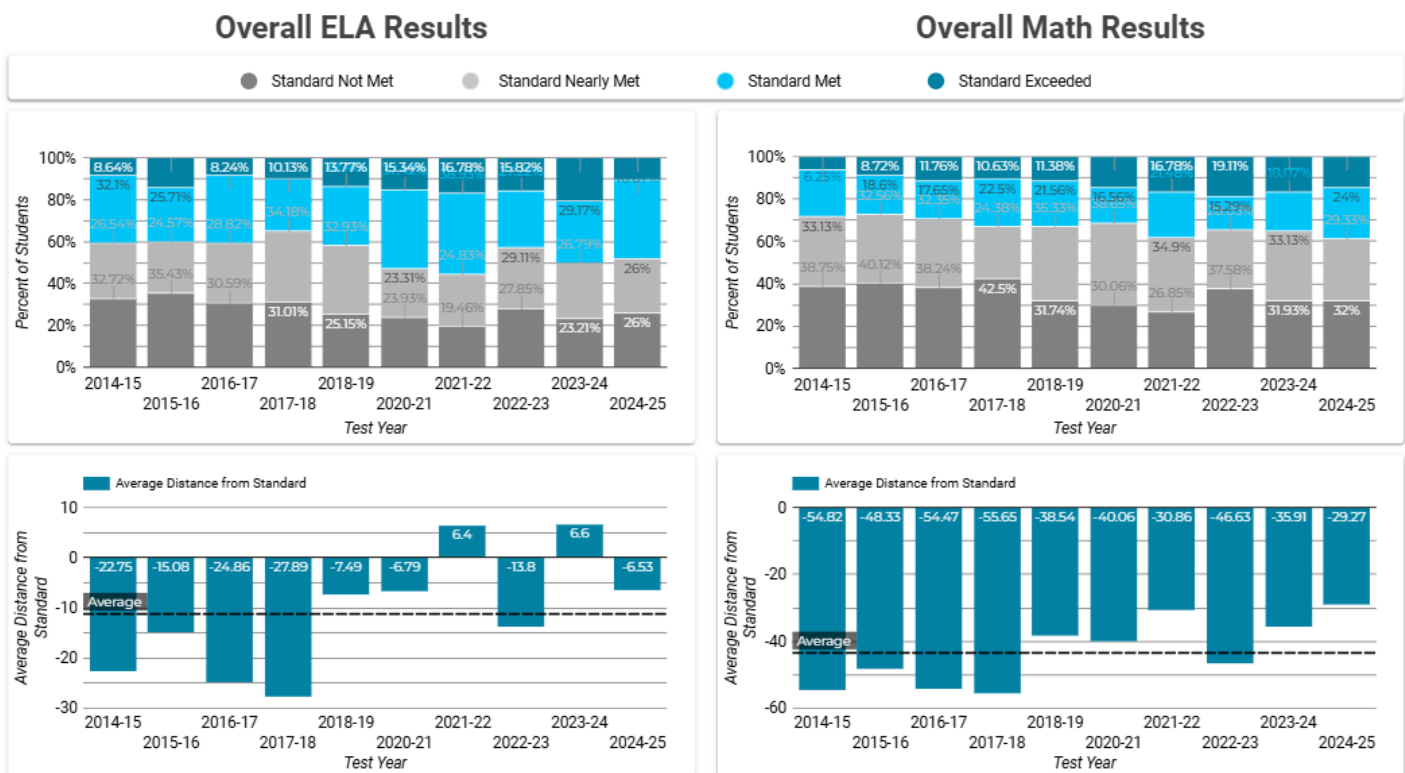


Table 12 and 13 below displays our comparative SBAC data from the last three years. The 2014-2015 school year established a baseline on which to monitor and set appropriate goals

Table 12: PCS SBAC Data

Year	Number of Students Tested	ELA: % of Students Met or Exceeded the Standard	Mathematics: % of Students Met or Exceeded the Standard
2014-2015	164	41.00	28.00
2015-2016	175	40.00	28.00
2016-2017	170	40.59	29.41
2017-2018	160	34.81	33.13
2018-2019	167	41.92	32.93
2020-2021	163	52.76	31.28
2021-2022	149	55.71	38.26
2022-2023	158	43.04	34.61
2023-2024	168	50.00	34.94
2024-2025	150	48.00	39.00

Table 13: PCS SBAC Data Graphic



Tables 14-15 below highlight that, in line with renewal criteria as outlined in Education Code 47607(), PCS’s academic performance is at least equal to the academic performance of the public schools that charter school pupils would otherwise be required to attend. That being said, direct comparisons based solely on SBAC data are difficult because of our much smaller population, the fact that our school data is not disaggregated and reported out based on the communities we serve, and that we are a TK-12 school and as such our scores represent a wider range of students than any one district school. Because our student population is significantly smaller than that of the district, our whole school scores are more greatly impacted by the performance of one

student. It is important to highlight in this discussion as well, that PCS attracts a significant percentage of students who are at risk, who academically and/or emotionally struggle, and who did not feel adequately supported by the traditional classroom setting. It is also worth noting that a significant percentage of our students do underperform on standardized assessments for more reasons than just their academic capabilities. Across our centers we serve a number of students who struggle significantly with behavior and emotional regulation. For such students, a significant component of their program with PCS is dedicated to the support first of these challenges and second to their academic progression. If a student's emotional and behavioral wellbeing is not intact, they are unable to reach their full academic potential. We have one or more instances each year of such students being referred to us by PUSD administration because of these and other challenges such as significant credit deficiency.

As the data below displays, holistically PCS students performed equivalently to their district counterparts; performing better in some areas, and not as good in others. As mentioned elsewhere in this petition, PCS has identified several actions to help our students achieve growth on their annual SBAC scores.

PCS will continue to work towards actualizing a decrease moving forward in the number of students who do not meet the standards, and an increase in the other three categories. As our LCAP delineates, one of PCS's measurable outcomes is that our students will actualize a 2% increase in the number of students meeting or exceeding the standards in both Mathematics and ELA.

Table 14: SubGroup Performance Data via CAASPP: % Students Meeting or Exceeding Standards

		Plumas Charter		Plumas Unified		California	
2020-2021	All	52.76	31.28	43.64	20.65	49.01	33.76
	White	51.62	31.46	43.3	22.87	60.13	45.48
	Economically Disadvantaged	44.27	16.4	38.14	14.22	36.39	20.32
	White-Economically Disadvantaged	40	17.5	36.57	15.15	42.46	27.14
	SPED	11.76	17.64	10	2.44	15.48	10.34
2021-2022	All	55.71	38.26	39.95	28.75	47.06	33.38
	White	54.63	38.88	43.55	32.77	61.36	48.18
	Economically Disadvantaged	37.5	21.43	33.76	23.36	35.24	21.23
	White-Economically Disadvantaged	34.21	21.05	36.84	26.32	43.87	29.9
	SPED	34.21	21.05	11.22	7.44	15.61	11.41
2022-2023	All	43.04	34.61	33.22	23.24	46.66	34.62
	White	40.18	34.24	36.30	25.51	60.72	49.02
	Economically Disadvantaged	41.27	22.23	28.29	19.05	35.27	22.91
	White-Economically Disadvantaged	40	24.45	32.02	20.37	43.98	31.55
	SPED	22.86	5.88	9.23	11.28	15.75	12.26
2023-2024	All	50	34.94	37.58	24.21	47.04	35.54
	White	48.30	36.75	41.59	26.71	60.24	49.57
	Economically Disadvantaged	40.82	28.13	33.40	18.15	36.81	24.98
	White-Economically Disadvantaged	43.07	31.25	36.23	19.88	45.87	34.74
	SPED	17.24	14.28	12.40	6.98	15.83	12.54
2024-2025	All	48	38.67	35.84	21.83		
	White	45.37	41.67	37.46	37.46		
	Economically Disadvantaged	32.1	29.63	30.62	16.03		
	White-Economically Disadvantaged	25.46	30.91	29.90	15.75		
	SPED	18.76	12.5	13.23	5.92		

Table 15: Site Level Breakdown % Students Meeting or Exceeding Standard

	2018-2019		2020-2021		2021-2022		2022-23		2023-2024		2024-2025	
Site	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
PCS Quincy 3-6	28.8	33.9	33	23	53.6	44	46	37.5	39	32	44.4	39.7
QES	41.3	43.78	N/A	N/A	38.8	34.89	30.11	25.95	31.91	23	35.91	24.72
PCS Quincy 7-12	55	40	58	26	71	31	50	35.3	57	32	46.9	25
QHS	50.4	28.45	47.24	21.4	49.3	28.08	35.91	14.18	37.41	22.31	36.15	11.63
PCS IVA	56	40	84	60	55	59	51.4	51.4	56	44	59.4	53.2
GHS	15.63	18.52	29.41	15.6	NA	NA	21.43	28.57	NA	NA	NA	NA
PCS GLC	52	29.6	33	33	33	50	16	25	NA	NA	NA	NA
GES	23.22	35.36	N/A	N/A	26	26.83	32.43	27.02	28.26	17.02	41.37	27.58
PCS Chester 3-6	21	13	40	20	70	10	16	0	67	17	43.5	34.8
CES	55.45	47.27	N/A	N/A	32.6	23.08	25.32	23.75	41.03	34.61	45.35	38.37
PCS Chester 7-12	40	20	40	20	40	20	40	20	57	21	43.5	34.8
CHS	48.65	25	43.40	17.3	33.3	33.34	34.92	25.81	44.07	15.25	31.58	14.54

In order to continue to support student's emotional and behavioral growth, PCS now employs an MTSS lead and two mental health therapists. The MTSS lead is responsible for supporting teachers in implementing Tier 1 and Tier 2 supports in classrooms which includes Morning Meetings during our center based activities, as well as character building curriculum. We also employ specific Behavior Support Plans to support and remediate challenging student behavior. The school also offers extensive in house counseling services that students can access.

In order to support student's academic growth, we are implementing Ready Math, Journeys for ELA ; we utilize the iReady program to assist struggling students in grades K-6, we utilize Common Core aligned supplemental instructional materials, have implemented Student Action Plans for our students performing below grade level. Our staff is also provided with professional development activities that support their implementation of Common Core as well as ways in which to better engage students.

As stated above, each PCS student will have a personalized learning program. Progress will be monitored and documented as outlined in the student's Master Agreement. It is a goal of Plumas Charter School that each student will achieve or exceed an individually appropriate level of annual growth in academic proficiency as outlined by Common Core Standards, and social and personal growth as outlined by PCS staff, in the following core areas:

Mathematics

Students will develop an ability to think mathematically and apply mathematical skills effectively in the real world. Students will demonstrate the ability to apply arithmetic, fundamental algebraic, geometric, statistical and probability skills to work, life and business transactions.

Language Arts

Students will demonstrate developmentally appropriate reading, writing, listening, speaking and presentation skills. Students will demonstrate skills in multiple forms of expression including written, oral, and multi-media. They will comprehend and critically interpret multiple forms of expression, including literature from various historical periods and cultures.

Science

Students will develop an ability to think scientifically and will successfully utilize methods of scientific thinking, inquiry and research and will acquire an understanding of the major concepts underlying life and physical science and their applications.

Social Studies

Students will develop an understanding of history and the political process. Students will understand and apply civic, historical, and geographic knowledge in order to serve as well-informed, critically- thinking citizens in a world of diverse cultures.

Social and Personal Growth

- Students will achieve growth in: personal awareness and understanding; social skills; and a sense of responsibility for themselves and the school community, including material belongings and surroundings.

A primary goal of Plumas Charter School is to continue to evolve and innovate within our educational program to best support students to gain the knowledge and skills necessary to be successful within our rapidly changing world.

ELEMENT III: METHODS OF MEASURING STUDENT PROGRESS**State mandated testing: SBAC, California Science Test, Physical Education**

At Plumas Charter School, all school activities will be approached in such a way that students may extract maximum benefit from them. PCS will strive to ensure that state mandated assessments are conducted, and test results employed, in a manner that will serve as many of the school's goals as possible. It is a priority to see that PCS students are well prepared to take SBAC, CAST, and Physical Education tests. Staff will be familiar with the blueprints for all areas in which each student will be tested. In working with students to develop personalized learning plans, PCS staff will work to ensure that subject matter standards are addressed, student engagement and relevance are priority, and that opportunities to practice within the testing platforms are provided.

At the beginning of the school year, PCS staff will discuss the previous year's test results with students and parents, helping them to understand the results and helping students to see themselves as possessing the ability to improve their scores. PCS staff will use results from the various state testing as one of several factors to be considered when designing the personalized learning plan. Test preparation materials will be utilized throughout the year as supplements to the regular curriculum.

It is a goal of PCS that our students work towards achieving annual growth on their iReady, NWEA and SBAC assessments, and that they are able to successfully pass the various other state tests.

Individual, longitudinal, standard-aligned assessments (within the context of the regular program)

Because of the individualized character of a Plumas Charter School education, PCS students will be given in-house formative assessments in reading, mathematics and language usage at the beginning of each year (or upon enrollment) and again at the end of the year. The current program we are using is iReady for students in grades K-6, and NWEA for students in grades 7-12. PCS staff will have the option of administering one or more of the assessments an additional two times per year to monitor student progress. In addition to informing decisions on placement, curriculum and instruction, these assessments will be used by PCS staff to build insight into the student and his/her needs. PCS staff will report the scores in norm-referenced, achievement, and growth terms, and will discuss them with parents and students in order to promote reflection and self-evaluation on the part of student, parent, and teacher. It is the goal for each student that they achieve annual growth with this assessment as appropriate to their individual performance levels. As mentioned elsewhere in this charter, the iReady program also offers a prescriptive instructional component, whereas it prescribes lessons to students based on their performance on the assessment. The goals of the prescribed lessons are to address skill gaps, provide remedial instruction, as well as to provide more challenge.

Other school based means to measure student progress:

PCS staff also regularly measures ongoing student progress through:

- A regular review of student assignment completion, work quality, and academic progress.
- Parent and teacher observation
- Skill assessments
- Student presentations, demonstrations, and skill mastery
- Grades earned in PCS courses, PCS small-group classes, and community college and online courses
- Student portfolios

Plan for Collecting, Analyzing and Reporting Data on Student Achievement

Students and their parents receive individual test results from all state mandated assessments. Additionally students and parents receive school level reports throughout the school year on student progress, which include report cards and iReady and NWEA assessment data. Parents are also regularly given the opportunity to participate in a parent conference. At parent-teacher conferences, parents/guardians will review the progress of their child, discussing student progress in academic and non-academic areas. At these meetings, teachers, parents, and students will plan strategies for home and school to support student success. Academic interventions may be implemented as described above.

Teachers can access student assessment data within the iReady and NWEA program and within our student database, School Pathways. School Pathways archives student data for multiple years, so teachers can view multi year progress on state level testing. Plans stemming from data analysis will also address professional development. Staff will be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations and for continuous improvement of the educational program. In this way student achievement data will be used to foster continuous improvement to achieve the highest quality educational program possible.

Data analysis is conducted during staff and board meetings throughout the school year. During weekly site level meetings, staff continuously discusses students who are meeting, are exceeding or are struggling to meet the CC standards and grade level expectations. This process also helps to determine which students need academic intervention and which teaching styles, interventions and support materials are effective for struggling students. Teachers, students and parents regularly review achievement goals during data discussions throughout the year to monitor progress and adjust the specific approaches used in the classroom. Student specific assessment information is also shared with parents during conferences.

Student achievement data, from school-generated assessments as well as standardized tests, will be reported annually to stakeholder groups, so that parents, staff, the Board of Directors and the charter authorizer are apprised of the school's progress.

ELEMENT IV: GOVERNANCE STRUCTURE

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Ed. Code § 47605(c)(5)(D)

The Plumas Alternative Learning Services ("PALS") is the California Nonprofit Public Benefit Corporation that operates PCS. The PALS bylaws provide for a Board of Directors consisting of a minimum of three and a maximum of thirty Directors (hereinafter referred to as "PCS Board") (see [Appendix 10](#) for a copy of the bylaws). In order to provide for the community's educational needs and wishes to be brought forward, and to ensure that parents of PCS students are able to have a voice in determining the school's program, the PCS Board and administration work actively to promote both community and parent membership. See Appendix 27 for the Parent and Family Engagement Policy.

The PALS bylaws were revised in February of 2022. The bylaws state that it is a goal of the PCS Board to maintain board membership at five to seven, to include at least three parents or legal guardians of actively enrolled students of Plumas Charter School, at least two community members, and, as granting district representative per Education Code 47604(b), the Superintendent of the Plumas Unified School District or designee. The revision of this charter asks for the PUSD Superintendent or Designee to either be removed from the board altogether or be assigned a non-voting role. PUSD regularly is unable to attend PCS's board meetings, and this can create challenges with a quorum. Our comprehensive LCAP located in [Appendix 1](#) includes specific goals relative to our Board of Directors. All representatives will serve a two year term, and may serve more than one term. The Board of Directors will ensure that the Ralph M. Brown Act is followed to maintain transparency and compliance with state laws.

The bylaws describe the process by which board members are selected. The bylaws state "The Board of Directors shall cause regular Board vacancies to be advertised in all county newspapers and on the Charter School website. Board members shall also identify and/or invite interested persons to apply for a seat on the Board of Directors. Prospective Board members shall attend a preliminary meeting of the Board; submit a letter of interest to the Board of Directors and meet formally with the Board for consideration at the June meeting each year, or as soon thereafter as possible. Appointed Board members shall be sworn in at the July meeting or as soon thereafter as is possible."

The PCS Board of Directors will be responsible for ensuring that the school fulfills its stated mission and that it does so in a lawful and ethical manner. They will ensure that, in carrying out that mission, public funds provided to the school are used responsibly, and in a transparent fashion. Transparency and fulfillment of public

trust are to be the guiding principles of the Board's own operations, and to that end, the Board has incorporated into its governing policies the requirement for ongoing governance training and board self- evaluation. Every two years, the Board as a whole receives a half day of governance training provided by our counsel. Board members consult regularly with counsel to ensure that the Board has approved and updated a body of policies sufficient for the prudent operation of the school. All meetings of the PCS Board of Directors or of standing committees of the Board, will be conducted in accordance with the Ralph M. Brown Act and related statutes. Several of the school's existing board members have attended workshops and conferences to develop and hone their charter school and governance knowledge and skill set.

All Board members will, in accordance with the Board adopted *Plumas Charter School Conflict of Interest Policy and Procedure*, (see [Appendix 7](#)) file annually a Form 700, which will be kept on file by Plumas Charter School. All new Board members will, upon taking office, be oriented to the Board's role and responsibilities and to the guidelines established in the *Plumas Charter School Code of Ethics for Board Members Policy and Procedure* (see [Appendix 7](#)). The PCS Board will at least annually publish a notice in all Plumas County newspapers informing the public of its purpose and its interest in securing community membership on the Board, along with information about how to attend meetings and/or apply to serve. The Executive Director will ensure that, in addition, the Board and its role are regularly publicized on the school website and that parents are invited to attend and participate in meetings and to serve if interested. (See *Board Membership Publicity*, [Appendix 7](#))

The PCS Board is responsible for ensuring that the school fulfills its mission and the terms of its charter. To this end, the board is charged with selecting and appointing the Executive Director, whose responsibility it will be to oversee the day-to-day operations of the school, which includes directly or indirectly supervising all school employees. In order to ensure the most effective use of the time of both the Executive Director and the board in service of the school's mission, PCS has a board-adopted *Policy on Distribution of Authority Between PCS Director and PCS Governing Board* ([Appendix 7](#)). The Board's selection of an Executive Director includes, but is not limited to, the following criteria: possession of a valid California teaching credential or equivalent experience, graduate level training in education or administrative credential; significant experience working in an educational environment, administrative experience and/or training; charter school experience; understanding of the mission of Plumas Charter School and of the role of its staff as public servants; a sense of obligation to serve students, their families, and their community; possession of a strong ethical sense and of the importance of ethical practices in all areas of school operations, and the ability to serve as a role model for staff. (See *Job Description Executive Director*, [Appendix 8](#)). In the last two years. PCS has expanded its administrative base to include two site level directors, and two site level coordinators. These Directors and Coordinators support all aspects of the site level programs, and support the Executive Director in whole school compliance.

Because a key element of the charter school model is responsiveness to local needs, a central duty of the Executive Director and other administrative staff is to ensure active parent involvement in Plumas Charter School. In addition to conducting ongoing publicity/education on the role of the PCS Board and recruiting parents to participate, administration will also regularly hold parent meetings across the sites. These meetings will focus on information sharing with parents, and on providing a venue in which parents can express concerns, provide feedback and suggestions.

Under the auspices of the Board, the Executive Director has responsibility for oversight of the academic and administrative functions of the school, including ensuring fiscal soundness and legal compliance. Beginning in January 2012, PCS has partnered with the back office service company Edtec. This firm specializes in Charter School support services and affords a small school like ours access to expertise in a variety of

business/management areas that we could not afford on an in-house basis, such as payroll, AP, governance, and budgeting. (See *Edtec Services and Qualifications*, [Appendix 9](#)). The PCS Board will, in consultation with the Executive Director, monitor and evaluate the performance and cost of Edtec support to determine whether use of their services continues to provide the best value for the school. PCS also has the benefit of access to and support from District staff within the scope of District oversight responsibilities, and from County Office staff under the terms of an MOU (See *PUSD and PCOE MOU's*, [Appendix 5](#)).

Pursuant to California Education Code Section 47604(c), Plumas Unified School District shall not be liable for the debts and obligations of Plumas Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Plumas Unified School District (“PUSD”) will not be liable for any actions taken by PCS. PCS will maintain a comprehensive range of insurance coverage commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the sponsoring district (See [Appendix 11](#) for our 2025-2026 *Charter Safe Insurance Policy*). PCS will act as its own fiscal agent to the fullest extent of the law. In fulfilling its obligations relating hereto, PCS will comply with applicable law.

Role of the Board of Directors

Vision and Strategic Plan:

- The Board drafts, modifies and approves the School Mission Statement and in each subsequent year, reevaluates the School Mission;
- The Board drafts and approves the Plumas Charter School Strategic Plan;
- The Board adopts policies to successfully implement the School Mission and Strategic Plan;
- The Board oversees the PCS Executive Director to ensure that the School Mission and Strategic Plan are reflected in the day to day operations of PCS, including ensuring that the curriculum aligns with the School Mission.

Academic Performance Monitoring:

- The Board, or a committee thereof, annually reviews student performance based on local, state- and federally-mandated assessments and sets goals for student achievement;
- The Board reviews and adopts academic policies to achieve above mentioned goals;
- The Board approves all academic performance reports to all federal, state and local agencies as required by law;

Staffing and Personnel:

- The Board reviews and approves personnel policies and any amendments thereto;
- The Board can review hire and termination of all personnel and discuss any concerns with the Executive Director. The Board hires, evaluates, and terminates the employment of the PCS Executive Director.
- The Board establishes performance goals for the PCS Executive Director and communicates the goals to the PCS Executive Director;
- The Board annually reviews the PCS Executive Director’s performance;
- The Board annually reviews and reevaluates the PCS Executive Director’s employment contract;
- The Board establishes and annually reviews the PCS Executive Director succession and recruitment plans;

- The Board approves the salaries and compensation policies for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable);
- The Board hears and decides employee grievances.

Parent, Student and Community Relations

- The Board, or a committee thereof, hears and decides student expulsion recommendations;
- The Board, or a committee thereof, hears and decides student academic dismissal appeals;
- The Board reviews and approves student and parent policies and any proposed amendments thereto;
- As needed, the Board communicates with the media and community at large, consistent with the School's Mission and Vision.

Finance and Budget

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto;
- The Board reviews and approves the school's annual academic calendar;
- The Board, or a committee thereof, solicits and selects the school's independent financial auditor, oversees the auditor's work, and receives the auditor's report(s);
- The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements;
- The Board, or a committee thereof, reviews and approves the audit report;
- The Board monitors the responses to the audit report and implementation thereof.

Facilities

- The Board enters into financing and building contracts;
- The Board approves construction and remodeling of facilities;
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options;
- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

Board Internal Business

- The Board drafts, reviews and approves board policies and amendments thereto;
- The Board recruits prospective Board members;
- The Board orients new Board members;
- The Board, as needed, provides training to its members;
- The Board develops and yearly implements a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

Charter Performance and Renewal

- The Board annually reviews the school performance reports;
- The Board, as needed, reviews charter school renewal proposals and reports.

School Administrator's Responsibilities

Delegation of Power to the PCS Executive Director

The Board delegates the following powers to the Director, or his/her delegate:

Vision and Strategic Plan:

- The PCS Executive Director implements the Board-adopted policies for carrying out the School Mission and Strategic Plans by, among other things, adopting appropriate procedures and training school staff on their implementation.

Academic Performance Monitoring:

- The PCS Executive Director creates a report reflecting student performance based on state and federally mandated assessments, provides a copy to the Board, reviews the performance with the Board or a committee thereof, and provides input to the Board when setting goals for student achievement on state mandated assessments;
- The PCS Executive Director makes a report on student performance on school level assessments at the end of each school year.
- The PCS Executive Director oversees implementation of Board adopted policies for reaching established student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures;
- The PCS Executive Director creates all academic performance reports required by federal, state and local agencies as required by law and provides them to the Board for approval;
- The PCS Executive Director develops the school calendar and provides it to the Board for approval.

Staffing and Personnel:

- The PCS Executive Director drafts all personnel policies and presents them to the Board for review and approval. The PCS Executive Director also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval;
- The PCS Executive Director hires and terminates all school personnel with advice and assistance of Board and notifies the Board of all such actions at the next scheduled Board meeting. The PCS Executive Director is responsible for all recruitment activities associated with the hiring of school personnel;
- The PCS Executive Director recommends the salaries of all School personnel in compliance with any applicable state laws and collective bargaining procedures to the Board for information purposes;
- The PCS Executive Director ensures that all school personnel are evaluated on a yearly basis and creates the process for such evaluation;
- The PCS Executive Director implements all personnel policies, including the school's internal complaint procedures. If applicable, the PCS Executive Director presents employee grievances to the Board, which hears and decides them.

Parent, Student and Community Relations

- The PCS Executive Director implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.
- The PCS Executive Director follows the policies and procedures adopted for student academic dismissals and refers any student appeals to the Board to hear and decide such appeals;
- The PCS Executive Director drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The PCS Executive Director drafts amendments to the student and parent policies, and presents them to the Board for approval;

- At the request of the Board, the PCS Executive Director communicates with the media and community at large in a fashion that is consistent with the School's Mission.

Finance and Budget

- The PCS Executive Director drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The PCS Executive Director drafts amendments to the fiscal policies, and presents them to the Board for approval;
- The PCS Executive Director drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts;
- The PCS Executive Director drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements;
- The PCS Executive Director implements the responses to the audit report as instructed by the Board.

Facilities

- The PCS Executive Director conducts school site needs assessments at the direction of the Board;
- The PCS Executive Director conducts capital campaigns as needed;
- The PCS Executive Director implements any facilities policies.

Charter Performance and Renewal

- The PCS Executive Director annually drafts any required school performance reports for Board review;
- The PCS Executive Director, as needed, drafts charter school renewal proposals and reports

ELEMENT V: THE QUALIFICATIONS TO BE MET BY INDIVIDUALS EMPLOYED BY THE SCHOOL

"The qualifications to be met by individuals to be employed by the school." - Education Code 47605(c)(5)(E).

Qualifications of School Employees

Plumas Charter School will ensure that all legal qualification requirements will be met for teachers and staff of the school. Each certificated employee at the charter school will meet the state and federal licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the PCS Board and/or the Director. There will be no discrimination against any applicant or employee on the basis of race, ethnicity, age, gender, gender identity, gender expression, national origin, sexual orientation, marital status, disability or medical condition, either actual or perceived, or for association with any person or group with one or more of the above actual or perceived characteristics.

The qualifications of all employees shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.

Whenever a position becomes available at PCS, we may advertise the opening in several different ways, utilizing Edjoin, using our own school messenger system and website, the local newspapers, the local offices for workforce development, and through the career centers at local colleges/universities. We also strive to, when

appropriate, train and support our staff in-house to assume different roles within the organization. Potential employees are interviewed by a hiring committee that is composed of the Executive Director, appropriate Site Director, and at least one other staff member as appropriate depending on the position. As mentioned elsewhere in this petition, the Executive Director is hired and evaluated by the Board of Directors. Annually a board committee is established and deemed responsible for evaluating the ED and recommending continued employment and any salary adjustment. The ED is then responsible for directly evaluating, or overseeing the evaluation of, all other staff members. Appropriate professional development is offered throughout the year, both in and out of house.

At the 2025 revision of this charter, PCS employs three administrators: the Executive Director, an Assistant Director and one site level Director. The Executive Directors (ED) qualifications and role are described in the previous section and are highlighted also in Appendix 8. The Assistant and Site Director (see Appendix 8 for job descriptions) qualifications are similar to that of the ED, but the roles are more centered on the daily program oversight of a specific site; namely Quincy and Indian Valley Academy. The Assistant and Site Director are under the supervision of the ED.

There are three categories of employees at Plumas Charter School that work directly with students in classrooms; Credentialed Teachers (also referred to as Certificated Staff), Enrichment Instructors and Instructional Aides.

Credentialed teachers are those teachers responsible for providing all of the instruction in the Charter School. Credentialed teachers will hold a valid teaching certificate, permit or other document required for the teacher's certificated assignment in accordance with Education Code Section 47605(l). Certificated teaching staff selection will be based upon, but not limited to, the following criteria: appropriate, current California teaching credential(s); willingness to embrace an evolving approach to education; a sense of obligation to serve students to the best of their ability; strong interpersonal skills and ability to serve as a role model and have positive, constructive relationships with all students; strong intellect and thorough grasp of subject area(s); a high level of professionalism; willingness to seek training to improve and broaden their skills; ability to work collaboratively and an understanding of the importance of collegiality among the entire school staff in order to optimize service to students despite limited resources.

All Credentialed Teachers in grades K-8 have Instructional Aides who work with them regularly during center based activities.

Instructional Aides are non-credentialed staff members who work under the direct supervision of a Credentialed Teacher and Site Director. Instructional Aides support the learning environment at each center as directed by the Credentialed Teacher and Site Director, through the leading of small group activities, one on one remediation, monitoring and supporting students working independently, assisting in paperwork, and assisting in overall student supervision.

Enrichment Instructors are non-credentialed staff members who teach non-core or elective classes under the direct supervision of a credentialed teacher. These classes have included Art, Gardening, Experiential Education, Philosophy, Choir, Dance, Drama and Music. Instructional Aides and Enrichment instructors are typically individuals who have undergraduate degrees and/or significant experience with children.

Appendix 12 provides a 2025-2026 comprehensive educational staff listing along with qualifications.

We also have several non-instructional classified support personnel. These classified employees will assist the school with various tasks such as human resources and personnel, purchasing, payroll, record keeping, student attendance, mandated reporting, enrollment, etc.

The school will seek administrative and operational staff who have demonstrated experience or expertise related to the work tasks required of the position. PCS will provide staff members with professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements pertinent to their job functions. All non-certificated staff will possess experience and expertise appropriate for their position within the school as defined by personnel policies and job descriptions.

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code Section 44237. PCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. The Executive Director and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances as required by California law.

Staff qualifications and job descriptions will be maintained on file at Plumas Charter School and will be available for inspection upon request by the chartering authority, PUSD. The qualifications for non-certificated staff, including both instructional and clerical, largely mirror those for credentialed teachers. At Plumas Charter School we understand that our students are very observant and perceptive, and the best way we can teach them how to behave responsibly and with integrity is to do so ourselves, and the best way to teach them mutual respect and cooperation is to model those traits when working together as a staff.

Throughout the course of a school year, teachers are observed either two or four times depending on experience level and prior observations. [Appendix 13](#) details the teacher evaluation process. Feedback and discussion follow these observations. PCS is an at-will employer and as such is not forced to retain unsatisfactory teachers or to reward teachers for mere longevity. Longevity is awarded to the extent that its benefit can be observed in a teacher's performance and documented through the evaluation process. .

Instructional Aides are evaluated either two or four times a year by their supervising teacher and Site/Assistant Director. Non instructional classified staff are evaluated four times a year by the Executive Director.

Collegiality is a primary component of the PCS culture. Site level staff will meet weekly, the Shared Leadership team meets monthly and the whole school instructional staff will meet quarterly. Site level meetings include collaboration on curriculum and programs, instructional approaches, site level activities, site level challenges, and appropriate training such as test proctoring and the student database. Shared Leadership meetings focus on whole school goals as outlined on the LCAP. Quarterly instructional staff meetings are designated primarily for staff development, whole program visioning and collaborating, and best practice sharing. The entire PCS staff will meet semi-annually to review comprehensive whole school topics.

Ongoing professional training will be another primary element of Plumas Charter School. Periodically, the administrators and the full-time teaching staff may attend the California Charter Schools Association (CCSA) annual conference. This provides the opportunity for the whole staff to become informed on the latest educational research and developments and for the administrative staff to hear expert opinions on legislative, regulatory, budgetary developments. Administrators also attend the Leadership Update hosted by the Charter Schools Development Center. Plumas Charter School also provides annual professional development activities on-site by bringing in facilitators and utilizing teacher experts to work with staff on such topics as student

engagement, Common Core implementation and program visioning. [Appendix 14](#) provides a comprehensive listing of staff development activities provided over the last several years.

The staff is also able to collaborate on ways to apply the ideas to which they've been exposed. During the off years that the staff does not attend the above conferences, we encourage the pursuing of individual professional development by attending Northern California workshops and online trainings. Teachers are also encouraged to pursue research on educational topics that are of particular interest to them. Teachers are strongly encouraged to present their findings to the teaching staff at a staff meeting,, in that such professional dialogue increases the level of professionalism and collegiality of the teaching staff.

ELEMENT VI: PROCEDURES TO ENSURE THE HEALTH AND SAFETY OF PUPILS AND STAFF

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: 1) That each employee of the charter school furnish the charter schools with a criminal record summary as described in [Education Code] section 44237. 2) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), of paragraph (2) of subdivision (a) of Section 32282. 3) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” Education Code Section 47605(c)(5)(F).

Maintaining a safe and healthful environment for students and staff is a priority for the administration of Plumas Charter School. PCS will comply with all of the requirements of Education Code Sections 44237 and 45125.1 and will comply with the Family Education Rights and Privacy Act as well as all applicable laws concerning immunization, first aid, facility safety, child abuse reporting, emergency response, blood-borne pathogens, and related issues for both employees and students. All employees of PCS will be risk assessed for, and if required, tested for tuberculosis in accordance with Education Code Section 49406. The procedures in place for ensuring safe school premises and practices include the following:

Board Responsibilities:

- The Governing Board of Plumas Charter School regularly approves an updated Injury and Illness Prevention Program Safety Manual (IIPP). This manual outlines the internal structure for monitoring the safety of the practices and facilities of each PCS learning center and for addressing any unsafe conditions that arise (see [Appendix 15](#)).
- PCS has the following Board Policies in place (see [Appendix 15](#))
 - A comprehensive school safety plan, which includes the safety topics listed in subparagraphs (A) to (N), inclusive, of paragraph (2) of subdivision (a) of Education Code Section 32282. The school safety plan will be reviewed and updated by March 1 of every year by PCS.
 - Field Trip Safety policy and procedure
 - Policy and Procedure on Administration of Medications at School
 - Workplace Violence Prevention Plan
- PCS is committed to providing a school environment that is free from sexual harassment, as well as any discrimination or harassment based upon such factors as race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical

conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or any other legally protected category.

- The Board adopted PCS Employee Handbook clearly prohibits such harassment, defines it, and explains the procedure for reporting it without fear of reprisal ([Appendix 15](#)).
- PCS is committed to providing a school that is free from bullying, including cyber bullying, discrimination and sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. PCS maintains a comprehensive policy to prevent and immediately remediate any concerns about bullying (including cyber bullying), discrimination or harassment at PCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with PCS' anti-bullying (including cyber bullying), discrimination and harassment policies. The Charter School will make available online training relating to preventing acts of bullying, including cyberbullying, to all certificated employees and all employees who have regular interaction with students. The Charter School displays a copy of the policy and disseminates it in accordance with law. Posters are displayed in accordance with applicable law.
- PCS adheres to Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools.
- PCS complies with Education Code section 47610(d) by utilizing facilities that are compliant with the State Building Code. The schools' facilities and any modifications made to its facilities will also comply with the federal Americans with Disabilities Act access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.
- PCS tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times. PCS shall conduct fire drills as required by law.
- The Charter School will comply with Education Code Section 49423 regarding administration of medication in school. Parents will complete the appropriate form authorizing school staff to administer medication with physician approval as necessary. Staff will keep detailed records and logs of all medication schedules and dispense medications at the appropriate times. All medications shall be stored in a secure storage cabinet. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers. See [Appendix 15d](#) for complete policy.
- PCS shall not advertise any food or beverage during the school day or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted under Education Code section 49431.9. In compliance with Education Code section 47613.5, PCS will provide each needy pupil with at least one nutritionally adequate free or reduced-price meal during each school day as required by law. PCS shall comply with Education Code section 49557.5 to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.
- PCS has adopted policies and procedures on Internet safety as required by law, which shall include, but are not limited to, policies for the prevention of cyberbullying. At the beginning of each year, all students and parents will sign a copy of the school's Acceptable Use Policy. Teachers and staff shall also sign a copy of the school's Employee Acceptable Use Policy. Teachers will teach

students the technology standards and ethics for students served by the school.

- PCS has developed a comprehensive complaint and investigation procedure compliant with the Uniform Complaint Procedures (5 CCR 4600-4687) to centralize complaints and concerns regarding the school. Under the direction of the PCS Board, the Executive Director is responsible for investigation, remediation and follow-up on matters submitted to PCS through this procedure.
- PCS maintains a policy on student suicide prevention in accordance with Education Code section 215. Said policy shall be reviewed, and updated if necessary, every five years.
- PCS has adopted policies consistent with the guidance and model policies issued by the California Attorney General in accordance with the requirements of AB 699 (2017), and will be updated as required by law.
- PCS stocks the school's restrooms (all women's restrooms and all-gender restrooms, and in at least one men's restroom) with an adequate supply of menstrual products (*i.e.*, tampons and sanitary napkins for use in connection with the menstrual cycle) available and accessible at all times and without charge in accordance with Education Code section 35292.6. Additionally, PCS will post a notice regarding these requirements in a prominent and conspicuous location in every restroom required to stock menstrual products. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.
- PCS treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition. PCS shall not exclude or deny any pupil from any educational program or activity, including class or extracurricular activity, solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. PCS shall provide a pregnant or parenting pupil all rights to leave required by law.
- PCS notifies pupils and parents of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community as required by law. The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15% or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.
- PCS shall have a written emergency action plan in place that describes the location and procedures to be followed in the event of sudden cardiac arrest and other medical emergencies related to the athletic program's activities or events. PCS shall acquire at least one automated external defibrillator (AED) for the school to participate in athletic programs. PCS shall ensure that the AED is available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic program's on-campus activities or events, and shall ensure that the AED is available to athletic trainers and coaches and authorized persons at these activities or events.
- PCS provides resources for informing parents and guardians of pupils in grades 6 to 12, inclusive, of human trafficking prevention through use of the Positive Prevention Plus curriculum.
- PCS ensures that it notifies pupils of PCS' applicable policy on sexual harassment by providing a poster displayed in each bathroom at the schoolsite. The poster shall comply with legal

requirements.

- PCS will ensure that all relevant COVID policies and procedures are upheld (Appendix 15)
- Commencing with the 2025/26 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by education Code Section 218.
- The Charter School shall comply with all requirements under Education Code Sections 49390 – 49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.
- At the beginning of the first semester, the charter School shall distribute a notice to the parents/guardians of each student addressing California’s gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.
- Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Administrator Responsibilities:

- The Site Director(s) will maintain oversight of safety compliance at all school locations and assume responsibility for scheduling regular fire, earthquake, lockdown, and shelter in place drills, instructing the staff on procedures and ensuring that they, in turn, instruct their students.
- PCS has posted fire escape routes at the door of every room at each of its learning centers, clearly indicating exit routes from the building. These are reviewed annually for visibility, legibility and correctness.
- Director(s) will ensure that all staff completes the required safety related classes as prescribed by our liability insurance.

Registrar Responsibilities:

- Track the immunization status of all new and continuing students to ensure that the student’s immunization history puts him or her in compliance with the most recent state requirements. The Registrar will remain apprised of all current California immunization requirements, to oversee family notification of those requirements, and monitor compliance under supervision of the Executive Director.
- Ensure that any students who are enrolling in public school for the first time have documentation of all required medical and dental examinations required for admission to a California public school.
- Ensure that all enrolled students receive all required, school-provided examinations, including: vision upon first public school enrollment and at least every 3rd year thereafter until the completion of grade 8; and hearing in Kindergarten or grade 1, in grade 5, grade 8, grade 11, and upon first public school enrollment. Examinations will be provided by qualified professionals as outlined in Education Code.

Office Manager Responsibilities:

- Supervision of the tuberculosis testing of all new hires, monitoring of TB certification status of

continuing employees and timely notification of any staff members whose certification requires renewal.

- Oversight of the fingerprinting of all new hires and classroom volunteers, ensuring that no employment or service begins until after clearance is obtained.

Whole Staff Responsibilities:

- The entire staff of PCS signs an affidavit at upon employment acknowledging that they understand their responsibilities as mandatory reporters of suspected child abuse. The Director(s) discuss the reporting process briefly, reminding staff members to come for counsel if they have questions. A representative from Child Protective Services is regularly invited to instruct the staff during ongoing staff meetings. Staff members are reminded at the beginning of each school year that if they have doubts about their perceptions or their responsibility they should contact CPS or discuss them with the Director(s).
- The entire PCS staff is offered on-site CPR and first aid training every two years.

ELEMENT VII: BALANCE OF PUPILS REFLECTIVE OF PUSD

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” c Education Code Section 47605(c)(5)(G).

Every student of Plumas Charter School attends on a voluntary basis. Ethnic and socioeconomic balance will be monitored. PCS’s student population is expected to continue to reflect the population of the local community. The school will be nonsectarian in all of its practices and will not discriminate based on actual or perceived characteristics of nationality, race, ethnicity, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, gender, sexual orientation, gender identity, gender expression or association with a person or group with one or more of these actual or perceived characteristics or other category protected by law (AB9). Plumas Charter School will strive to maintain a *balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient* among its students that is reflective of the population residing within the territorial jurisdiction of Plumas Unified School District. The means by which the school will achieve this balance will be through publicizing the school’s program and activities in such a way as neither to encourage nor discourage the interest or participation of any particular racial or ethnic group (through newspaper and radio advertisements); as well as holding a public enrollment lottery for new students as the need arises. Table 10 below contains an extracted Enrollment by Ethnicity Report from the CDE website for both PCS and PUSD. The small size of PCS makes the school-district comparison somewhat imprecise, but Table 11 provides additional insight into the student numbers involved. Holistically our ethnic balance is in line with that of PUSD, some categories being slightly higher and some lower. It is important to note that the largest discrepancy between the ethnic demographics of PCS and PUSD is in the Hispanic and Latino population. The table below shows that PUSD currently has 17.1% enrollment under this designation and PCS has 12%. The primary reason for this difference is the fact that PCS no longer operates a learning center in the city of Portola in Eastern

Plumas County, where the highest percentage of Hispanic and Latino people in the county are located. PCS did operate a center in Portola for a number of years, and then in December of 2013 we opted to close the center because of declining enrollment due in part to the fact that we were in effect competing with another charter school located across the street. If we remove Portola demographics from PUSD, the Hispanic and Latino enrollment percentage for PUSD then becomes 13 % which is in line with Plumas Charter School's current percentage of this demographic.

Table 16: Comparative Ethnicity Demographic Data for PUSD and PCS (2024-2025)

School	Not Reported	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Total
Beckwourth (Jim) High	0	0	0	0	0	0	0	0	0	0
C. Roy Carmichael	6	1	11	1	0	111	1	189	24	344
Chester Elementary	3	0	3	4	0	29	0	114	19	171
Chester Junior/Senior High	7	0	2	2	0	16	0	88	9	124
Greenville Jr/Sr High	0	0	0	0	0	0	0	0	0	0
Greenville Elementary	15	1	11	0	0	18	0	51	10	106
Portola Junior/Senior High	7	0	2	0	0	88	0	148	11	256
Quincy Elementary	23	1	3	1	0	40	1	239	34	342
Quincy Junior/Senior High	7	4	9	2	0	32	0	234	22	310
Total	68	7	41	10	0	304	0	1063	129	1653
District Percentage	4	.4	2.5	.06	0	18.4	0	68	7.8	
Plumas Charter	0	3	28	1	2	11	0	292	11	349
PCS Percentage	0	.9	8	.3	.6	3.2	0	83.7	3.2	349

Table 17: PCS Historical Ethnicity Demographic Data-Percentage

-CBEDS					
Year	2020/2021	2021/2022	2022/2023	2023/2024	2025/2026
American Indian or Alaska Native	7	9.7	6.6	7	6.4
Asian	.3	.3	.3	.3	0.0
Pacific Islander	0.0	0.0	0.0	0.0	0.0
Filipino	.5	1	.9	.9	0.0
Hispanic or Latino	12.1	15.2	13.9	13.6	7.1
African American not Hispanic	.5	1.3	.9	.9	1
White	74.2	82.3	84.4	83.2	85.2
Chinese	0	0.0	0	0	0
Korean	0.0	0.0	0.0	0.0	0.0
Laotian	0	0	0.0	0	0
Tahitian	0	0.0	0	0	0
Two or More Races	7.2	0.0	0.0	0.0	0.0
Hawaiian	0	0.0	0.0	0.4	1.3
Unspecified	1.3	0.0	0.0	1.5	2.1
Total	100.0	100.0%	100.0%	100.0%	100.0%

Because ours are small communities, we find that most potential students hear of us by word of mouth. In addition, we encourage our teachers to publicize their student activities by sending photographs and stories to the local newspaper, our school's website and Facebook or by inviting a reporter in advance. PCS advertises on the Plumas County community radio station, KQNY, and we traditionally place an advertisement in the local newspapers with an outline of what our school offers annually. We also often participate in the Plumas Children's Fair with an activity booth annually.

PCS will maintain up-to-date records of the ethnicities of its students, and if the balance is not reflective of that of PUSD, a committee of Plumas Charter School parents, teachers, and staff will meet with the District Superintendent to discuss the imbalance and explore available options for restoring it, which may include additional outreach initiatives. There is a delicate balance here, as PUSD has been clear that they are not in support of our further outreach effort, and also acknowledging that our programs have caps that are imposed by PUSD. PCS Staff members are instructed and monitored by the Director(s) to ensure that Plumas Charter School presents a respectful and welcoming atmosphere to all who visit or contact us. The PCS staff are instructed and reminded that we are public servants, supported by the tax dollars of our community members and as such obligated to provide the highest level of service to all students and their families.

Special Education student numbers are consistently comparable to that of PUSD, although have been trending upwards in recent years. Referenced earlier in this petition are PCS's historical SPED percentages which fluctuate from 9-18%. PUSD data shows similar fluctuation.

ELEMENT VIII: STUDENT ADMISSIONS

"Admission policies and procedures, consistent with subdivision (e))." Ed. Code § 47605(c)(5)(H)

It is a goal of PCS to attract, enroll and retain the broadest spectrum of students and families representative of the limited diversity existing in the County. Students residing within Plumas County or its adjacent counties will be considered for admission without regard to ethnicity, national origin, gender, gender identity, gender expression, gender related appearance and behavior, disability, achievement level or any other category protected by law. The 2014-2015 school year marked the first year where a public enrollment lottery was necessary due to impacted programs. In the event that the number of students applying to attend PCS exceeds the school's capacity, admission, except for currently enrolled students of the school, will be determined by a public random drawing held in stages, according to preference group, in the following order: (1) siblings of current students; (2) children of PCS staff members, to be limited to 10% of total enrollment; (3) students who reside within the boundaries of Plumas Unified School District; (4) all others (refer to [Appendix 6](#) for our comprehensive enrollment policy).

Interested families must first complete and submit an enrollment form that must be validated by our Registrar. If the program being applied for is not impacted, the student is deemed enrolled (pending review of suspension/expulsion/SARB and probationary status) and an enrollment meeting with the appropriate Site Director is scheduled in order to select the preferred program option.. If the program being applied for is impacted, the student will participate in the lottery as described above and in [Appendix 6](#), and/or be placed on the school's waiting list. Once a student is enrolled, the parent and enrolling student must sign a semester-long or year-long independent study contract, called a *Master Agreement for Independent Study* (see [Appendix 16](#)), which outlines Plumas Charter School's academic and behavioral expectations, philosophy, and program

requirements. Continued enrollment is subject to the *Plumas Charter School Policy and Procedures for Suspension, Dismissal, and Expulsion* (see Appendix 4).

Upon enrollment, students are queried (on the PCS Enrollment Form) as to their suspension/expulsion/SARB, probation status. Any student currently under suspension/expulsion/SARB will not be enrolled until the Director(s) confers with the principal of the previous school and/or a district administrator for approval of the enrollment. Any student on probation will not be enrolled without the approval of the appropriate probation department official. The purpose of these approvals is to ensure that the student is not trying to avoid disciplinary action by the previous school or county office. To date no student has been denied enrollment based upon this approval process. As mentioned elsewhere in this Charter, after enrollment, students are queried as to their participation in special education. Any student with a current IEP will be provisionally enrolled until the IEP team can meet and discuss appropriateness of placement in IS per Education Code Section 51745(c).

Plumas Charter School will comply with all state laws governing the minimum and maximum ages for public school attendance. Pupils over the age of nineteen years can be enrolled only if (1) they have been continuously enrolled in public school in pursuit of a high school diploma while 19 years of age, and without a break in enrollment since that time, and (2) they continue to make satisfactory progress towards a high school diploma, and (3) they are not over the age of 22 years.

Plumas Charter School shall not discourage a pupil from enrolling or seeking to enroll in the school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, foster youth, or pupils based on nationality, race ethnicity, or sexual orientation. Plumas Charter School shall provide a notice developed by the California Department of Education on its website, when a pupil inquires about enrollment, and before conducting an enrollment lottery, informing the student of these rights.

Specifically, our admissions policy states the following:

PCS is open to any student in Plumas and contiguous counties who meets the admissions criteria described herein. If the number of pupils who wish to attend PCS exceeds PCS's capacity, enrollment (except for students already attending) shall be determined through the use of a public random drawing (lottery), the process for which is described below, and subsequent waiting list. After the lottery, students from the waiting list will be enrolled, as space allows.

In order to be eligible for admission in the school, students must meet the following eligibility requirements:

- All students must have been fully immunized, or have the appropriate medical waiver, and present the appropriate health examination record in accordance with the California Health and Safety Code.
- All kindergarten students must be age 5 on or before September 1 of the school year in which he/she seeks admission. If a student turns five years of age after September 1 during the school year, that student may be eligible for admission on a case by case basis in the discretion of the Board of Directors, in accordance with the Board's age-admission policy and in accordance with law. Education Code § 48000(b).
- For those children who do not meet the minimum age for admission into kindergarten, the School offers a voluntary transitional kindergarten ("TK") program for eligible children. The School's UPK/TK program is the first of a two-year kindergarten program and students shall not attend

more than two years of a combination of UPK/TK and kindergarten. Education Code §§ 48000, 46300. The School's UPK/TK program will admit children whose fifth birthday falls between September 2 and February 2 (2022-2023 school year); April 2 for the 2023-2024 school year and June 2 for the 2024-2025 school year; but during that same school year. The curriculum offered in the UPK/TK program shall be age and developmentally appropriate. UPK/TK students may be placed in the same classroom as kindergarten students, provided that the instruction given is that designed for UPK/TK students.

- The School's TK program will admit children whose fifth birthday falls after February 2 (April 2-2022/2023, June 2-2024/2025) but during that same school year, with the approval of the parent or guardian; provided the governing board of the School determines that the admittance is in the best interests of the child and that the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.
- No student admitted early (whose birthday falls after February 2, April 2, June 2 as stated above) shall generate average daily attendance until the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year.
- All students must be at least age 6 by September 1 of the school year in which he/she seeks admission in first grade, (with some exceptions in accordance with the Board's age-admission policy and in accordance with law), and not exceeding age 19, unless the student was continuously admitted in public school prior to age 19, the student is being served under the term of an Individualized Education Program, and/or the school or program qualifies for an exemption from the general prohibition on serving students over age 19 and in accordance with the California Education Code §§ 48010, 48011, 48210 and 47612.
- No student may concurrently attend a private school that charges the student's family for tuition.
- All students shall be documented as residents of the State of California.
- If admitted in an independent study program, a student shall be documented as a resident of the county in which the charter school reports its apportionment claims (Plumas) or an immediately adjacent county (Lassen, Butte, Sierra or Tehama).
- No student will be admitted during the term of an expulsion for bringing to or possessing a firearm at any school, unless the Executive Director makes a determination based on the specific facts of the situation in accordance with the School's discipline policy. A student that has been otherwise expelled may be admitted to the school in the discretion of the Executive Director on a case-by-case basis.
- For students under the age of 18 seeking to be admitted to the school, they must do so with the physical presence of the parent or guardian, or Homeless/Foster liaison.

Parent/Student Procedure for Admission

- Interested parents or guardians can first complete and submit an enrollment form, either electronic or paper (available on the PCS website at www.plumascharterschool.org, at any of the centers, or can be sent via US Mail). Parents/guardians can also call the school directly, or come to a center and meet with an administrator. After a new student is enrolled to PCS, an admission meeting will be scheduled with a site administrator where we can complete remaining admission requirements and discuss the program options available.

Required Documents

After the enrollment form has been successfully completed, and the student is considered enrolled, the following admission procedure will be enforced in order to ensure that all students will be placed appropriately and benefit fully from the education program. An enrolled student will be removed from the School if failure to comply with these admissions procedures is discovered after enrollment has been granted. All eligible students must meet the following requirements:

- Complete applications for enrollment must be timely submitted to the School no later than the deadline published for that school year (if seeking enrollment during the open enrollment period in the Spring of each year). Ongoing enrollment is available on a first come first serve basis as program capacity allows.
- The admissions information required shall include, but is not limited to, the following:
 - Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;
 - A statement regarding the student's immunization or exception from the requirement;
 - A statement regarding the student's examinations required by the Health and Safety Code;
 - Identification of the student's age;
 - Identification of the student's residency
 - Parents/guardians/caregivers and students shall sign and return to the School an acknowledgement of receipt and review of the Student Handbook as a part of the admissions process.

*Once the student has been enrolled, parents, guardians, education rights holders or students will be required to provide proof of all of the above, and copies of any IEPs and other student records.

The School shall follow any required procedures for the transfer of a program between SELPAs.

Admissions information provided will include a description of the School's dispute resolution process. Any student that has been denied enrollment for failure to meet the School's Admission Requirements and Process may avail him/herself to this process for reconsideration.

The School's personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport or citizenship papers. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, School personnel shall solicit that documentation or information separately from the school enrollment process.

Pursuant to this policy and where permitted by law, the **Executive Director** of the School shall enumerate alternative means to establish residency, age or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status or national origin, and that do not reveal information related to citizenship status or immigration status.

If the School solicits the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, the School shall explain the limited purpose for which the information is

collected. It is the School's policy that a failure to provide this information will not bar the student from enrolling in or attending the School, and such policy will be explained at the time the School asks for this information.

Preferences

In the event that there are more students wanting to be enroll than available space, preferences shall be extended in the following order of priority:

- Pupils currently attending PCS
- Siblings of students currently enrolled in PCS
- Children of staff (not to exceed 10% of the total student population)
- Students residing within the boundaries of the Plumas Unified School District
- Student residing in counties adjacent to Plumas

Enrollment Process and Guidelines

Plumas Charter School currently has open enrollment during the months of March and April for the upcoming school year. In the event that the number of students wanting to enroll with PCS exceeds the school's capacity, enrollment, except for currently enrolled students of the school, will be determined by a public random drawing held in stages, according to preference group, in the following order: (1) siblings of current students; (2) children of PCS staff members, to be limited to 10% of total enrollment; (3) students who reside within the boundaries of Plumas Unified School District; (4) all others. When needed, the random public drawing will be held on the first Friday of May.

Non-admitted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing.

Currently admitted students who want to take advantage of their priority status and wish to be admitted for the following year, must complete the open enrollment form within the established timelines. This timeline may fluctuate from year to year and will be publicized accordingly. After the open enrollment period, students will be enrolled on a first come first serve basis in accordance with program capacity.

A waitlist is maintained from year to year. Once on the waitlist, a student would remain in that position until he/she is offered a spot in the school or expresses no further interest. If families from the waitlist are offered a position, they must accept that position within three business days or if they decline or fail to respond within three business days they may be removed from the waitlist or placed at the bottom of the wait list if they desire.

Special Circumstances

As a California public school, PCS is open to any student who wishes to attend. However, there are some instances, described below, where additional steps will be included in the admissions process.

- *Special Education:* In accordance with Education Code Section 51745(c) no individual with exceptional needs may participate in independent study, unless his or her individualized education program specifically provides for the participation. Accordingly, students with active IEP's will be admitted to PCS with an administrative placement in special education. Registration will be completed pending approval of PCS as a placement for the student by an IEP team meeting within 30 days of the administrative placement. The IEP team must agree that personalized learning with PCS is an

appropriate placement for the student, and language to that effect must be added to the Notes page of the IEP.

- *Student Attendance Review Board (SARB):* Students who are involved with a SARB process and are seeking to enroll with PCS, must first resolve their attendance concerns with their previous school. PCS administration can join the SARB process on behalf of the student to help transition them to our programs with the full understanding that they will need to meet the conditions of the SARB Board during their enrollment with us.
- *Expulsion or suspension:* Students expelled or suspended from another school and seeking to enroll with PCS will require administrative approval based on a conference held with the previous school.
- *Probation:* Prospective students on probation must have approval from their probation officer.

Final Admission

- Once the student has been enrolled, parents, guardians, education rights holders or students will be required to provide proof of immunization status, date of birth, residency, examinations required by the Health and Safety Code, transcripts, copies of any IEPs and other student records in order to complete the admissions process as described below.
 - In accordance with law, students who are qualify as homeless students or foster students may be admitted even if some of the above-referenced documents are not timely submitted.
 - No student will be unconditionally admitted unless the student has been fully immunized as required by law or has a valid medical exemption on file.
 - No student who resides outside of the granting agency county or a county directly adjacent thereto will be admitted to the School, unless a legal exception applies.
 - No student who does not meet the minimum age for admission in accordance with California law will be admitted to the School.
 - Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;
- Required documents include:
 - Proof of full immunization or exception from the requirement;
 - Proof of health examinations required by the Health and Safety Code;
 - Proof of age through documents such as the following: birth records, statements by the local registrar or a county recorder certifying the date of birth, baptism certificate duly attested, a declaration from the parent/guardian or a passport;
 - Proof of residency through documents such as the following: parent or guardian's drivers' license, ID card or DMV printout, a copy of a lease, utility bill or similar showing the address of the residence, etc., California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID;

If any information provided to the School by the parents/guardians could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending the School. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school;

Re-admission

Students may not withdraw from and be re-admitted to PCS within the same semester. This is in place to help students maintain a continuity in their educational programs. If a student would like to be re-admitted, they must wait until the next semester. Students who have been administratively dismissed due to program disengagement and attendance concerns, must have administrative approval to be re-admitted.

ELEMENT IX: ANNUAL, INDEPENDENT, FINANCIAL AUDIT

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (c)(5)(I)

Plumas Charter School was founded in 1998 as a district-funded school-dependent charter. On May 1, 2000, the school became incorporated as a non-profit (See *PALS Articles of Incorporation, Appendix 10*) and commenced operation as a direct-funded school. Independent financial audits have been conducted annually since then. PCS had one audit finding its first year of operation as a direct funded school, and then experienced 16 years of subsequent clean audits. During the 2015-2016 fiscal year, PCS experienced its second audit finding in the history of the school, which was centered on an error with our NSLP student reporting. The finding was remedied and filed with both the district and the state, and an improved procedure put into place so that our NSLP reporting is consistently accurate and validated throughout the year. PCS’s 2024-2025 audit report can be found in Appendix 18. As a non-classroom-based school, Plumas Charter has also been required to submit funding determination reports every three to five years, and the result has been 100% funding. PCS meets the requirement outlined in Education Code 51745.6(a), by limiting the number of students that an IS teacher can oversee, the ratio not to exceed 25 ADA to 1 FTE.

Over the last five years, the school’s enrollment has steadily increased (refer to Table 1 above), along with the per ADA allotment allocated to us. This coupled with a conservative budgeting practice, has allowed for a comfortable reserve. (see Appendix 19 for Budget Projections and cash flow).

The financial records of Plumas Charter School will be kept in accordance with generally accepted accounting principles (GAAP). An annual independent fiscal audit of the financial records of Plumas Charter School is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m), also employing generally accepted accounting procedures. The audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide. As mentioned in a previous section of this Charter, PCS is currently working with Edtec, and they maintain our comprehensive financial documentation and work directly with our auditors.

The Plumas Charter School Board of Directors will, through a request for proposal process, select an independent auditor. The auditor will have, at a minimum, experience in education finance for an annual financial audit, and will have experience with audits of educational entities and education finance, preferably with charter schools. The audit will be produced according to generally accepted accounting principles and will verify the accuracy of the Charter School's financial statements, average daily attendance, enrollment, accounting practices, state compliance, and review of the Charter School's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified

in applicable Office of Management and Budget Circulars. The Executive Director will be responsible for contracting with and overseeing the work of an independent auditor.

The annual audit is forwarded to Plumas Unified School District, the Plumas County Office of Education, the State Controller and to the California Department of Education by the 15th of December of each year. The Executive Director and Board President review any audit exceptions or deficiencies and report to the whole PCS Board on their recommendations for correction. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

The Executive Director will work with the back office provider and designated audit firm to provide the information needed for the independent audit. To ensure sound fiscal practices throughout the school year, PCS will contract with a back-office provider to manage the school’s financial operations and utilize a sound internal control policy. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Should the audit note any exceptions or deficiencies, Plumas Charter School will follow a procedure whereby:

- The Executive Director, along with the Board Directors, will review any audit exceptions or deficiencies and the Executive Director will report to the Board recommendations on how to resolve them.
- The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.
- Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process as outlined in this charter.

In addition, pursuant to Education Code 47604.33, PCS will submit to PUSD and the county superintendent of schools annually:

1. On or before July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. On or before December 15, 1st interim financial report reflecting changes through October 31.
4. On or before March 15, a 2nd interim financial report reflecting changes through January 31
5. On or before September 15, a final unaudited report for the full prior year.

Plumas Charter School will respond promptly to all reasonable inquiries by the District, including inquiries regarding its financial records. For reasonable cause, the District may engage audits of school finances at any time.

The PCS Board and staff will adopt and implement a comprehensive set of fiscal management policies and related administrative procedures that comprise the school's system of internal controls, to be implemented by the Executive Director addressing, at a minimum: key fiscal management and control functions such as recording of revenues, deposit of revenues into bank or treasury accounts, authorization of expenditures, accounting, and check/warrant approval across different individuals and other similar internal controls policies to prevent embezzlement and other inappropriate or illegal handling of school finances. Such policies will be developed, periodically reviewed and revised to suit the school's evolving needs.

Any funds due to the school that flow through PUSD shall be forwarded to the school as soon as practical. Plumas Charter School and Plumas Unified School District will negotiate in good faith on an annual basis to develop a memorandum of understanding that establishes the specific financial and service relationship (see Appendix 5).

ELEMENT X: STUDENT SUSPENSION, DISMISSAL AND EXPULSION

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following: (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following: (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Welfare and Institutions Code section 224.1, the written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

, " Ed. Code § 47605(c)(5)(J)

PCS staff and administration are committed to ensuring that all students are familiar with the school rules and understand the purpose for them. Most important, we are committed to providing students the guidance and support they need in order to comply with the rules. We explain to our students the necessity of maintaining an orderly, positive environment in order to provide all of them with a valuable educational experience. We also explain that the basis for all of our rules is respect, including respect for self, and that we believe that following the rules will help to make them stronger, better individuals. Because we attract a significant number of at-risk high school students, our staff is encouraged to be non-confrontational and to approach each student encounter as an opportunity to model and teach, communicating to the student our respect for him or her and our conviction that if we are to prepare them for a successful life, we are obligated to help them to learn to understand and follow rules.

However, when the rules are seriously or chronically violated, it may be necessary to suspend, dismiss, or expel a student from the school. The PCS Policy on Student Suspension, Dismissal and Expulsion is reviewed regularly by the Board to ensure that it remains appropriate and timely. It may be updated without the need to amend the charter so long as the amendments comport with legal requirements. (See *Plumas Charter School Student Suspension, Dismissal and Expulsion Policy and Procedure*, Appendix 4). Suspension and Expulsion are both consequences of negative and/or illegal behavior, while dismissal is a consequence of failing to comply with the program requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Plumas Charter School Student Suspension, Dismissal and Expulsion Policy and Procedure has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to regularly reviewing policies and procedures surrounding suspensions, dismissals and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The current Suspension, Dismissal and Expulsion Policy:

Attendance Aligned Dismissal

Students who enroll with PCS agree to complete their assigned work in a timely manner, communicate regularly with their ES, and arrive promptly and well-prepared for each scheduled meeting. The student and parent or guardian sign a *Master Agreement for Independent Study* which details the student's obligations in order to attend an Independent Study program. Failure to meet any or all of these requirements is grounds for dismissal. Because Plumas Charter School claims attendance using an Independent Study model, where attendance is based on the time value of the work completed, if a student is missing a significant amount of school work, they can in fact become truant. When any student enrolls with PCS, the student and family are informed of this fact, and through the signing of the Master Agreement, they are agreeing that the student and parent will ensure that the student completes the work assigned.

A student may be dismissed from PCS if:

- Student fails to complete and submit more than three assignments during any one learning period.
- Student fails to communicate by phone, email, or in person with the teacher at least once per week and respond promptly to all teacher attempts to establish contact.
- Student misses more than one scheduled appointment without notifying the ES beforehand.

Attendance Aligned Dismissal Procedure

The overall procedure for academically dismissing a student is the same as that for behaviorally expelling a student. The following steps are additional preemptive steps PCS will take to help students avoid academic dismissal.

The overall procedure for dismissing a student on the grounds of excessive unexcused missed attendance is the same as that for behaviorally expelling a student. The following steps are additional preemptive steps PCS will take to help students avoid attendance aligned dismissal.

- If a student/family fails to fulfill the obligations outlined in the *Master Agreement*, by missing more than three assignments or more than two unexcused attendance days in a given Learning Period, the Director(s) will give the student and parent(s) a verbal warning to the effect that continued enrollment may be in jeopardy. Ideally this warning is achieved through a conversation with both the parent/guardian and student, and includes a discussion as to the reasons why the student is not meeting their obligations. During this conversation, the student may be recommended additional study hall periods, lunch/afterschool detention, and/or one on one support time with instructional staff, where they can receive extra assistance and time to complete school work.
- If the student/family fails to respond to the warning with appropriate remediation and engagement with offered supports (by again missing more than three assignments or more than two unexcused attendance days in the next consecutive Learning Period), the Director(s) will notify student and parent/guardian via U.S. Registered Mail and a phone call that a School Attendance Review Board (SARB) meeting will be held. The SARB meeting participants may include the student (if appropriate), the parent/guardian, the teacher, PCS Director(s), PCS Board Member, and representatives from PUSD, Plumas County Probation, Plumas County Social Services and Plumas Rural Services. During this meeting, the board will review the particulars of the student's absences, all available school based support available to the family, community based resources that are available to support the family, as well as expectations of the family moving forward with Plumas Charter School. One of the outputs of this meeting, will be the development of an additional contract between the family and the school that further outlines the required commitments.
- If after the SARB meeting, the student/family again misses three or more assignments or two or more unexcused attendance days in the next consecutive Learning Period, the parent/guardian and student will be notified by the Director(s) via Registered Mail that the student is being recommended for attendance aligned dismissal.

Beginning in the 2024-2025 school year, students attending the Indian Valley Academy program will not be subject to the attendance aligned dismissal process so long as Indian Valley Academy is located on the Greenville High School Campus.

Suspension and Expulsions Introduction

This Pupil Suspension and Expulsion Policy (the “Policy”) for **Plumas Charter School** (“School”) has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the School.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The **Executive Director or Site Lead** shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the **Site Lead**’s office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student’s behavior or to restrict the student’s freedom of movement, if that drug is not a standard treatment for the student’s medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 (“ADA”) and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Suspension

Definition

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the Board for pupils of the same grade level;
- Referral to a certificated employee designated by the **Executive Director** to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the Executive Director or designee.

Suspended students shall be excluded from all School and School-related activities unless otherwise agreed during the period of suspension.

The School shall consider suspension from School only when other means of correction fail to bring about proper conduct or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority

The Executive Director or Site Lead or his/her designee may suspend a student from class, classes or the school for a period not to exceed five days. The **Executive Director** or his/her designee may extend a student’s suspension pending final decision by the Board of Directors of the School on a recommendation for expulsion. Such extended suspension should not exceed 10 days, unless specific procedural safeguards are met. Those are identified below.

On a recommendation for expulsion, the Board of Directors may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of **Plumas Charter School**. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within the School Grounds

The **Executive Director or Site Lead** may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the **Plumas Charter School** or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases)
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco. However this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Knowingly received stolen school property or private property
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or pre-initiation

into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - A message, text, sound or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
 - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
 - Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully

threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.

- For students in grades 4 to 12, committed sexual harassment
- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device
- Committed vandalism/malicious mischief
- Violated academic ethics
- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion for misconduct not specified above.

Students shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties (the "Act"), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

A certificated or classified employee may refer a student to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in Education Code section 48900.5(b) for any of the Acts.

A school administrator shall, within five business days, document the actions taken in response to the referral identified above and place that documentation in the student's record to be available for access, to the extent permissible under state and federal law. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none,

the rationale used for not providing any appropriate or timely in-school interventions or supports.

Procedures Required to Suspend

Step One

The **Executive Director and Site Lead** shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student's attire,¹ personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Illegally possessed items shall be confiscated and turned over to the police.* This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the **Site Lead** and the student in which the student shall be orally informed of the reason for the suspension, the evidence against him/her, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of his/her side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform him/her of the suspension and the reasons therefor and it may state the date and time when the student may return to school..

If a student is suspended without the informal conference, both the student and the parent/guardian will be notified of a student's right to return to school for the purpose of a conference.

Step Three

The Executive Director or Site Lead determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The **Site Lead** fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity

to present informal proof of his/her side of the case. Additionally, if the School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The **Executive Director** or Site Lead determines whether the offense warrants a police report. **The Executive Director** or Site Lead will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When **the Executive Director or Site Lead** releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the **Site Lead** shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. Education Code § 48906.

Step Six

The **Executive Director** or Site Lead may require the student and his/her parent/guardian to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.

Step Seven

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The **Site Lead** shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify the **SPED Director/Coordinator** of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP or 504 Plan, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA

or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the School; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the School; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School.

In such cases of suspension for students with and IEP or 504, the Site Lead or SPED Director/Coordinator will notify parents of the disciplinary decision and provide them with the procedural safeguards notice described in 34 C.F.R. § 300.504

Appeal Process

A student or the student's parent/guardian may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her School related offenses. Appeals must be made first in writing at the School level, and should be directed to the **Executive Director** within **5** days of the School sending the Notice of Suspension Form to the parent/guardian and the student. The **Executive Director** will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or his/her parent/guardian should appeal in writing to the **PCS Board of Directors** within **10** days of the date of the School level written response and should direct it to the **President of the Board** for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

Expulsion

Definition

Expulsion means involuntary disenrollment from the charter school.

Plumas Charter School is its own LEA and is responsible to provide its own special education services. Therefore, PCS is required to provide services to students even if the student is expelled and thus disenrolled from the school.

Authority

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend *expulsion of any student found to have committed an expellable offense*.

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The **Site Lead** shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the **Executive Director and Site Lead** determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the **Executive Director** or his/her designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

A suspension or expulsion shall not be imposed against a student based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

Procedures to Expel a Student

Step One

The Executive Director or Site Lead investigates the incident and determines whether the offense results in a suspension. If so, the **Site Lead** follows the procedures to suspend the student as outlined above.

Step Two

In the discretion of **Executive Director**, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

If the proposed extended suspension is under 10 days, a meeting is held within 3 school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with **the Executive Director** or his/her designee. The **Site Lead** may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the **Executive Director** or his/her designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

The School shall send a letter to the student and parent/guardian regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and his/her parent/guardian to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules relating to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; **If the revelation of the name of a student witness or requiring that the student testify could subject the student to risk, statements and reports of such students may be relied on in lieu of live testimony and student's names do not have to be revealed.**
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The **Executive Director and Site Lead** shall maintain documents that may be used at the hearing and make them available for review by the student and/or his/her parent/guardian. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by a **Site Lead**; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before the **PCS Board of Directors**. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by **the PCS Board of Directors** to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the **PCS Board of Directors** that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Step Six

The decision of the **PCS Board of Directors** shall be in the form of a written recommendation, with findings of fact, to the Board of Directors who will make a final determination regarding the expulsion. The final decision

by the **PCS Board of Directors** shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from the School for the incident for which the recommendation for expulsion is made. If the **PCS Board of Directors** decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

Step Seven

The **Executive Director**, or designee, following a decision of the Board of Directors to expel a student, shall send written notice of the decision to expel, including the **PCS Board of Director's** findings of fact, to the student or parent/guardian. The notice shall include the following:

- Notice of the specific offense committed by the student;
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school

Within 30 days of the decision to expel, the **Executive Director** shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for **Plumas Unified School District's** review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors or its designee following a meeting with the **Executive Director** and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The **Executive Director** shall make a recommendation to the Board of Directors following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

ELEMENT XI: EMPLOYEE PARTICIPATION IN STRS, PERS AND SOCIAL SECURITY

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” Ed. Code Ed. Code § 47605(c)(5)(K).

Employees of Plumas Charter School participate in STRS, PERS, and/or Social Security, depending upon eligibility. All full time certificated teachers performing creditable service participate in STRS. Part time certificated staff performing creditable service have to reach eligibility before participating in STRS, unless they permissively elect to enroll at the beginning of their employment. Classified employees participate in Social Security, and qualifying classified employees additionally participate in PERS. Part time classified employees who work more than 1000 hours, or 125 8-hour days, in a fiscal year are automatically enrolled in PERS no later than the first day of the next pay period following enrollment. The Office Manager is responsible for ensuring that appropriate arrangements for retirement coverage are made for each employee upon hire and for ensuring that earnings data is promptly and accurately reported to the appropriate agency in each case.

PCS will make all employer contributions as required by federal social security, Medicare, workers’ compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

PCS will seek to be competitive with the general salary levels being offered at the local school district. The Executive Director, with approval from the PCS board, will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees that will allow PCS to attract and retain the caliber of employees necessary for PCS’s success. PCS also plans to offer comprehensive benefits or benefit stipends to full-time employees and part-time qualifying employees, including employer contributions toward health and dental benefits.

The teachers and staff members at PCS value the opportunities for growth, collaboration, and respect as professionals. Teachers will be provided with preparation time and staff members will receive great satisfaction from working in a positive and caring environment where they are free to create innovative classrooms.

ELEMENT XII: ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(c)(5)(L)

Enrollment in Plumas Charter School is entirely voluntary. The traditional program offered by the local district is available to all students who choose not to enroll in Plumas Charter. The Charter School will inform the parent or guardian of each enrolling student that enrollment in Plumas Charter School does not confer the right to admission to a particular school of any local education agency, or any program of a local education agency, except to the extent that such a right is extended by the local education agency itself.

Transportation for PCS is the sole responsibility of the families who choose to attend PCS. PCS does not readily provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

ELEMENT XIII: EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(c)(5)(M)

No public school district employee shall be required to work at Plumas Charter School. District employees electing to leave District employment in order to work at the Charter School will have no automatic rights of return to the District unless specifically granted by the District through a leave of absence or other agreement. Charter School employees will have, upon leaving the District to work in the Charter School, only those rights of return to District employment that the District may specify, and any other rights upon leaving employment to work in the school that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT XIV: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(c)(5)(N)

In order to resolve disputes within the Charter School pursuant to the Charter School’s policies, to minimize the oversight burden of the District, and to ensure prompt and fair resolution of conflict, the following resolution procedures will be followed.

The staff and Board of Directors of PCS and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the resolution process.

In the event that the Charter School or District disputes the terms of this charter or any other issue regarding the relationship between Plumas Charter School and Plumas Unified School District, both parties agree to follow the process outlined below. The “oversight reporting and revocation procedure” set forth below is specifically exempted from this mediation procedure.

In the event of a dispute between the Charter School and the District, the staff and members of Board of Directors of the Charter School and the District agree to frame the issue in written form and refer the issue to the District Superintendent and Director or designee of the Charter School. In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter, the Charter School requests that this shall be specifically noted in the written dispute statement. The Charter School agrees that these dispute resolution procedures cannot be utilized to impede or prevent the District from proceeding toward revocation or non-renewal which shall be done in accordance with Education Code Section 47607 and applicable regulations.

The Executive Director of the Charter School, or designee, and representatives of the District shall meet and

confer informally in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to achieve resolution, both parties shall identify two representatives of their respective boards who shall jointly meet with the Executive Director or designee of the Charter School and a representative of the District to continue to attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the District representative and Executive Director or designee shall meet to select jointly a neutral, third party mediator whose expense shall be shared equally by both parties. The format of the mediation session shall be developed jointly by the District representative and Director or designee. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All procedures in this section may be revised upon mutual written agreement of the District and the Charter School. Mediation costs shall be equally split between the District and the Charter School.

The District may inspect or observe any part of the Charter School at any time. While not legally required, the Charter School asks, but recognizes it cannot compel, reasonable notice prior to any observation or inspection.

ELEMENT XV: SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(c)(5)(O)

If the school ceases operation, and the PCS Board determines that there is no successor charter school that can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying in writing within 72 hours of the decision school staff, parents and guardians of scholars, PUSD, SBE, and the County Office of Education, the retirement systems in which the school’s employees participate, and the California Department of Education.

For a variety of reasons, it may be necessary for Plumas Charter School to close. These may range from a voluntary action by PCS operators to a revocation of PCS, for cause, by the authorizing entity or the State Board of Education. While nobody likes to consider the possibility of (PCS) closing, CDE strongly suggests that closeout procedures are established as part of an agreement between the chartering entity and charter school prior to PCS commencing operation.” (Suggested Process for Charter School Closures, California Department of Education – 11/19/01: Language from this document is included in this petition. PCS’s policy and procedure for closure (located in Appendix 17) is closely built upon this document.)

The following procedures will be followed for the permanent closure of PCS (Charter School”).

- Documentation of Closure Action
- Notification to the California Department of Education and County Office of Education
- Notification to parents and students
- Notification to receiving districts
- Notification to Special Education Local Plan Area (“SELPA”) in which PCS participates and to the retirement systems in which PCS’s employees participate
- Student and school records retention and transfer
- Financial close-out

- Dissolution of assets

Documentation of Closure Action

The decision to close PCS, for any reason, will be documented and approved as an official action of the Board of PCS. The action will identify the reason(s) for PCS's closure and the effective date of the closure. The official action will also designate a responsible entity to conduct closure-related activities; the Advisory Board of Directors (Board) of PCS may be so designated.

If it is feasible to do so while still maintaining a viable and appropriate educational program, PCS's closure will occur at the end of an academic year. Midyear school closures should be avoided if possible, and PCS and charter authorizer should work together to ensure that an appropriate, viable and legally compliant education program continues until the end of the school year.

Notification to the California Department of Education and County Office of Education

PCS or the entity responsible for conducting closure-related activities for PCS will send a notice of PCS closure to the Plumas Unified School District, PCS's Unit at the California Department of Education ("CDE"), and to the Plumas County Office of Education. The notification will include the following information:

- Charter school name, charter number and CDS code
- Date of closure action
- Effective date of the closure, if different
- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure
- The pupils' school districts of residence
- The manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements
- Reason for the closure. The notice will specify whether the charter was revoked or not renewed or if PCS closed for another reason. If the charter is revoked pursuant to Education Code Sections 47605.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that PCS is being closed, but not revoked.

Notification to Parents and Students

Parents and students of PCS will be notified as soon as possible when it appears PCS closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a description of the process PCS will use for the transfer of all student records. Parents will also be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school. For high school students, the information should include specific information on completed courses and credits that meet graduation requirements and college entrance requirements.

Notification to Receiving Districts

PCS or the designated responsible entity will notify any school district that may be responsible for providing education services to the former students of PCS so that the receiving district(s) may assist in facilitating

student transfers.

Student and School Records Transfer and Maintenance

PCS or the designated responsible entity will transfer all student records, all state assessment results, and any special education records (“student records”) to the students’ district of enrollment eligibility or other school to which the student will transfer. PCS or the designated responsible entity and/or the authorizing entity will assist parents in the transfer of the students to another appropriate school and facilitate the transfer of all student records. The authorizing entity and PCS or the designated responsible entity will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept Charter School records in the event PCS is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after PCS closure. PCS or the designated responsible entity will also compile and maintain a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence for use in facilitating the transfer process.

Personnel records will be transferred and maintained in accordance with applicable law.

Financial Close Out

PCS or the designated responsible entity will have an independent audit of PCS completed within six (6) months after the closure of PCS. This may coincide with the regular required annual audit of PCS. The purpose of the audit is to determine the net assets or net liabilities of PCS. The assessment should include an accounting of all Charter School assets, including accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of PCS’s liabilities, including any accounts receivable, which may include reductions in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to PCS. The cost of the audit may be considered a liability of PCS.

In addition to a final audit, PCS or the designated responsible entity will also submit any required year-end financial reports to the CDE and the authorizing entity in the form and time frame required under Education Code Section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year. If PCS or the designated responsible entity chooses to submit this information before the forms and software are available for the fiscal year, they can work with CDE on alternate forms.

For apportionment purposes for categorical programs based on prior year data, the CDE will count the ADA or enrollment of the closed Charter School with the data of the charter-authorizing entity in the first year after the closure, until normal CDE data collection processes reflect ADA or enrollment adjustments due to closed charter schools for all affected LEAs.

Dissolution of Assets

To the extent feasible, any assets of PCS will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. Net assets of PCS will be transferred to Plumas Alternative Learning Services. Based on the corporation’s bylaws, the net assets may be transferred to another public agency such as another public charter school.

The school operates under a California nonprofit public benefit corporation (as permitted under Ed. Code

section 47604(a) (“school corporation”). If in connection with the closure, the PCS Board determines that it will dissolve the PALS corporate entity (“Dissolution”), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law (“Law”) including, without limitation, Corp. Code sections 6610 *et seq.* and sections 6710 *et seq.*, and (ii) the PCS board may select the Authorized Closer to assist with the wind-up and dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation’s assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation’s Bylaws. Recipients of the PCS’s net assets shall be restricted to California public schools.

ADDITIONAL IMPACT ON THE CHARTER AUTHORIZER

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be utilized by the charter school, the manner in which administrative services of the school are to be provided, and the potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operation. If the school is to be operated by, or as, a nonprofit benefit corporation, the petitioner shall provide the names and relevant qualifications of all person whom the petitioner nominates to serve on the governing board of the charter school.” Ed. Code § 47605(h)

This section is intended to satisfy the requirement of *Education Code section 47605(h)* that the charter school provide the school district with a district impact statement. This section provides information regarding the proposed operation and potential effects of PCS on PUSD. It is intended to assist PUSD in understanding how PCS may affect them but it is not intended to govern the relationship of the school and the District. Further details regarding the relationship between the charter school and the authorizer are typically determined following charter approval.

Potential impact related to facilities and administrative services is described below. As a separately incorporated public benefit corporation, Plumas Charter School anticipates that Plumas Unified School District will be immune from the debts and liabilities of the school, provided the district performs its statutory obligations as a chartering agency.

Plumas Charter School does not anticipate a significant change to the current number of students who reside in the Plumas Unified School District attending PCS. With current staffing and facilities, as well as with projected contingent facilities, PCS has a total capacity of 400 students county wide. PCS ended the 2024-2025 school year with 339 students.

PUSD shall provide and/or perform the supervisorial oversight tasks and duties specified and/or necessitated by this charter for a fee. In no event will this fee exceed one percent (three percent if located in rent-free facilities) of the cash revenues of the school provided to the school pursuant to the terms of the Charter Schools Act. These supervisorial oversight services shall include (but are not limited to) the following:

- The initial review, negotiations, hearing, and approval of this charter contract;
- Good faith efforts to develop any needed additional agreements to clarify or implement this charter;

- Regular review, analysis, and dialogue regarding the performance reporting of the school;
- Monitoring of compliance with the terms of this charter and related agreements;
- Good faith efforts to implement the dispute resolution and related processes described in Section 14 of this charter; and
- Timely and good faith review of requests to renew or amend this charter as permitted under law.

Plumas Charter School is also subject to SB 740 (Non-Classroom Based Determination of Funding). Every three to five years PCS submits this documentation to the State Board of Education for review and approval. Under this legislation, several spending restrictions must be met in order to continue to receive full funding. The restrictions include spending at least 40% of total public revenue on certificated employees who provide direct instruction or instructional support to students, and spending at least 80% of the schools total revenue on instruction and related service.

Insurance

The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect PCS from claims which may arise from its operations.

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect PCS from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence.

PCS shall keep on file certificates signed by an authorized representative of the insurance carrier.

Optional Insurance

Should PCS deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this charter, PCS shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the District, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of PCS or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the District, its officers, directors and employees. The District shall be named as an additional insured under all insurance carried on behalf of PCS as applicable.

With respect to its operations under this charter, the District shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend PCS, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the District or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability

expenses and costs caused by the negligence or willful misconduct of the PCS, its officers, directors and employees.

Facilities

This charter authorizes the operation of Plumas Charter School, which operates three distinct learning centers in three communities within Plumas County. Refer to Appendix 20 for the current facilities leases. The locations and descriptions of the facilities are as follows:

Quincy Learning Center Permanent Facility: 1425 East Main Street, Quincy, CA. 95971

This center will serve students in grades TK-12. PCS occupies the entire 14,400 square foot school owned facility. This building is financed through the USDA Rural Development program for a 40-year term. The loan percentage is 2.25%, for a total annual debt service of \$110,700. The layout of this building includes 10 classroom spaces, 6 office spaces, a conference room, a resource room, a lobby and bathroom facilities. This facility is a safe and functional site.

Indian Valley Academy Middle and High School: 117 Grand Street, Greenville, CA. 95947

IVA will serve students in grades 7-12. IVA will be located on the Greenville High School campus utilizing all spaces in the 100 and 200 building, classroom 301 and the 700 building and rooms. IVA will also share the common areas of the cafeteria, gym, lawn, the baseball diamond and athletic field and the track athletic field. This facility is owned by Plumas Unified School District, and will continue to be maintained by the District. The annual lease price cost to PCS for the use of the facility is \$120,000.

Chester TK-12: 135 Main Street, , Chester, CA. 96020

This center serves students in grades TK-12. PCS occupies four suites and four bathrooms. This location is leased through a private property owner, on a three year term, with ongoing options to renew. This is a safe and functional facility. If the number of students wishing to attend PCS at this center exceeds the capacity of the facility, we will actively consider other options. We acknowledge that the acquisition of any new facilities will constitute a material revision to the charter petition. The lease price of the current facility is \$30,240.

Program Cap

Plumas Charter School will have a county wide program cap of 400 students.

While we are sensitive to enrollment trends within our authorizing district and the financial hardships they are facing, we acknowledge Ed Code 47605(d)(2)(C) that states that *“in the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.”*

Transportation

PCS does not propose to carry any transportation contracts, but reserves the right to do so should the Board of Directors deem it necessary. All legal requirements for public school student transportation will be followed for any student transportation used for ongoing school activities and any events that are part of the school’s regular educational program.

Civil Liability

The school maintains liability and property insurance as outlined above to protect the school’s assets and staff.

Potential Civil Liability Effects Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law." PCS will be operated by a California non-profit public benefit corporation. PCS shall work to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

As stated above, insurance amounts will be determined by recommendations from PCS's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School, as appropriate.

The PCS Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Administrative Services and School Contracts:

Plumas Charter School operates efficiently as a nonprofit entity. It is anticipated that the Charter School will provide or procure most of its own administrative (or "back office") services including, but not limited to: credential and criminal background review of personnel, human resources, payroll, janitorial service, and fiscal and attendance accounting services either through its own staff or through an appropriately qualified third-party contractor.

PCS may be interested in continuing to discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between PCS and the District and subject to District availability and willingness to provide such services. The MOU will establish more specifically the financial and service relationship between the Charter School and the District. PCS's purchase of goods and services from the District shall not negate the operational independence of the Charter School from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

Plumas Charter School will follow all applicable Conflict of Interest laws and will develop internal control policies with its back-office provider. Plumas Charter School has entered into a contractual relationship with Edtec, a third party charter school administrative services provider. Plumas Charter School will follow all applicable Conflict of Interest laws and will develop internal control policies with Edtec.

PCS acquires the following services from Edtec:

1. Finance and accounting, including budgeting, government financial reporting, audit support, and other financial compliance;
2. Payroll
3. Accounts payable;
4. Business consulting;
5. Data analysis
6. Compliance and accountability.

Reporting

PCS will also complete and submit the following reports in a timely manner:

- CBEDS (California Basic Educational Data System).
- ADA (Average daily Attendance) Reports J18/19.
- SARC (School Accountability Report Card)
- Reports pertaining to Education Code 47604.33 mentioned specifically in Element Nine:
- Standardized Testing (SBAC)
- CALPADS (California Longitudinal Pupil Accountability Data System).
- Office of Civil Rights: Provide the information necessary for the District to submit the required data.
- California English Language Development Test (CELDT).
- Local Control Accountability Plan (LCAP)

Funding

PCS elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with Education Code Section 47651(a)(1). The School, through the corporation, will act as its own fiscal agent. The District agrees it will not transfer funds from the School's Treasury Account to the District Treasury Account without advanced written permission from the Charter School. While PCS does not expect the District to advance to the Charter School future revenues (i.e., smooth out the School's revenue stream), nothing in this charter shall prevent the District from electing to do so at the Charter School's request. The District shall charge for the actual costs of supervisory oversight of the Charter School in conformity with Education Code Section 47613.

PCS is responsible for recovering from the state all eligible mandated costs applicable to the school. Supplemental and Concentration grant funds received under Local Control Fund Formula must be spent in accordance with regulations adopted by the State Board of Education.

Budget and Financial Projections

The budget, including cash-flow, and financial projections for the next first five years of operation for PCS can be found in Appendix 19.

Access to Records

The Charter School shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless the law prohibits disclosure to the District of any such records. The Charter School shall promptly comply with all such reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District pursuant to Education Code Section 47604.3. Records of the charter school and of any parent corporation shall be considered public records under the Public Records Act (Government Code Section 6520 et seq.).

Charter Term

The current charter term is from 6/30/2018-6/30/2026; this renewal will cover, at minimum the term from 7/1/2026-6/30/31

Community Impact

Plumas Charter endeavors to provide a personalized learning environment with a culture of acceptance for a diverse community. PCS is designed to encourage the development of compassionate, resilient, life-long learners. PCS is proud to offer an educational program that will help children to appreciate their strengths and interests while encouraging the development of the mind, body and character of children. We are prepared to work in collaboration with PUSD to maximize our efforts and positively impact more Plumas County youth.

Governing Board Names and Qualifications

Stephen Hill, President

President of AIQ Systems, a world leader in artificial intelligent trading software and education for the professional and individual stock and options traders. Successfully manage development, support, sales and marketing from inception to continued growth of trading markets software and education services worldwide. Expert in building recurring revenue streams for all business types.

Nils Lunder, Secretary and Parent Member

Nils was raised in Westwood, graduating from Westwood High School in 1996, he then went to Humboldt State University where he earned a BS degree in Environmental Science. He has been working throughout the Feather River Watershed for the past 20 years on a variety of projects including land management, meadow and stream restoration, forest health, biological assessments, public access enhancement, and outdoor education. Nils works for both the Feather River Land Trust and the Mountain Meadows Conservancy. He serves on the Board of Directors of the Feather River Resource Conservation District. Nils lives in Indian Valley with his wife, Lindsey, and their three kids. They have a small ranch and are passionate about raising healthy food and being good caretakers of their land.

PUSD Representative

Andrea White is the current board representative from Plumas Unified School District, the authorizing agency for the charter.

Nils Lunder, Secretary and Parent Member

Nils was raised in Westwood, graduating from Westwood High School in 1996, he then went to Humboldt State University where he earned a BS degree in Environmental Science. He has been working throughout the Feather River Watershed for the past 20 years on a variety of projects including land management, meadow and stream restoration, forest health, biological assessments, public access enhancement, and outdoor education. Nils works for both the Feather River Land Trust and the Mountain Meadows Conservancy. He serves on the Board of Directors of the Feather River Resource Conservation District. Nils lives in Indian Valley with his wife, Lindsey, and their three kids. They have a small ranch and are passionate about raising healthy food and being good caretakers of their land.

Sean Harris, Parent Member

Sean joined the PCS board in the fall of 2023. He has lived in Plumas County since 2013, he received a BA in Psychology from U.C. Davis. He works for Feather River College as an Academic Advisor. He has two children enrolled in Plumas Charter School.

Megan Graham, Parent Member

Megan joined the board in the fall of 2025. Megan lives in Chester and is a parent of an IVA student. Megan has an understanding of educational programs, funding, and policies having served as District Clerk for a school district, as well as the perspective of working alongside students and teachers in the classroom as an Instructional Aide. Megan also has twenty years experience in accounting support positions. In these different roles Megan has had the opportunity to work with many stakeholders and has found success in collaborations because she holds integrity as a core value and strives to consider all solutions to meet and resolve challenges.

Sue Weber, Community Member

Sue spent 40 plus years of working in war-torn and disaster areas throughout the world, designing and implementing various types of programs, such as, shelters, soup kitchens, unwed mother homes, ect. She developed an educational program known as Rural to Rural, helping rural students to see over the mountain and across the valley, supporting

economic development in Honduras, Haiti, Uganda, Ukraine and Kenya. Sue founded Indian Valley Academy as well as Plumas Strong, a nonprofit organization. She is the executive director of KIDmob, and chair of the Dixie Fire Collaborative in response to the Dixie Fire of 2021. Sue is currently serving as board chair of Indian Valley Recreation and Park District as well as lending her expertise on Plumas Charter School's board of directors.

ADDITIONAL CLAUSES

Revisions

Material revision of the provisions contained in this Charter may be made in writing with the mutual consent of Plumas Unified School District and the PCS Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and time lines in Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to requesting renewal and/or making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of PCS and PUSD. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Miscellaneous

Plumas Unified School District and the charter school shall engage in a mutually agreeable Memorandum of Understanding (MOU), which outlines further details of the relationship between the District and the charter school. The MOU shall include, but not be limited to the following: services to be purchased by the charter school from the District, and the fee schedule for such services, including special education services and funding formulas. Fiscal reporting requirements to the state, either independently or through the District, and District support for the charter school in seeking additional funding. PCS reserves the rights to purchase additional administrative or other goods or services from any third party as needed. The MOU terms are to be developed and mutually agreed on by PCS and PUSD. If MOU terms are not reached, the default position will be for PCS to procure services through a means other than the District.

Communication

All official communication between the charter school and PUSD will be sent via first class mail or other appropriate means to the Charter School Executive Director and the Superintendent of the District.