



Local Control Accountability Plan 2016-17

Introduction:

LEA: **PUBLIC POLICY CHARTER SCHOOL** Contact **Sonali Tucker, Executive Director (323) 487-9211** stucker@publicpolicycharterschool.org LCAP Year: **2016-17**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process 2016-17	Impact on LCAP 2016-17
<p>Public Policy Charter School (PPCS) utilized multiple channels, outreach strategies and venues to engage with a diverse array of stakeholders. Our school used the following processes for stakeholder input in the development of the 2016-17 LCAP goals, actions and services:</p> <ol style="list-style-type: none"> 1. Designed online survey for parents, students and teachers to gather input regarding priorities and goals for student learning and achievement including unduplicated student populations. 2. Produced and posted on the school's website a 2-page LCAP snapshot update of all goals, and measurable outcomes/metrics. 3. Met with parents during School Site Council Meetings and schoolwide events. 4. Provided monthly updates via the Director reports to the governing board. 5. Met with entire teaching staff during staff development meetings to review student achievement data 6. Disseminated copies of the LCAP in paper format at meetings and is posted on the school's website. 7. Discussed LCAP survey results with stakeholders. 	<p>Public Policy Charter School (PPCS) currently serves 93 students in grades 5-6; and will be expanding by one grade level annually. Current student demographics include:</p> <ul style="list-style-type: none"> • 86% Hispanic • 14% African-American • 15% Students with Disabilities • 39% English Language Learners • 100% who qualify for Free/reduced Lunch <p>LCAP SURVEY: A total of 25 parents participated in the LCAP survey; including 74 Students and 5 teachers.</p> <p>PPCS's LCAP survey results revealed the following feedback:</p> <ul style="list-style-type: none"> • 100% of parent respondents felt welcomed at the school • 100% of parent respondents were satisfied with the response they receive when contacting the school with questions and/or concerns. • 100% of parent respondents stated that the school holds meetings that are easy for parents to attend. • 82% of student respondents felt welcomed at the school. • 75% of student respondents stated there is at least one adult they can trust at the school. • 82% of student respondents stated that rules are applied fairly at the school by their teacher. • 86% of student respondents stated their teachers encourage them to succeed. • 77% of student respondents stated that their teacher holds them accountable for their behavior. • Students would like to see the following activities to be offered as part of the after-school program: Art Club, Robotics, Sports/fitness, Coding, and tutoring. <p>Public Policy Charter School hosted several meetings with stakeholder to discuss and address schoolwide needs for the</p>

	<p>upcoming school year, 2016-17.</p> <ol style="list-style-type: none"> 1. There is a need to improve and enforce a positive discipline policy schoolwide: <ul style="list-style-type: none"> • Uniform policy to be enforced consistently - requests to have uniform shoes as well as clothing – to eliminate teasing if a student is not in the currently popular shoes • Stricter policies relating to cell phones and tablets brought to school – that these items if brought to school should be gathered by teachers before school and returned after school, in order to discourage use of social media, and cyber bullying/teasing. • Need to monitor potential bullying situations and stress anti-bullying behavior. • Need to curb overall unruliness. 2. The school will need to provide training and support for the new/incoming Principal: <ul style="list-style-type: none"> • Need coaching and on-the-job training for new Principal starting in May 2016 and to continue throughout 2016-17 3. Teachers and other Staff stated that there is a need to establish and enforce a dress code; standards of etiquette within the school community, strategies to garner buy-in for the vision of the school from all staff (to start in 2016-17). 4. There is a need to increase and improve Parent Involvement schoolwide: <ul style="list-style-type: none"> • Events that engage parents; coffee and donuts with the principal and/or Executive Director (to be implemented in 2016-17 since it was not done in 2015-16), • Parent conferences with teachers to continue (every 5 weeks at least), family open house days, 5th grade graduation/commencement, bring lunch for your child day (to start in 2016-17), social gatherings such as spaghetti dinner with school staff (in 2016-17), social gatherings such winter fest, spring fest, last day of semester and last
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	<p>day of school festivities, career day where parents speak about their occupations (from 2016-17).</p> <ul style="list-style-type: none"> • Workshops for parents; provided by other parents (one parent has offered to provide an anti-bullying workshop), by our USC Master of Social Work interns (<i>how to communicate with difficult adolescents, start thinking college</i>), by PPCS staff (<i>computer use 101</i>), outside experts (<i>Basic English, Basic Spanish, various other topics</i>). One workshop was provided by one of the USC MSW intern in 2015-16 the other proposed workshops will be provided in the 2016-17 school year. • Parent involvement in certain PDs for staff; Grandmother of ADHD student to provide a 45-minute training on raising an ADHD child. To be implemented in 2016-17. • Better ways to reach out to/disseminate information to Parents; sending letters through students may or may not reach them, letters sent by mail is more reliable, posting items on the website is an efficient and real-time method of conveying information if parents visit the website regularly (need to train parents to use the school's website regularly), for parents unfamiliar with on-line media and the use of computers the school needs to offer training and make computers readily available. Need to be overtly welcoming when offering the use of school computers to parents. Teachers need to continue reaching out to parents to engage them in conversations about their children on a regular and on-going basis. • More bi-lingual staff members, staff members who relate to the community being served and buy-in to the vision of school in an authentic manner (the school currently has several bi-lingual staff and will continue to improve in the other areas mentioned in the outgoing years). <ol style="list-style-type: none"> 5. There is a need for additional space for parent meetings. 6. There is a need for parking spaces for parents/visitors.
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Annual Update (2015-16):	Annual Update (2015-16):
<p>Public Policy Charter School's engagement of stakeholders in the LCAP and annual update started in July 2015 with parents/families; and has continued throughout the school year through various methods including letters sent home, updates to the school's website, schoolwide events, and onsite school meetings with parents, students, staff and the governing board.</p> <p>Our school has provided our stakeholders with data on an ongoing basis. Since this is our initial school year, our data will serve as a baseline as we continue collaborating with stakeholders in the annual update and developing the 2016-17 LCAP.</p> <p>The following are the entities and dates for which our school's Principal and/or Executive Director have led meetings on our school's 2015-16 LCAP.</p> <p>Principal's Newsletter:</p> <ul style="list-style-type: none"> • July 8, 2015 • July 27, 2015 <p>Schoolwide events:</p> <ul style="list-style-type: none"> • Back to School: September 16, 2015 <p>Letters to Parents:</p> <ul style="list-style-type: none"> • October 7, 2015 • November 2, 2015 • November 5, 2015 • December 9, 2015 • January 4, 2016 • March 7, 2016 • March 14, 2016 • April 18, 2016 • May 5, 2016 	<p>LCAP updates and progress towards targets noted in the annual update were included in the overall LCAP. Based on the sharing and review of available data and implementation of programs the following are common themes shared by stakeholders:</p> <ol style="list-style-type: none"> 1. There is a need to improve and enforce a positive discipline policy schoolwide: 2. There is a need to increase and improve Parent Involvement schoolwide. 3. Provide adequate space for parent meetings.

School Site Council:

- October 2, 2015
- October 28, 2015
- November 17, 2015
- March 23, 2016
- April 27, 2016

Board Meetings:

- August 10, 2015
- October 6, 2015
- November 20, 2015
- February 16, 2016
- March 22, 2016

Professional Development:

- August, 10-15, 2015
- September 30, 2015
- October 14, 2015
- October 21, 2015
- October 26, 2015
- November 18, 2015
- December 2, 2015
- January 13, 2016
- February 1, 2016
- February 10, 2016
- March 2, 2106
- March 23, 2016

Staff Meetings:

- Data Analysis for SPED Students: February 24, 2016

Weekly Bulletin:

- Student Achievement Data: March 18, 2016

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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	GOAL #1: Develop an infrastructure for ongoing analysis of data: that includes assessments, STEAM-based and Public Policy based projects in order to measure program efficacy; ensure maximization of physical, human and financial resources; and to provide research-based intervention programs to ensure student academic achievement.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_✓ 5_✓ 6__ 7_✓ 8_✓ COE only: 9__ 10__ Local : Specify _____
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Identified Need :

- There is a need to increase reading comprehension, and ELA/math academic performance

Goal Applies to: Schools: Public Policy Charter School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. CAASPP ELA Proficiency Rate <ul style="list-style-type: none"> • All Students: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • RFEP: Will establish annual growth targets once 2016 CAASPP results are released August 2016 • ELL: Will establish annual growth targets once 2016 CAASPP results are released August 2016 • Hispanic: Will establish annual growth targets once 2016 CAASPP results are released August 2016 • Low-income: Will establish growth targets once 2016 CAASPP results are released August 2016 2. CAASPP Math Proficiency Rate: <ul style="list-style-type: none"> • All Students: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • RFEP: Will establish annual growth targets once 2016 CAASPP results are released August 2016 • ELL: Will establish annual growth targets once 2016 CAASPP results are released August 2016 • Hispanic: Will establish annual growth targets once 2016 CAASPP results are released August 2016 • Low-income: Will establish annual growth targets once 2016 CAASPP results are released August 2016 3. % of ELL advancing by 1 Proficiency Level on CELDT: 5% 4. % of ELL demonstrating English proficiency: 46% (a 1% increase based on 2015-16 results) 5. ELL Reclassification Rate <ul style="list-style-type: none"> • ELL: Increase by 5% (based on 2015-16 Results) • ELL <5 years: Increase by 5% (based on 2015-16 Results) • ELL >5 years: Increase by 5% (based on 2015-16 Results) 6. Long Term ELL: Increase by 2.5% (based on 2015-16 Results) 7. Course Access: Students will have access to: Physical Education, Middle School Success, Theatre Arts, and Visual Arts.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ASSESSMENTS In the 2016-17 school year, Public Policy Charter School (PPCS) will implement the following assessments to inform instruction, drive curricular decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability	Schoolwide	✓ ALL	
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following:</p> <ol style="list-style-type: none"> 1. Reading Lexile Levels to be measured with Achieve 3000: students are assessed upon completion of each module. 2. Administer NWEA Measures of Academic Progress (MAP) in ELA & Math: 3 times per year. 3. Teachers will implement formative assessments to drive instructional decision-making. 4. Administer CDE Interim Assessment Blocks (IAB) in ELA & Math to monitor student progress and expose students to web-based Common Core assessments. 5. All students will participate in at least one annual Science Fair Project, which will be presented to stakeholders. PPCS will invite community professionals to serve as judges and provide feedback on student projects. 6. All students will participate in at least 3 Presentations of Learning (POL). 7. PPCS students will participate in the following assessments: <ol style="list-style-type: none"> a. CAASPP ELA & Math: Grades 6-8 b. CST Science: Grade 8 c. Physical Fitness Test (PFT): Grade 7 d. CELDT for ELL's. 			<p>1.PCGSP 4100/4200- \$42,500</p> <p>2. PCSGP 4315-\$2,523</p> <p>3.LCFF Base N/A</p> <p>4.PCGSP 4315-\$2,352</p> <p>5.LCFF Base NA</p> <p>6.LCFF Base NA</p> <p>7.LCFF Base 4315-\$1,500</p>
<p><u>STAFFING TO SUPPORT EDUCATIONAL PROGRAM</u> For the 2016-17 school year, Public Policy will serve 140 students in grades 5-7. The following staff are instrumental in providing all students with a rigorous STEAM based educational program,</p>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.LCFF Base</p>

1. PPCS will employ a total of 6 teachers that includes 1 PE teacher, who will be appropriately credentialed and assigned.
2. PPCS employ a Part-time Prevention & Intervention Specialist who will serve to address behavioral, and social-emotional, issues. The Prevention & Intervention Specialist will incorporate alternatives to suspension.
3. The school's Leadership Team will include:
 - o Executive Director: who will be in charge of financial/budget planning, communications with LAUSD/CDE, ensure compliance with state accountability and reporting.
 - o Principal: will serve as the instructional leader, in charge of hiring, evaluating, and supporting teaching staff. The Principal will be in charge of conducting classroom observations, provide feedback to teachers, monitor student achievement, develop/modify master schedule, facilitate Professional Development, and ensure the school's educational program is adhered to.
4. Costs for teachers to undergo BTSA Induction Program.
5. One Campus Aide: who will serve as an instructional assistant under the supervision of the school Principal.
6. Office/HR Manager will verify teacher credentials, CLAD certifications and ensures live scan are completed/documented in HR Files, and is in charge of recruitment of teachers/staff and screening applicants. Services include discussing salary,

1100-\$335,303
3000-\$103,943

2.LCFF S&C
1200-\$40,000
3000-\$10,000

3.LCFF Base
2300-\$120,000
3000-\$30,000
1300-\$80,000
3000-\$24,800

4.LCFF S&C
5200-\$3,000

5.LCFF S&C
2100-\$25,600
3000-\$6,400

<p>benefits, and Human Resources/Employee handbook.</p> <p>7. PPCS participate in the Option 2 LAUSD SELPA. PPCS will contract services for the following positions:</p> <ul style="list-style-type: none"> ○ Resource Specialist ○ Psychologist (PTE) ○ Speech Therapist 			<p>6.LCFF Base 2400-\$\$33,280 3000-\$8,320</p> <p>7.SPED 1100/1200/300 0-\$178,092 7010-\$122,109</p>
<p><u>ELL/ELD INSTRUCTIONAL PROGRAM</u></p> <p>Public Policy Charter School will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:</p> <p>1. CELDT Coordinator will administer CELDT assessment annually for all ELL students and report results to Principal.</p>	<p>Charterwide</p>	<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><u> </u> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>1.LCFF Base 2100-\$30,000 3000-\$9,000</p>

2. School Principal & teachers as a PLC will analyze CELDT results and discuss student progress and routinely use data to:
 - Monitor the progress of ELL and Reclassified Students.
 - Determine the short and long-term needs of ELL students
 - Determine specific actions designed to accelerate language acquisition and learning for ELL students
3. CELDT administrator will reclassify students annually based on the school's reclassification criteria.
1. All teachers will provide Integrated ELD (academic language development across all disciplines)
4. Implement ELD Curriculum, including supplemental programs that include: Achieve 3000, and English 3D ELD curriculum in addition to Brain Pop and Spelling City.
5. Provide a program to support "new arrivals" that includes daily, dedicated and integrated ELD instruction (when applicable).
6. ELA teachers will provide Integrated ELD (academic language development across all disciplines), using SDAIE strategies; through push-in/pullout and small group instruction.
7. Implement ELL supports that focus on the following:
 - Increased reclassification rates
 - Increase % of ELL Students meeting English Proficiency as measured by CELDT
 - Increase number of ELL students improving by 1 Performance Level on CELDT, annually
 - Academic needs of Long-term ELL: LTEL

2.LCFF Base
NA

3.LCFF Base
2100-\$30,000
3000-\$9,000

3.1LCFF Base
NA

4.PCGSP
4300-\$50,000

5.LCFF S&C
2100-\$30,000
3000-\$9,000

6.LCFF Base
NA

7.LCFF Base
NA

<p><u>ACADEMIC INTERVENTIONS/ALTERNATIVE SUPPORTS</u></p> <p>Public Policy Charter School will align alternative support to core instruction. Alternative supports (academic intervention) will be based on grade level content, with the use of supplemental materials, and research-based Common Core aligned curriculum.</p> <ol style="list-style-type: none"> 1. Credentialed teachers will provide alternative supports to students who struggle academically as identified by assessment results. 2. PPCS will also provide after-school tutoring via Homework Club. 3. All students will be enrolled in a grade-level Advisory. 4. PPCS will provide a Summer Enrichment Program. 	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.LCFF Base 1100-\$335,303 3000-\$103,944</p> <p>2.LCFF S&C 1120-\$5,250</p> <p>3.LCFF Base NA</p> <p>4.LCFF S&C 1100-\$10,000 3000-\$3,333</p>
<p><u>COURSE ACCESS</u></p> <p>Public Policy Charter School strives to provide all students with access to courses beyond the core that include:</p> <ol style="list-style-type: none"> 1. Physical Education 2. Middle School Success: Grade 5 3. Theatre Arts: Grade 6 	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF S&C 1900-\$45,555 3000- \$13,599</p>

4. Visual Arts: Grade 7

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

1. CAASPP ELA Proficiency Rate
 - All Students: Will establish annual growth targets once 2016 CAASPP results are released August 2016
 - RFEP: Will establish annual growth targets once 2016 CAASPP results are released August 2016
 - ELL: Will establish annual growth targets once 2016 CAASPP results are released August 2016
 - Hispanic: Will establish annual growth targets once 2016 CAASPP results are released August 2016
 - Low-income: Will establish annual growth targets once 2016 CAASPP results are released August 2016
2. CAASPP Math Proficiency Rate:
 - All Students: Will establish annual growth targets once 2016 CAASPP results are released August 2016
 - RFEP: Will establish annual growth targets once 2016 CAASPP results are released August 2016
 - ELL: Will establish annual growth targets once 2016 CAASPP results are released August 2016
 - Hispanic: Will establish annual growth targets once 2016 CAASPP results are released August 2016
 - Low-income: Will establish annual growth targets once 2016 CAASPP results are released August 2016
3. % of ELL advancing by 1 Proficiency Level on CELDT: 5% annual growth
4. % of ELL demonstrating English proficiency: 1% annual growth
5. ELL Reclassification Rate:
 - ELL: 5% annual growth
 - ELL < 5 years: 5% annual growth
 - ELL > 5 years: 5% annual growth
6. Decrease Long Term ELL: 2.5% annual growth
7. Course Access: Students will have access to: Physical Education, Middle School Success, Theatre Arts, Public Policy Studies, and Visual Arts.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ASSESSMENTS In the 2017-18 school year, Public Policy Charter School (PPCS) will implement the following assessments to inform instruction, drive curricular decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following:</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.PCGSP 4100/4200- \$42,500</p>

<ol style="list-style-type: none"> 1. Reading Lexile Levels to be measured with Achieve 3000: students are assessed upon completion of each module. 2. Administer NWEA Measures of Academic Progress (MAP) in ELA & Math: 3 times per year. 3. Teachers will implement formative assessments to drive instructional decision-making. 4. Administer CDE Interim Assessment Blocks (IAB) in ELA & Math to monitor student progress and expose students to web-based Common Core assessments. 5. All students will participate in at least one annual Science Fair Project, which will be presented to stakeholders. PPCS will invite community professionals to serve as judges and provide feedback on student projects. 6. All students will participate in at least 3 Presentations of Learning (POL). 7. PPCS students will participate in the following assessments: <ol style="list-style-type: none"> a. CAASPP ELA & Math: Grades 6-8 b. CST Science: Grade 8 c. Physical Fitness Test (PFT): Grade 7 d. CELDT for ELL's. 			<ol style="list-style-type: none"> 2. PCSGP 4315-\$2,523 3.LCFF Base N/A 4.PCGSP 4315-\$2,352 5.LCFF Base NA 6.LCFF Base NA 7.LCFF Base 4315-\$1,500
<p><u>STAFFING TO SUPPORT EDUCATIONAL PROGRAM</u> For the 2016-17 school year, Public Policy will serve 140 students in grades 5-7. The following staff are instrumental in providing all students with a rigorous STEAM based educational program,</p> <ol style="list-style-type: none"> 1. PPCS will employ a total of 6 teachers that includes 1 PE teacher, who will be appropriately credentialed and assigned. 	Charterwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ol style="list-style-type: none"> 1.LCFF Base 1100-\$335,303 3000-\$103,943

2. PPCS will employ a Part-time Prevention & Intervention Specialist who will serve to address behavioral, and social-emotional, issues. The Prevention & Intervention Specialist will incorporate alternatives to suspension.
3. The school's Leadership Team will include:
 - o Executive Director: who will be in charge of financial/budget planning, communications with LAUSD/CDE, ensure compliance with state accountability and reporting.
 - o Principal: will serve as the instructional leader, in charge of hiring, evaluating, and supporting staff. The Principal will be in charge of conducting classroom observations, provide feedback to teachers, monitor student achievement, develop/modify master schedule, facilitate Professional Development, and ensure the school's educational program is adhered to.
4. Costs for teachers to undergo BTSA Induction Program.
5. One Campus Aide: who will serve as an instructional assistant under the supervision of the school Principal.
6. Office/HR Manager will verify teacher credentials, CLAD certifications and ensures live scan are completed/documented in HR Files, and is in charge of recruitment of teachers/staff and screening applicants. Services include discussing salary, benefits, and Human Resources/Employee handbook.
7. PPCS participate in the Option 2 LAUSD SELPA.

- | |
|--|
| 2.LCFF S&C
1200-\$40,000
3000-\$10,000 |
| 3.LCFF Base
2300-\$120,000
3000-\$30,000
1300-\$80,000
3000-\$24,800 |
| 4.LCFF S&C
5200-\$3,000 |
| 5.LCFF S&C
2100-\$25,600
3000-\$6,400 |
| 6.LCFF Base
2400-\$33,280
3000-\$8,320 |
| 7.SPED |

<p>PPCS will contract services for the following positions:</p> <ul style="list-style-type: none"> ○ Resource Specialist ○ Psychologist (PTE) ○ Speech Therapist 			<p>1100/1200/3000-\$178,092 7010-\$122,109</p>
<p><u>ELL/ELD INSTRUCTIONAL PROGRAM</u></p> <p>Public Policy Charter School will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:</p> <ol style="list-style-type: none"> 1. CELDT Coordinator will administer CELDT assessment annually for all ELL students and report results to Principal. 2. School Principal & teachers as a PLC will analyze CELDT results and discuss student progress and routinely use data to: <ul style="list-style-type: none"> • Monitor the progress of ELL and Reclassified Students. • Determine the short and long-term needs of ELL students • Determine specific actions designed to accelerate language acquisition and learning for ELL students 	<p>Charterwide</p>	<p><u>__</u>ALL</p> <hr/> <p>OR:</p> <p><u>__</u>Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><u>__</u>Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>__</u>Other Subgroups:(Specify)_____</p>	<p>1.LCFF Base 2100-\$30,000 3000-\$9,000</p> <p>2.LCFF Base NA</p> <p>3.LCFF Base 2100-\$30,000 3000-\$9,000</p>

<ol style="list-style-type: none"> 3. CELDT administrator will reclassify students annually based on the school's reclassification criteria. 4. All teachers will provide Integrated ELD (academic language development across all disciplines) 5. Implement ELD Curriculum, including supplemental programs that include: Achieve 3000, and English 3D ELD curriculum in addition to Brain Pop and Spelling City. 6. Provide a program to support "new arrivals" that includes daily, dedicated and integrated ELD instruction (when applicable). 7. ELA teachers will provide Integrated ELD (academic language development across all disciplines), using SDAIE strategies; through push-in/pullout and small group instruction. 8. Implement ELL supports that focus on the following: <ul style="list-style-type: none"> • Increased reclassification rates • Increase % of ELL Students meeting English Proficiency as measured by CELDT • Increase number of ELL students improving by 1 Performance Level on CELDT, annually • Academic needs of Long-term ELL: LTEL 			<p>3. LCFF Base NA</p> <p>4. PCGSP 4300-\$50,000</p> <p>5. LCFF S&C 2100-\$30,000 3000-\$9,000</p> <p>6. LCFF Base NA</p> <p>7. LCFF Base NA</p>
<p><u>ACADEMIC INTERVENTIONS/ALTERNATIVE SUPPORTS</u></p> <p>Public Policy Charter School will align alternative support to core instruction. Alternative supports (academic intervention) will be based on grade level content, with the use of supplemental materials, and research-based Common Core aligned curriculum.</p> <ol style="list-style-type: none"> 1. Credentialed teachers will provide alternative supports to students who struggle academically as 	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups^③Specify_____</p>	<p>1. LCFF Base 1100-\$335,303 3000-\$103,944</p>

<p>identified by assessment results.</p> <p>2. PPCS will also provide after-school tutoring via Homework Club.</p> <p>3. All students will be enrolled in a grade-level Advisory.</p> <p>4. PPCS will provide a Summer Enrichment Program.</p>			<p>2.LCFF S&C 1120-\$5,250</p> <p>3.LCFF S&C 1100-\$10,000 3000-\$3,333</p>
<p>COURSE ACCESS Public Policy Charter School strives to provide all students with access to courses beyond the core that include:</p> <p>1. Physical Education 2. Middle School Success: Grade 5 3. Theatre Arts: Grade 6 4. Visual Arts: Grade 7 5. Public Policy Studies: Grade 8</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base 1900-\$55,750 3000-\$13,777</p>

LCAP Year 3: 2018-19

<p>\$Expected Annual Measurable Outcomes:</p>	<p>1. CAASPP ELA Proficiency Rate</p> <ul style="list-style-type: none"> • All Students: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • RFEP: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • ELL: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • Hispanic: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • Low-income: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 <p>2. CAASPP Math Proficiency Rate:</p> <ul style="list-style-type: none"> • All Students: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • RFEP: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • ELL: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • Hispanic: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 • Low-income: Will establish annual growth targets once 2016 CAASPP Baseline results are released August 2016 <p>3. % of ELL advancing by 1 Proficiency Level on CELDT: 5% annual growth</p> <p>4. % of ELL demonstrating English proficiency: 1% annual growth</p> <p>5. ELL Reclassification Rate:</p> <ul style="list-style-type: none"> • ELL: 5%
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- ELL < 5 years: 5%
 - ELL > 5 years: 5%
6. Decrease Long Term ELL: 2.5% annual growth
 7. Course Access: Students will have access to: Physical Education, Middle School Success, Theatre Arts, Public Policy Studies, and Visual Arts.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ASSESSMENTS</p> <p>In the 2018-19 school year, Public Policy Charter School (PPCS) will implement the following assessments to inform instruction, drive curricular decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following:</p> <ol style="list-style-type: none"> 1. Reading Lexile Levels to be measured with Achieve 3000: students are assessed upon completion of each module. 2. Administer NWEA Measures of Academic Progress (MAP) in ELA & Math: 3 times per year. 3. Teachers will implement formative assessments to drive instructional decision-making. 4. Administer CDE Interim Assessment Blocks (IAB) in ELA & Math to monitor student progress and expose students to web-based Common Core assessments. 5. All students will participate in at least one annual Science Fair Project, which will be presented to stakeholders. PPCS will invite community professionals to serve as judges and provide feedback on student projects. 6. All students will participate in at least 3 Presentations of Learning (POL). 	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.PCGSP 4100/4200- \$42,500</p> <p>2. PCSGP 4315-\$3,500</p> <p>3.LCFF Base N/A</p> <p>4.PCGSP 4315-\$3,500</p> <p>5.LCFF Base NA</p> <p>6.LCFF Base NA</p>

<p>7. PPCS students will participate in the following assessments:</p> <ol style="list-style-type: none"> CAASPP ELA & Math: Grades 6-8 CST Science: Grade 8 Physical Fitness Test (PFT): Grade 7 CELDT for ELL's. 			<p>7.LCFF Base 4315-\$3,333</p>
<p>STAFFING TO SUPPORT EDUCATIONAL PROGRAM For the 2016-17 school year, Public Policy will serve 140 students in grades 5-7. The following staff are instrumental in providing all students with a rigorous STEAM based educational program,</p> <ol style="list-style-type: none"> PPCS will employ a total of 6 teachers that includes 1 PE teacher, who will be appropriately credentialed and assigned. PPCS will employ a Part-time Prevention & Intervention Specialist who will serve to address behavioral, and social-emotional, issues. The Prevention & Intervention Specialist will incorporate alternatives to suspension. The school's Leadership Team will include: <ul style="list-style-type: none"> Executive Director: who will be in charge of financial/budget planning, communications with LAUSD/CDE ensure compliance with state accountability and reporting. Principal: will serve as the instructional leader, in charge of hiring, evaluating, and supporting staff. The Principal will be in charge of conducting classroom observations, provide feedback to teachers, monitor student achievement, develop/modify master schedule, facilitate Professional Development, and ensure the school's educational program is adhered to. 	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.LCFF Base 1100-\$497,289 3000-\$193,943</p> <p>2.LCFF S&C 1200-\$40,800 3000-\$10,500</p> <p>3.LCFF Base 2300-\$199,224 3000-\$66,000 1300-\$131,600 3000-\$24,800</p>

<p>4. Costs for teachers to undergo BTSA Induction Program.</p> <p>5. One Campus Aide: who will serve as an instructional assistant under the supervision of the school Principal.</p> <p>6. Office/HR Manager will verify teacher credentials, CLAD certifications and ensures live scan are completed/documented in HR Files, and is in charge of recruitment of teachers/staff and screening applicants. Services include discussing salary, benefits, and Human Resources/Employee handbook.</p> <p>7. PPCS participate in the Option 2 LAUSD SELPA. PPCS will contract services for the following positions:</p> <ul style="list-style-type: none"> o Resource Specialist o Psychologist (PTE) o Speech Therapist 			<p>4.LCFF S&C 5200-\$5,934</p> <p>5.LCFF S&C 2100-\$27,999 3000-\$9,400</p> <p>6.LCFF Base 2400-\$63,066 3000-\$15,767</p> <p>7.SPED 1100/1200/300 0-\$181,654 7010-\$122,109</p>
<p><u>ELL/ELD INSTRUCTIONAL PROGRAM</u></p> <p>Public Policy Charter School will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:</p> <p>1. CELDT Coordinator will administer CELDT assessment annually for all ELL students and report results to Principal.</p>	<p>Charterwide</p>	<p><u>ALL</u></p> <p>OR:</p> <p><u>Low Income pupils</u> <input checked="" type="checkbox"/> <u>English Learners</u></p> <p><u>Foster Youth</u> <input checked="" type="checkbox"/> <u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u> _____</p>	<p>1.LCFF Base 2100-\$31,3000 3000-\$9,330</p> <p>2.LCFF Base NA</p>

<p>2. School Principal & teachers as a PLC will analyze CELDT results and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL and Reclassified Students. • Determine the short and long-term needs of ELL students • Determine specific actions designed to accelerate language acquisition and learning for ELL students <p>3. CELDT administrator will reclassify students annually based on the school's reclassification criteria.</p> <p>4. All teachers will provide Integrated ELD (academic language development across all disciplines)</p> <p>5. Implement ELD Curriculum, including supplemental programs that include: Achieve 3000, and English 3D ELD curriculum in addition to Brain Pop and Spelling City.</p> <p>6. Provide a program to support "new arrivals" that includes daily, dedicated and integrated ELD instruction (when applicable).</p> <p>7. ELA teachers will provide Integrated ELD (academic language development across all disciplines), using SDAIE strategies; through push-in/pullout and small group instruction.</p> <p>8. Implement ELL supports that focus on the following:</p> <ul style="list-style-type: none"> • Increased reclassification rates • Increase % of ELL Students meeting English Proficiency as measured by CELDT • Increase number of ELL students improving by 1 Performance Level on CELDT, annually • Academic needs of Long-term ELL: LTEL 		<p>3.LCFF Base 2100-\$31,300 3000-\$9,330</p> <p>3.1LCFF Base NA</p> <p>4.LCFF Base NA</p> <p>5.LCFF S&C 2100-\$31,300 3000-\$9,330</p> <p>6.LCFF Base NA</p> <p>7.LCFF Base NA</p> <p>8.LCFF Base NA</p>
	<p>✓ ALL</p>	

<p><u>ACADEMIC INTERVENTIONS/ALTERNATIVE SUPPORTS</u></p> <p>Public Policy Charter School will align alternative support to core instruction. Alternative supports (academic intervention) will be based on grade level content, with the use of supplemental materials, and research-based Common Core aligned curriculum.</p> <ol style="list-style-type: none"> 1. Credentialed teachers will provide alternative supports to students who struggle academically as identified by assessment results. 2. PPCS will also provide after-school tutoring via Homework Club. 3. All students will be enrolled in a grade-level Advisory. 4. PPCS will provide a Summer Enrichment Program. 	<p>Charterwide</p>	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.LCFF Base 1100-\$650,270 3000-\$201,584</p> <p>2.LCFF S&C 1120-\$5,250</p> <p>3.LCFF S&C 1100-\$20,000 3000-\$6,777</p>
<p><u>COURSE ACCESS</u></p> <p>Public Policy Charter School strives to provide all students with access to courses beyond the core that include:</p> <ol style="list-style-type: none"> 1. Physical Education 2. Middle School Success: Grade 5 3. Theatre Arts: Grade 6 4. Visual Arts: Grade 7 5. Public Policy Studies: Grade 8 	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S & C 1900-\$50,000 3000-\$12,500</p>

GOAL:	GOAL #2: Provide all students with high quality instruction and a rigorous Common Core aligned (ELA/ELD, Math, NGSS) curriculum through a STEAM-Project-based learning environment that includes providing relevant learning, experiences, that encourages student engagement.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> There is a need to provide all teachers with Professional Development on the CCSS ELA/ELD, Math, NGSS; in order to successfully implement STEAM-Project-based learning educational program
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Goal Applies to:	Schools: Public Policy Charter School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of teachers are appropriately credentialed and assigned. 100% of students have access to standards-aligned materials. 100% of teachers will attend/receive Professional Development of CCSS ELA/ELD, Math, & NGSS (as appropriate). 100% of ELL students will have access to CCSS ELD Curriculum: Maintain Schoolwide ADA at 95%. Decrease Chronic Absenteeism rate: <ul style="list-style-type: none"> Schoolwide: 10% Grade 5:16% Grade 6: 9% Grade 7: 2016-17 will serve as baseline. The following metrics do not apply to PPCS since it serves grades 5-7: <ul style="list-style-type: none"> Middle School Dropout rate High School Dropout Rate HS Graduation Rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>PROFESSIONAL DEVELOPMENT</p> <p>Public Policy Charter School provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the 2016-17 school year:</p> <ul style="list-style-type: none"> Common Core State Standards: ELA/ELD, Math, NGSS Project-based Learning 	Charterwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<ul style="list-style-type: none"> • ELL Strategies • Data Analysis • Classroom Management • Alternatives to Suspension • Special Education (Accommodations for Students with Disabilities) <ol style="list-style-type: none"> 1. All teachers will participate in 1-week Summer Intensive Professional Development. 2. All teachers will participate in 3 non-instructional days during the school year to review and analyze student assessment data. 3. PPCS will provide all teachers with bi-weekly Professional Development (on minimum day) 			<p>1.LCFF S&C 1100-12,432 3000-\$3,108</p> <p>2.LCFF S&C 1100-\$7,459 3000-\$1,865</p> <p>3.LCFF Base NA</p>
<p>CURRICULUM Public Policy Charter School will provide every student with access to Common Core aligned curriculum. For the upcoming school year, PPCS will purchase/subscribe to the following curriculum:</p> <ul style="list-style-type: none"> • Foss Kits • Step Up Curriiculum • Glencoe, McGraw-Hill: Integrated Science • TCI History Alive • AP Style Writing • Novels – classroom sets • Achieve 3000 • Scholastic English 3D for ELL’s • CGI Math (Grade 6) • MP3 Connected Math (Grade 5) • Daily Math • Classroom leveled libraries • Drop Everything & Read 	Charterwide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF S&C 4100-4200 \$116,932</p>
		<p><input checked="" type="checkbox"/> ALL</p>	

STUDENT ENGAGEMENT

In order to ensure student engagement and provide students with relevant learning experiences, PPCS will provide the following courses/service for all students:

1. All students will be enrolled in Advisory class that meets 4 days per week. An advisor will be assigned to each student who will serve as his or her advisor until the student graduates from PPCS. Advisory curriculum will be developed with a focus on Social Justice issues, Project-based Learning themes, Cornell Note Taking skills, and address issues of tolerance and understanding.
2. Provide “Drop everything and read,” school wide 2. program daily (except minimum day) for 15 minutes. Every student and adult will be engaged in reading for the entire time.
3. Host field trips to the following:
 - Colleges & Universities
 - California Science Center
 - African-American Museum
 - LACMA
 - Santa Monica Bay Aquarium
 - Los Angeles River
4. Students will participate and present in schoolwide Cultural events that include but are not limited to:
 - Black History Month
 - Hispanic Heritage Month

Charterwide

OR:

- Low Income pupils English Learners
- Foster Youth Redesignated fluent English proficient
- Other Subgroups:(Specify)_____

1.LCFF BASE
NA

2.LCFF BASE
NA

3.LCFF S& C
\$8,211

4.LCFF Base
NA

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

1. 100% of teachers are appropriately credentialed and assigned.
2. 100% of students have access to standards-aligned materials.
3. 100% of teachers will attend/receive Professional Development of CCSS ELA/ELD, Math, & NGSS (as appropriate).
4. 100% of ELL students will have access to CCSS ELD Curriculum:
5. Maintain Schoolwide ADA at 95%.
6. Decrease Chronic Absenteeism rate:

- Schoolwide: 10%
 - Grade 5:16%
 - Grade 6: 9%
 - Grade 7: will reassess in Spring 2017
7. The following metrics do not apply to PPCS since it serves grades 5-8:
- Middle School Dropout rate
 - High School Dropout Rate
 - HS Graduation Rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>PROFESSIONAL DEVELOPMENT Public Policy Charter School provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the 2016-17 school year:</p> <ul style="list-style-type: none"> • Common Core State Standards: ELA/ELD, Math, NGSS • Project-based Learning • ELL Strategies • Data Analysis • Classroom Management • Alternatives to Suspension • Special Education (Accommodations for Students with Disabilities) <ol style="list-style-type: none"> 1. All teachers will participate in 1-week Summer Intensive Professional Development. 2. All teachers will participate in 3 non-instructional days during the school year to review and analyze student assessment data. 3. PPCS will provide all teachers with bi-weekly Professional Development (on minimum day). 	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S&C 1100-12,432 3000-\$3,108</p>

<p><u>CURRICULUM</u> Public Policy Charter School will provide every student with access to Common Core aligned curriculum. For the upcoming school year, PPCS will purchase/subscribe to the following curriculum:</p> <ul style="list-style-type: none"> • Foss Kits • Step Up Curriuculum • Glencoe, McGraw-Hill: Integrated Science • TCI History Alive • AP Style Writing • Novels – classroom sets • Achieve 3000 • Scholastic English 3D for ELL’s • CGI Math (Grade 6) • MP3 Connected Math (Grade 5) • Daily Math • Classroom leveled libraries • Drop Everything & Read 	Charterwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S&C 4100-4200 \$214,659
<p><u>STUDENT ENGAGEMENT</u> In order to ensure student engagement and provide students with relevant learning experiences, PPCS will provide the following courses/service for all students:</p> <ol style="list-style-type: none"> 1. All students will be enrolled in Advisory class that meets 4 days per week. An advisor will be assigned to each student who will serve as his or her advisor until the student graduates from PPCS. Advisory curriculum will be developed with a focus on Social Justice issues, Project-based Learning themes, Cornell Note Taking skills, and address issues of tolerance and understanding. 2. Provide “Drop everything and read,” school wide program daily (except minimum day) for 15 minutes. Every student and adult will be engaged in reading for the entire time. 	Charterwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.LCFF Base NA 2.LCFF Base NA

3. Host field trips to the following:
- Colleges & Universities
 - California Science Center
 - African-American Museum
 - LACMA
 - Santa Monica Bay Aquarium
 - Los Angeles River

4. Students will participate and present in schoolwide Cultural events that include but are not limited to:
- Black History Month
 - Hispanic Heritage Month

3.LCFF S&C
5500-\$13,689

4.LCFF Base
NA

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. 100% of teachers are appropriately credentialed and assigned.
2. 100% of students have access to standards-aligned materials.
3. 100% of teachers will attend/receive Professional Development of CCSS ELA/ELD, Math, & NGSS (as appropriate).
4. 100% of ELL students will have access to CCSS ELD Curriculum:
5. Maintain Schoolwide ADA at 95%.
6. Decrease Chronic Absenteeism rate:
 - Schoolwide: 10%
 - Grade 5:16%
 - Grade 6: 9%
 - Grade 7: Will establish in Spring 2018
7. Middle School Dropout rates
 - Schoolwide: 0%
 - ELL: 0%
 - RFEP: 0%
8. The following metrics do not apply to PPCS since it serves grades 5-7:
 - High School Dropout Rate
 - HS Graduation Rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PROFESSIONAL DEVELOPMENT Public Policy Charter School provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned	Charterwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

<p>curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the 2016-17 school year:</p> <ul style="list-style-type: none"> • Common Core State Standards: ELA/ELD, Math, NGSS • Project-based Learning • ELL Strategies • Data Analysis • Classroom Management • Alternatives to Suspension • Special Education (Accommodations for Students with Disabilities) <ol style="list-style-type: none"> 1. All teachers will participate in 1-week Summer Intensive Professional Development. 2. All teachers will participate in 3 non-instructional days during the school year to review and analyze student assessment data. 3. PPCS will provide all teachers with bi-weekly Professional Development (on minimum day). 		<p>__ Other Subgroups:(Specify) _____</p>	<p>1.LCFF S&C 1100-32,432 3000-\$10,108</p> <p>2.LCFF S&C 1100-\$9,,459 3000-\$2,865</p> <p>3.LCFF Base NA</p>
<p><u>CURRICULUM</u> Public Policy Charter School will provide every student with access to Common Core aligned curriculum. For the upcoming school year, PPCS will purchase/subscribe to the following curriculum:</p> <ul style="list-style-type: none"> • Foss Kits • Step Up Curriuculum • Glencoe, McGraw-Hill: Integrated Science • TCI History Alive • AP Style Writing • Novels – classroom sets • Achieve 3000 • Scholastic English 3D for ELL's • CGI Math (Grade 6) 	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>LCFF S & C 4100-4300 \$239,640</p>

<ul style="list-style-type: none"> • MP3 Connected Math (Grade 5) • Daily Math • Classroom leveled libraries • Drop Everything & Read 			
<p><u>STUDENT ENGAGEMENT</u> In order to ensure student engagement and provide students with relevant learning experiences, PPCS will provide the following courses/service for all students:</p> <ol style="list-style-type: none"> 1. All students will be enrolled in Advisory class that meets 4 days per week. An advisor will be assigned to each student who will serve as his or her advisor until the student graduates from PPCS. Advisory curriculum will be developed with a focus on Social Justice issues, Project-based Learning themes, Cornell Note Taking skills, and address issues of tolerance and understanding. 2. Provide “Drop everything and read,” school wide program daily (except minimum day) for 15 minutes. Every student and adult will be engaged in reading for the entire time. 3. Host field trips to the following: <ul style="list-style-type: none"> • Colleges & Universities • California Science Center • African-American Museum • LACMA • Santa Monica Bay Aquarium • Los Angeles River 4. Students will participate and present in schoolwide Cultural events that include but are not limited to: <ul style="list-style-type: none"> • Black History Month • Hispanic Heritage Month 	Charterwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1.LCFF BASE NA 2.LCFF BASE NA 3.LCFF S& C \$13,685 4.LCFF Base NA

GOAL:	GOAL #3: Provide all students with high quality instruction and a rigorous Common Core aligned (ELA/ELD, Math, NGSS) curriculum through a STEAM-Project-based learning environment o provide students with a safe, welcoming learning environment with positive behavior systems in place to ensure all students are in class ready to learn.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> There is a need to increase parent participation and implement a character education program to improve schoolwide climate with positive behavior system.
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Goal Applies to:	Schools: Public Policy Charter School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> % of parents who demonstrate satisfaction as measured by parent survey: 75% Host at least 2 Parent Advisory Council for parent input in decision-making: Host at least 2 SSC meetings for parent input in programs for unduplicated pupils: Maintain suspension rate <ul style="list-style-type: none"> Schoolwide: 1% Grade 5: 1% Grade 6: 1% Grade 7: 1% Maintain expulsion rate <ul style="list-style-type: none"> Schoolwide: <1% Grade 5: <1% Grade 6: <1% Grade 7: <1% % of students who state sense of safety and school connectedness on student survey: 80%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>OPPORTUNITIES FOR PARENT ENGAGEMENT Public Policy Charter School believes parents play a critical role in their child’s success. Our goal will be to implement programs that will engage parents as partners. They include:</p> <ol style="list-style-type: none"> Develop a structure for increasing parent engagement schoolwide. Host monthly Coffee with the Director. Host schoolwide events to engage parents: 		<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.LCFF Base NA 2.LCFF S&C 4300-\$1,000 3.LCFF Base

<ul style="list-style-type: none"> • Parent/Student orientation • Back-to-School Night • Open House • Town Hall Meetings • Science Project (Student presentations) <p>4. Host parent workshops on topics suggested by parents:</p> <ul style="list-style-type: none"> • Interpreting CAASPP Results • USC Social Worker: Dealing with difficult teens • Parent-School Collaboration: Team for Student Success 			<p>4300-\$1,000</p> <p>4.LCFF S&C 4300-\$1,000</p>
<p><u>PARENT: DECISION-MAKING INPUT</u></p> <p>Parent decision-making input will take place through:</p> <ol style="list-style-type: none"> 1. PPCS will host School Site Council (SSC) to discuss Title I funding and programming, including how to raise student achievement in ELA/Math. 2. Implement a Parent Advisory Council to coordinate schoolwide events/activities. 3. Administer annual parent surveys to gather input/feedback and assess parent satisfaction. 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1. Title 1 4300-\$500</p> <p>1. Title 1 NA</p> <p>1.LCFF Base NA</p>
<p><u>SCHOOL CLIMATE</u></p> <p>Public Policy will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system.</p> <ol style="list-style-type: none"> 1. Employ a full-time Plan Manager who will be in charge of cleaning, maintenance and completion of an annual Facility Inspection (FIT) report. 2. Executive Director will attend the Train the trainer Character Counts Program, for implementation schoolwide that will support a positive school climate. 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

3. Develop a plan for schoolwide implementation of Character Counts Program.
4. Continue to implement ASB Student Government that will serve as the entity that will represent student voice.
5. Administer an annual student survey to obtain feedback/input on school climate and the school's program.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

1. % of parents who demonstrate satisfaction as measured by parent survey: 76%
2. Host at least 2 Parent Advisory Council for parent input in decision-making:
3. Host at least 2 SSC meetings for parent input in programs for unduplicated pupils:
4. Maintain suspension rate
 - Schoolwide:1%
 - Grade 5: 1%
 - Grade 6: 1%
 - Grade 7: 1%
5. Maintain expulsion rate
 - Schoolwide: <1%
 - Grade 5: <1%
 - Grade 6: <1%
 - Grade 7: <1%
6. % of students who state sense of safety and school connectedness on student survey:81%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>OPPORTUNITIES FOR PARENT ENGAGEMENT</u> Public Policy Charter School believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners. They include:</p>		<input checked="" type="checkbox"/> ALL	1.LCFF Base NA
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	2.LCFF S&C 4300-\$1,000
1. Develop a structure for increasing parent engagement schoolwide.			3.LCFF Base 4300-\$1,000
2. Host monthly Coffee with the Director.			4.LCFF S&C 4300-\$1,000

<p>3. Host schoolwide events to engage parents:</p> <ul style="list-style-type: none"> • Parent/Student orientation • Back-to-School Night • Open House • Town Hall Meetings • Science Project (Student presentations) <p>4. Host parent workshops on topics suggested by parents:</p> <ul style="list-style-type: none"> • Interpreting CAASPP Results • USC Social Worker: Dealing with difficult teens • Parent-School Collaboration: Team for Student Success 			<p>1.LCFF Base NA</p> <p>2.LCFF S&C 4300-\$1,000</p> <p>3.LCFF Base 4300-\$1,000</p> <p>4.LCFF S&C 4300-\$1,000</p>
<p><u>PARENT: DECISION-MAKING INPUT</u></p> <p>Parent decision-making input will take place through:</p> <ol style="list-style-type: none"> 1. PPCS will host School Site Council (SSC) to discuss Title I funding and programming, including how to raise student achievement in ELA/Math. 2. Implement a Parent Advisory Council to coordinate schoolwide events/activities. 3. Administer annual parent surveys to gather input/feedback and assess parent satisfaction. 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>2. Title 1 4300-\$500</p> <p>2. Title 1 NA</p> <p>1.LCFF Base NA</p>
<p><u>SCHOOL CLIMATE</u></p> <p>Public Policy will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system.</p> <ol style="list-style-type: none"> 1. Employ a full-time Plan Manager who will be in charge of cleaning, maintenance and completion of an annual Facility Inspection (FIT) report. 2. Executive Director will attend the Train the trainer 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>Character Counts Program, for implementation schoolwide that will support a positive school climate.</p> <p>3. Develop a plan for schoolwide implementation of Character Counts Program.</p> <p>4. Continue to implement ASB Student Government that will serve as the entity that will represent student voice.</p> <p>5. Administer an annual student survey to obtain feedback/input on school climate and the school's program.</p>	
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. % of parents who demonstrate satisfaction as measured by parent survey: 77% 2. Host at least 2 Parent Advisory Council for parent input in decision-making: 3. Host at least 2 SSC meetings for parent input in programs for unduplicated pupils: 4. Maintain suspension rate <ul style="list-style-type: none"> • Schoolwide:1% • Grade 5: 1% • Grade 6: 1% • Grade 7: 1% 5. Maintain expulsion rate <ul style="list-style-type: none"> • Schoolwide: <1% • Grade 5: <1% • Grade 6: <1% • Grade 7: <1% 6. % of students who state sense of safety and school connectedness on student survey: 82%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>OPPORTUNITIES FOR PARENT ENGAGEMENT</u></p> <p>Public Policy Charter School believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners. They include:</p> <p>1. Develop a structure for increasing parent engagement schoolwide.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.LCFF Base NA</p> <p>2.LCFF S&C 4300-\$1,000</p> <p>3.LCFF Base 4300-\$1,000</p>

<p>2. Host monthly Coffee with the Director.</p> <p>3. Host schoolwide events to engage parents:</p> <ul style="list-style-type: none"> • Parent/Student orientation • Back-to-School Night • Open House • Town Hall Meetings • Science Project (Student presentations) <p>4. Host parent workshops on topics suggested by parents:</p> <ul style="list-style-type: none"> • Interpreting CAASPP Results • USC Social Worker: Dealing with difficult teens • Parent-School Collaboration: Team for Student Success 			<p>4.LCFF S&C 4300-\$1,000</p>
<p><u>PARENT: DECISION-MAKING INPUT</u></p> <p>Parent decision-making input will take place through:</p> <ol style="list-style-type: none"> 1. PPCS will host School Site Council (SSC) to discuss Title I funding and programming, including how to raise student achievement in ELA/Math. 2. Implement a Parent Advisory Council to coordinate schoolwide events/activities. 3. Administer annual parent surveys to gather input/feedback and assess parent satisfaction. 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.Title 1 4300-\$500</p> <p>2.Title 1 NA</p> <p>3.LCFF Base NA</p>
<p><u>SCHOOL CLIMATE</u></p> <p>Public Policy will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system.</p> <ol style="list-style-type: none"> 1. Employ a full-time Plan Manager who will be in charge of cleaning, maintenance and completion of an annual Facility Inspection (FIT) report. 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.LCFF Base 2200-\$33,280 3000-\$8,320</p>

<ol style="list-style-type: none"> 2. Executive Director will attend the Train the trainer Character Counts Program, for implementation schoolwide that will support a positive school climate. 3. Develop a plan for schoolwide implementation of Character Counts Program. 4. Continue to implement ASB Student Government that will serve as the entity that will represent student voice. 5. Administer an annual student survey to obtain feedback/input on school climate and the school's program. 			<p>2.LCFF S&C 5210-\$2,500</p> <p>3.LCFF Base NA</p> <p>4.LCFF Base NA</p> <p>5.LCFF Base 4300-\$1000</p>
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	GOAL #1: To provide students with access to: highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments where facilities are safe, secure, clean, well maintained and in good repair.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: Public Policy Charter School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of teachers will be appropriately credentialed and assigned. 100% of students will have access to Common Core aligned ELA & Math Curriculum. Ensure facilities are in good repair as documented in annual FIT Report Student access to technology – Student to Computer ratio: 1:1 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 80% of teachers are appropriately credentialed and assigned (4 out of 5 teachers). 1 teacher is awaiting CTC clearance and was issued a temporary permit by LACOE to teach at the school. 100% of students have access to Common Core aligned ELA and math curriculum. 2015-16 FIT Score: Exemplary Student to device ratio: 1:1
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> Costs associated with BTSA Program for 1 teacher. Principal will verify teacher credentials, CLAD certifications and ensure live scans are completed and documented in employee's personnel file. Acquire, develop and retain 6 highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. Costs for employing (Leadership Team): <ul style="list-style-type: none"> Executive Director: Develops policies & procedures, budgeting, fundraising, partnerships with community, and communication with authorizer and CDE. 	<ol style="list-style-type: none"> Services and Other Operating Expenses 5000-5999; LCFF Base Funds \$1,000 Cost Included in Principal's Salary below (see Certificated Salaries in Item 4) Certificated Teachers 1000-1900; 	<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> No teachers were enrolled in BTSA Induction Program. 3 out of 5 teachers hold CLAD Certification. 1 teacher has temporary certification; and 1 teacher will be enrolled in a program to obtain CLAD certification. PPCS hired 5 teachers (3 multiple subject; 2 Single Subject Credential – History & PE). The Leadership team is comprised of the Executive Director, Principal and Teacher on Special Assignment (TOSA). <ul style="list-style-type: none"> The Executive Director develops all policies and procedures, in charge of budgeting and cash flow; fundraising, developing partnerships within the 	<ol style="list-style-type: none"> PCSGP 5210-585 NA LCFF Base 1100-\$279,653 3000-103,599 Walton 2300-incl in salary for ED

<ul style="list-style-type: none"> Principal: In charge of curriculum, instruction, Assessment, Hiring of teachers and facilitate professional development Teacher on Special Assignment: serves as substitute teacher, support teacher, and CELDT coordinator <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, instructional program and the actions/services outlined in this LCAP.</p> <p>5. Provide Professional development opportunities for members of the Leadership Team as part of their Capacity Building and supporting their roles at the school.</p> <p>6. Cost for teachers/Leadership Team to attend Workshops, symposiums and/or conferences.</p>	<p>LCFF Base Grant \$315,692 Related Benefits 3000-3999; LCFF Base Grant \$94,090 Includes payment for Professional Development days. 4) Classified Administrator Salary 2000-2999; PCSGP funds \$21,667 LCFF Base funds \$108,333 Certificated Administrator Salaries 1000-1999; PCSGP funds \$20,833 LCFF Base Funds \$104,167 Related Benefits 3000-3999 LCFF Base Funds \$32,000 Certificated Admin Salaries 1000-1999 Supplemental Funds \$68,400 Related (1 FTE only) Benefits 3000-3999 LCFF Base Funds \$23,416</p>	<p>community, and communication with authorizer and CDE.</p> <ul style="list-style-type: none"> Principal is in charge of curriculum adoption and implementation, instructional coaching, developing and implementing assessments, hiring of teachers and facilitating professional development. TOSA – was hired but laid off as a result of low enrollment. <p>5. Professional development (PD) did not take place for members of the Leadership team this year. A plan for PD will be developed for the 2016-17 school year.</p> <p>6. The Principal attended Professional Development on:</p> <ul style="list-style-type: none"> CA. Democracy Forum at LACOE: Curricular program <p>In addition, 2 teachers/Principal attended an NGSS workshop offered by LACOE to develop the school's STEM Program.</p>	<p>5. NA</p> <p>6. PCSGP 5200-\$2,850</p>
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	<p>And Supplemental Funds \$5,156</p> <p>5) and 6) Services & Other Operating Expenses 5000-5999 Supplemental Funds \$12,000 (Includes PBL consultants).</p>		
Scope of service:	Charterwide	Scope of service:	
<u>__ALL</u>		<u>__ALL</u>	
OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>		OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>	
<u>FACILITY & TECHNOLOGY</u>		<u>FACILITY & TECHNOLOGY</u>	
<p>1. Costs for IT Consultant to install all technology devices, provide maintenance and technical support to ensure updates of all computers for instructional and assessment use. IT will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices. In addition, IT consultant will assist the school in applying for Erate funding.</p> <p>2. Purchase classroom furniture (desks, tables, chairs, book cases, etc.)</p> <p>3. Purchase the following technology devices:</p> <ul style="list-style-type: none"> • 150 Chromebooks • 5 Chromebook Carts • Eno-Board Projector (5) 	<p>1) Services and Other Operational Expenses 5000-5999 Supplemental Funds \$45,000</p> <p>2) Books & Supplies 4000-4999 PCSGP Funds \$83,000</p> <p>3) Books & Supplies 4000-4999 PCSGP Funds \$150,000</p>	<p>1. The services of an IT consultant was acquired to install a server to back-up all school data.</p> <p>2. Furniture for 5 classroom was purchased which included:</p> <ul style="list-style-type: none"> • Chairs, desks, book shelves • Teacher desks/chairs <p>3. The following technology devices were purchased for teacher and student use:</p> <ul style="list-style-type: none"> • 150 Chromebooks • 5 Chromebook carts • 5 additional Chromebooks for teachers • 2 Laptops • 1 Chromebook & Desktop for Office staff • 5 Projectors 	<p>1.PCSGP 5800-\$10,300</p> <p>2.PCSGP 4400-\$11,405</p> <p>3.PCSGP 4430-\$70,000</p>

<ul style="list-style-type: none"> • 7 Laptops for teachers • Walkie-talkies for staff <p>4. Provide full-time janitorial services to maintain a clean and safe school site. Costs for installing tarp in the student dining area, cover for gate area, and buzzer to alert staff of visitors (school safety). In addition, ensure facilities repairs are documented and completed. Complete an annual Facilities Inspection (FIT) report.</p> <p>5. Costs for real estate agent/consulting firm to search for facility site for 2016-17 school year that meets the school's projected annual growth in student enrollment.</p>	<p>4) Certificated Salaries 2000-2999 LCFF Base Funds \$33,280 Books & Supplies 4000-4999 Supplemental Funds \$ 800 Services & Other Operating Expenses 5000-5999 Supplemental funds \$750</p> <p>5) Services & Other Operating Expenses 5000-5999 LCFF Base Funds \$3,000</p>	<ul style="list-style-type: none"> • Eno Board • 2 Walkie-Talkies • Telephones were purchased for each classroom and office staff. <p>4. PPCS employs a full-time custodian to maintain a clean and safe school site. Any repairs or maintenance is reported to the Executive Director. In addition, a tarp was purchased for the student dining area. A buzzer was also purchased to alert staff of visitors.</p> <p>5. A real estate agent was not contracted to acquire a facility. The Executive Director was able to acquire facility space, negotiate a lease and obtain appropriate permits.</p>	<p>4.LCFF Base 2200-\$33,280 3000-\$10,317</p> <p>5. LCFF Base 6. NA</p>
<p>Scope of service: Charterwide</p> <p><u>ALL</u></p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>_____</p>		<p>Scope of service:</p> <p><u>ALL</u></p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>_____</p>	
<p><u>CURRICULUM</u></p> <p>1. Costs for the purchase of Common Core Aligned curricular and digital curricular materials:</p> <ul style="list-style-type: none"> • Foss Kits • Step Up Curriiculum • Glencoe, McGraw-Hill: Integrated Science 	<p>1) Books & Supplies 4000-4999 PCSGP Funds \$84,647 Supplemental Funds \$5,900</p>	<p><u>CURRICULUM</u></p> <p>1. PPCS has purchased the following Common Core aligned curriculum:</p> <ul style="list-style-type: none"> • Foss Kits • Step Up Curriculum • TCI History Alive 	<p>1.PCSGP 4100-4200 \$42,836</p>

<ul style="list-style-type: none"> • TCI History Alive • AP Style Writing • Novels – classroom sets • Achieve 3000 • Scholastic English 3D for ELL's • CGI Math (Grade 6) • MP3 Connected Math (Grade 5) • Daily Math • Classroom leveled libraries • Drop Everything & Read <p>2. Costs for instructional classroom materials.</p>	<p>2) Books & Supplies 4000-4999 PCSGP Funds \$20,675</p>	<ul style="list-style-type: none"> • Some novels • Achieve 3000 • Scholastic English 3D for ELL • Pearson's Connected math (Grade 6) • Daily Math • Classroom library • Study Island (supplemental curriculum) • Oxford Dictionary <p>2. Instructional materials were purchased for classroom use.</p>	<p>3. PCSGP 4300-\$24,500</p>	
<p>Scope of service:</p>	<p>Charterwide</p>	<p style="background-color: #cccccc;"></p>	<p>Scope of service:</p>	<p style="background-color: #cccccc;"></p>
<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>			<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>				

Original GOAL from prior year LCAP:	GOAL #2: Students will be engaged through the use of effective pedagogical and behavioral supports and interventions to support student learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____																																																
Goal Applies to:	Schools: Public Policy Charter School Applicable Pupil Subgroups: All																																																	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS 2. 100% of teachers will receive Professional Development on multiple, research-based strategies 3. 2015-16 CELDT results will serve as a baseline 4. 2015-16 ELL reclassification rate will serve as a baseline 5. 2015-16 Attendance Rates will serve as a baseline. 6. 2015-16 Chronic Absenteeism Rates will serve as a baseline. 7. 2015-16 Suspension Rates will serve as a baseline. 8. 2015-16 Expulsion Rates will serve as a baseline. 9. Course Access: Physical Education & Electives 10. Administer annual student survey 11. Public Policy Charter School will serve grades 5-6 in 2015-16, therefore the following CDE measurable outcomes do not apply: <ul style="list-style-type: none"> • Middle School & High School Dropout Rates • HS graduation rate 	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. 100% of teachers have participated in Professional Development on the CCSS ELA/ELD Frameworks, Math and NGSS. 2. 100% of teachers have participated in PD on the use of multiple research-based strategies. 3. A total of 36 ELL students were assessed using CELDT. 2015-16 CELDT results serve as a baseline, <table border="1" data-bbox="1276 699 2011 1317"> <thead> <tr> <th colspan="3">SUSPENSION RATE</th> </tr> <tr> <th></th> <th>2015-16</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>ALL STUDENTS</td> <td>1.0%</td> <td>1.0%</td> </tr> <tr> <td>HISPANIC</td> <td>1.0%</td> <td>1.0%</td> </tr> <tr> <td>LOW-INCOME</td> <td>1.0%</td> <td>1.0%</td> </tr> <tr> <td>ELL</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>GRADE 5</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>GRADE 6</td> <td>1.0%</td> <td>1.0%</td> </tr> <tr> <th colspan="3">EXPULSION RATE</th> </tr> <tr> <th></th> <th>2015-16</th> <th>TARGET 2016</th> </tr> <tr> <td>ALL STUDENTS</td> <td>0%</td> <td>0.0%</td> </tr> <tr> <td>HISPANIC</td> <td>0%</td> <td>0.0%</td> </tr> <tr> <td>LOW-INCOME</td> <td>0%</td> <td>0.0%</td> </tr> <tr> <td>ELL</td> <td>0%</td> <td>0.0%</td> </tr> <tr> <td>GRADE 5</td> <td>0%</td> <td>0.0%</td> </tr> <tr> <td>GRADE 6</td> <td>0%</td> <td>0.0%</td> </tr> </tbody> </table>	SUSPENSION RATE				2015-16	TARGET	ALL STUDENTS	1.0%	1.0%	HISPANIC	1.0%	1.0%	LOW-INCOME	1.0%	1.0%	ELL	0.0%	0.0%	GRADE 5	0.0%	0.0%	GRADE 6	1.0%	1.0%	EXPULSION RATE				2015-16	TARGET 2016	ALL STUDENTS	0%	0.0%	HISPANIC	0%	0.0%	LOW-INCOME	0%	0.0%	ELL	0%	0.0%	GRADE 5	0%	0.0%	GRADE 6	0%	0.0%
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ENGLISH LANGUAGE LEARNERS		
	2015-16	GROWTH TARGET
RECLASSIFIC. RATE	0%	0%
% ELL MEETING ENGLISH PROFICIENCY: CELDT		
	2015-16	GROWTH TARGET
% ELL	45%	46%
% OF LTEL		
	2015-16	TARGET
LTEL	0%	0%
ATTENDANCE RATES		
	2015-16	GROWTH TARGET
ADA	96.93%	95.0%
CHRONIC ABSENTEEISM RATE		
	2015-16	TARGET 2016
ALL STUDENTS	11.5%	10.0%
GRADE 5	17.4%	16.0%
GRADE 6	9.9%	9.0%

9. All students are enrolled in Physical Education. Elective courses were not offered in 2015-16/
10. Student survey has been administered.
11. Public Policy Charter School serves grades 5-6 in 2015-16, therefore the following CDE measurable outcomes do not apply:
 - Middle School & High School Dropout Rates
 - HS graduation rate

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Public Policy Charter School will provide its teachers with ongoing Professional Development on the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS): ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • Project-based Learning • Explicit Instruction • Cloze reading strategies • Kate Kinsella: Scaffolding instruction for ELL's • Accommodations for Students with Disabilities • Planning Intervention • Data Analysis • Writing in different genres • Step up to Bullying • Safe Schools Training (LACOE) <p>1. Provide 5-day Summer Professional Development for all teachers on topics listed above. (August 10-15, 2015)</p> <p>2. Costs for consultants to provide professional development for all teachers and administration on Project Based Learning.</p> <p>3. Provide 3 non-instructional days of Professional Development during the school year following the administration of each quarterly benchmark to analyze student achievement data and use the standards to plan for intervention and re-teaching.</p>	<p>1) Cost is within contracted days See Certificated Teacher Expense in Goal 1.</p> <p>2) See expense in Goal 1 Items 5 and 6.</p> <p>3) Cost is within contracted days See Certificated Teacher Expense in Goal 1.</p> <p>4) Cost is within contracted days See Certificated Teacher Expense in Goal 1.</p> <p>5) Services & Other Operational Expenses 5000-5999; Supplemental</p>	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Public Policy Charter School teachers have participated in the following Professional Development:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS): ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • Project-based Learning • Explicit Instruction • Cloze reading strategies • Kate Kinsella: Scaffolding instruction for ELL's • Accommodations for Students with Disabilities • Planning Intervention • Data Analysis <p>1. All teachers and the Principal participated in the 5-day intensive Summer Professional Development (August 10-15, 2015).</p> <p>2. 2 Consultants were hired to provide Professional Development on Project-based Learning during summer PD.</p> <p>3. A total of 2 non-instructional days were provided to all teachers for as "Data Days" to review and analyze quarterly benchmark assessments, plan interventions and modify instruction.</p> <p>4. All teachers have been provided with Professional Collaboration time to collaborate on the following topics:</p> <ul style="list-style-type: none"> • Data analysis 	<p>1.PCSGP 5200-1,575</p> <p>2.PCSGP 5810-\$26,305</p> <p>3.LCFF S&C 1100-\$2545 3000-\$769</p> <p>LCFF Base NA</p>

<p>4. Provide teachers with professional collaboration that will take place weekly (Wednesday). The focus on weekly professional development will be on:</p> <ul style="list-style-type: none"> • Data analysis • Grade level and content team collaboration • Planning for intervention • Project-based Learning • Differentiating Instruction for ELL's and Students with Disabilities • Effective Lesson Design <p>5. Provide learning opportunities for teachers and Leadership Team through Conferences such as CCSA, ASCD, LACOE, and as requested that align with the CCSS, educational model and student needs.</p> <ul style="list-style-type: none"> • Math/Science Teachers with LMU Partnership with the Math Learning Design (MLD) Initiative. Math teachers will participate in monthly PD with MLD, and receive coaching onsite. Substitutes will be used for release time (half day – monthly). 		<ul style="list-style-type: none"> • Grade level and content team collaboration • Planning for intervention • Project-based Learning • Differentiating Instruction for ELL's and Students with Disabilities • Effective Lesson Design <p>5. Professional Development opportunities provided have already been stated in Goal #1.</p>	
Scope of service:	Charterwide	Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u>		<u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u>	
<p>1. CELDT Coordinator (TOSA) will administer CELDT assessments annually for all ELL's.</p> <p>2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely and use data to:</p>	<p>1) Included in Certificated Administrator Salaries and Benefits in Goal 1.</p>	<p>1. The Principal and bilingual instructional assistant administered CELDT Assessment to ELLs.</p> <p>2. The entire instructional team have analyzed ELL student data and discussed student progress and use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's including LTEL's and 	<p>1.LCFF S&C 1300-NA 2100-\$30,000 3000-\$9,300</p> <p>2.LCFF Base</p>

<ul style="list-style-type: none"> • Monitor the progress of ELL's including LTEL's and Reclassified Students • Determine the short and long-term needs of ELL's • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>3. CELDT coordinator & Principal will reclassify students annually based on school's reclassification criteria.</p> <p>4. Implement Achieve 3000, and English 3D ELD curriculum in addition to Brain Pop and Spelling City.</p> <p>5. Provide a program to support "new arrivals" that includes daily, dedicated and integrated ELD instruction.</p> <p>6. All teachers will provide Integrated ELD (academic language development across all disciplines)</p> <p>7. Implement ELL/LTEL supports that focus on the following:</p> <ul style="list-style-type: none"> • Increased reclassification rates • Increase English Proficiency as measured through AMAO 1/AMAO 2 growth targets 	<p>2) Cost included in Leadership Team and Teacher Salaries in Goal 1.</p> <p>3) Cost included in TOSA and Principal's Salary as reflected in Goal 1</p> <p>4) Cost included in Goal 1; Certificated Salaries and Books and Supplies.</p> <p>5) Cost Included in Teacher Salaries, Principal's Salary and TOSA's Salary (refer to these costs in Goal 1)</p> <p>6) Costs included Certificated Salaries – See Goal 1.</p> <p>7) Costs included in Certificated Salaries and Professional</p>	<p>Reclassified Students</p> <ul style="list-style-type: none"> • Determine the short and long-term needs of ELL's • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>3. The principal is in charge of reclassifying ELL students. However, no students were reclassified this school year.</p> <p>4. PPCS has purchased subscriptions for the following Common Core aligned supplemental materials:</p> <ul style="list-style-type: none"> • Achieve 3000 • English 3D • Brain Pop • Spelling City <p>5. Approximately 2-4 "new-comers" ELL students enrolled during gthe school year. The ELA teacher who is also bilingual provides primary language support, pull-out instruction. A learning plan was designed for each student. It was also translated to informed parents of plan and updates. These students are provided with additional scaffolding in core classes.</p> <p>6. All teachers will provide Integrated ELD (academic language development across all disciplines)</p> <p>7. The following supports are made available to ELL/LTEL students:</p> <ul style="list-style-type: none"> • Achieve 3000 (English & Spanish) • Spelling City • SDAIE Strategies • 3D English 	<p>NA</p> <p>3.LCFF Base NA</p> <p>4.PCSGP 4100-4200 \$ 42,500</p> <p>5.LCFF Base 1100-\$55,000 3000-\$16,500</p> <p>6.LCFF Base NA</p> <p>7.PCSGP 4100-4200 \$ 42,500</p>
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	Development costs in Goal 1.		
Scope of service: Charterwide		Scope of service:	
<u>ALL</u>		<u>ALL</u>	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<u>STUDENT ENGAGEMENT</u>		<u>STUDENT ENGAGEMENT</u>	
6. All students will be enrolled in Advisory class that meets 4 days per week. An advisor will be assigned to each student who will serve as his or her advisor until the student graduates from PPCS. Advisory curriculum will be developed with a focus on Social Justice issues, Project-based Learning themes, Cornell Note Taking skills, and address issues of tolerance and understanding.	1) Cost of Certificated staff as reflected in Goal 1.	1. All students are enrolled in an Advisory class that meets daily. Every student is assigned to an advisor who will continue with the student until graduation. The Advisory curriculum was developed with a focus on Public Policy, Civic Action, Multi-cultural themes, community building, and issues of Tolerance & Understanding.	1). NA
7. Provide "Drop everything and read," school wide program daily (except minimum day) for 15 minutes. Every student and adult will be engaged in reading for the entire time.	2) N/A	2. "Drop everything and read," school wide program takes place four days per week (except minimum day) for 15 minutes. Every student and adult is engaged in reading during this block.	2). NA
8. All students will have access to Physical Education. In addition, Electives will be embedded within course schedules to include Arts Education, Public Policy Studies, & Middle School Success (study skills & intervention).	3) Related costs are included in Goal 1; certificated staff salaries and Books and Supplies.	3. Physical Education is provided for all students. The CA. Physical Fitness Test (PFT) will be administered to all Grade 5 Students.	3). PCSGP 4430-505
9. Develop a partnership with 21 st Street Theatre to provide students with Theatre education as part of the PBL model.	4) Services and other Operating Expenses 5000-5999; Supplemental Funds \$5,000	4. PPCS was not able to develop a partnership with 21 st Street Theatre. The Executive Director will address this during the 2016-17 school year.	4). NA
10. All students will participate in at least 3 Presentations of Learning (POL).	5) N/A	5. PPCS is in its first year of implementation. All students participated in an oral presentation (classroom): Science Fair, Student led Conferences, and an end-of-year culmination of Learning.	5). NA
	6) Services & Other Operating Expenses 5000-	6. PPCS provided students with the following Field Trips:	6). LOCAL DONATION

<p>11. Host field trips to the following:</p> <ul style="list-style-type: none"> • Colleges & Universities • California Science Center • African-American Museum • LACMA • Santa Monica Bay Aquarium • Los Angeles River <p>12. Develop a partnership with Boomers who will provide USC undergraduate students to serve as mentors for our students.</p> <p>13. Establish student council (ASB/Government).</p> <p>14. Administer annual student surveys to obtain feedback and input.</p>	<p>5999; Supplemental \$2,000</p> <p>7) N/A</p> <p>8)N/A</p> <p>9) N/A</p>	<ul style="list-style-type: none"> • Heal the Bay • California Science Center • Santa Monica Bay Aquarium <p>7. PPCS has developed a partnership with USC undergraduates who facilitate an after-school club weekly during the 1st semester on Civic Action and Political Engagement.</p> <p>8. Student Council was established for grades 5-6, with elections that took place this year.</p> <p>9. Student surveys have been administered. Results will be shared with all stakeholders.</p>	<p>5500-325 WALTON 5500-325</p> <p>7). NA</p> <p>8). NA</p> <p>9). NA</p> <p>8). NA</p>
<p>Scope of service: Charterwide</p>		<p>Scope of service: Schoolwide</p>	
<p><u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><u>SCHOOL CLIMATE</u></p> <p>1. Provide all students with “Safe Schools” training (anti-bullying) including necessary classroom supplies (emergency backpacks, emergency kits, etc.)</p> <p>2. Develop Comprehensive School Safety Plan, and implement and document monthly drills.</p>	<p>1) Books & Supplies 4000-4999 Supplemental \$1,500.</p> <p>2) Cost included</p>	<p><u>SCHOOL CLIMATE</u></p> <p>1. All students have participated in safety drills. Every classroom is equipped with an emergency backpack that includes first aid kit, snacks, and student roster.</p> <p>2. A Comprehensive School Safety Plan was developed; approved by the board and drills are documented</p>	<p>1). PCSGP 4300-1,500</p> <p>2). NA</p>

<p>3. During parent/student orientation students will learn about the school's policies and procedures; and schoolwide expectations.</p> <p>4. Host monthly "Celebration of Learning" event to recognize students for outstanding achievement; academic improvement; and attendance.</p> <p>5. PPCS will develop and implement the School Attendance Review Team (SART), to develop a contract and intervention plan and provide resources to families to assist as appropriate.</p>	<p>in Executive Director and Principal's Salaries. Certificated Salaries 1000-1999 and Classified Salaries 2000-2999. See Goal 1.</p> <p>3) N/A 4) N/A 5) Included in Certificated Salaries (Teachers, Principal and TOSA) – see Goal 1 for cost.</p>	<p>monthly.</p> <p>3. The parent/student orientation took place before the start of the school year, to welcome parents and students to our charter school. Discussion took place on the our educational model, expectations, core values, educational program, and policies and procedures.</p> <p>4. PPCS hosts "Warriors of the Month:" to celebrate learning (both outstanding and improvement).</p> <p>5. As a school in its first year of operation, PPCS was not able to implement a SART process. However, the Principal and the office manager review and identify problematic attendance. Office manager contacts all families to follow-up on absences.</p>	<p>3). NA</p> <p>4). NA</p> <p>5). NA</p>
<p>Scope of service: Charterwide</p>		<p>Scope of service: Schoolwide</p>	
<p>__ALL</p>		<p>__ALL</p>	
<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>PPCS has revised its LCAP goal to align with the school's Single School District Plan (SSD); needs assessment; and data findings from surveys and student achievement data.</p>		

Original GOAL from prior year LCAP:	GOAL #3: Develop an infrastructure for ongoing analysis of student achievement & performance data to ensure efficacy of program services and maximized use of resources.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: Public Policy Charter School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 2015-16 Benchmark assessments in ELA & Mathematics will serve as a baseline 2015-16 CAASPP/SBAC will serve as a baseline PPCS will serve grades 5-6, therefore the following CDE metrics do not apply: <ul style="list-style-type: none"> % Achievement UC A-G requirements % College & Career Ready % AP Passage Rate % College ready by EAP Other Pupil Outcomes State Priority 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> PPCS implemented NWEA MAP Assessments in ELA & math; 3 times/year and results will serve as a baseline. PPCS will administer the CAASPP in Spring 2016. Results will serve as a baseline. PPCS will serve grades 5-6, therefore the following CDE metrics do not apply: <ul style="list-style-type: none"> % Achievement UC A-G requirements % College & Career Ready % AP Passage Rate % College ready by EAP Other Pupil Outcomes State Priority
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> Implement diagnostic reading assessments using Achieve 3000 for all students. Implement diagnostic math assessments for all students. Implement NWEA MAP assessments in ELA & Math, 3 times per year. Teachers will administer end of unit summative assessments. 	<ol style="list-style-type: none"> Cost included in Goal 1; Books & Supplies 4000-4999 and Certificated Salaries 1000-1999. Cost included in Goal 1; Books & Supplies 4000-4999 and Certificated Salaries 1000- 	<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> PPCS implemented Achieve 3000 schoolwide that also served as the diagnostic reading assessment. PPCS used Connected Math as the math diagnostic assessment. NWEA MAP assessments were adopted and implemented to all students in ELA & Math (November, January, and April). Teachers administer Common Core aligned end of unit assessment that are teacher created and publisher 	<ol style="list-style-type: none"> PCSGP 4200-12,935 PCSGP 4315-785 PLUS 1000??? SEE EDMENTUM PCSGP 4315-1,025

<p>5. Implement state-mandated assessments:</p> <ul style="list-style-type: none"> • CELDT for ELL's • CST Science for Grade 5 • CAASPP/SBAC in ELA/Math for grades 5-6 • Physical Fitness Test for grade 5 <p>All students will participate in student presentations 2 times per year; and Science Fair Presentation, once per year – as part of the STEAM PBL program.</p>	<p>1999.</p> <p>3) Cost included in Goal 1; Books & Supplies 4000-4999 and Certificated Salaries 1000-1999.</p> <p>4) Cost included in certificated salaries in Goal 1.</p> <p>5) Cost included in certificated salaries in Goal 1.</p> <p>6) N/A.</p>	<p>based. All students participated in SBAC interim assessments & are administered SBAC test bank assessments on an ongoing basis.</p> <p>5. PPCS students participated in all state-mandated assessments:</p> <ul style="list-style-type: none"> • CELDT for ELL • CST Science: Grade 5 • CAASPP ELA & Math: Grades 5-6 • Physical Fitness Test (PFT): Grade 5 	<p>4). NA</p> <p>CONT</p> <p>5). PCSGP 4315-1,500</p>		
<p>Scope of service:</p>	<p>Charterwide</p>		<p>Scope of service:</p>	<p>Schoolwide</p>	
<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>			<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>PPCS has revised its LCAP goal to align with the school's Single School District Plan (SSD); needs assessment; and data findings from surveys and student achievement data.</p>			

Original GOAL from prior year LCAP:	GOAL #4: Engage parents as partners through education, communication, and collaboration to promote student academic success & engagement.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: Public Policy Charter School Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Provide parents with opportunities for decision-making input in the school's program. Increase parent participation in schoolwide programs/events. Administer annual parent surveys to obtain feedback/input. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> PPCS parents are provided multiple opportunities for decision-making input of the school's program: SSC & ELAC. PPCS has developed a strategic plan in order to increase parent participation. Parent survey has been administered on school climate and parent satisfaction. 	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p><u>PARENTS AS PARTNERS</u></p> <ol style="list-style-type: none"> Begin the process for developing a strategic plan to ensure parents as partners in their child's education. Parent participation will include schoolwide events such as Back-to-School Night, Open House, Campus Beautification and town hall meetings. Host an annual Parent/Student Orientation to meet families, discuss school's educational program, policies and procedures schoolwide expectations, and tour the school. Provide parents with opportunities to volunteer and participate at the school in various capacities. Host monthly Coffee with the Director, an informal 	<ol style="list-style-type: none"> Cost included in Executive Director's and Principal's Salary – see Goal 1. Books & Supplies 4000-4999; Supplemental \$1,000 Books & Supplies 4000-4999; Supplemental \$1,000 	<p><u>PARENTS AS PARTNERS</u></p> <ol style="list-style-type: none"> A strategic plan has been developed with stakeholder input to increase parent participation. PPCS has hosted the following schoolwide events to encourage parent participation in their child's education: <ul style="list-style-type: none"> Back to School Night Open House Monthly parent/community Town Hall meetings Parent/team Conferences: every 5 weeks PPCS hosted 2 Parent/Teacher orientation prior to the start of the school year. PPCS has provided various volunteer opportunities which has been disseminated in letters and flyers sent to households. This school year, parents have 	<ol style="list-style-type: none"> NA NA NA NA 	

<p>setting to answer questions from parents.</p> <p>6. Host at least 3 Parent Education Workshops based on feedback from parents.</p> <p>7. Administer annual parent surveys in order to obtain input and feedback.</p>	<p>4) N/A</p> <p>5) Books & Supplies 4000-4999; Supplemental \$500</p> <p>6) Services & Other Operating Expenses 5000-5999; Supplemental \$500</p> <p>6) Books & Supplies 4000-4999; Supplemental \$150</p>	<p>volunteered at the Spring Fest; Halloween Carnival and fundraising events.</p> <p>5. As a school in its first year, Coffee with the Director has not taken place. This will be addressed in the school's strategic plan for 2016-17 school year.</p> <p>6. PPCS has hosted 2 workshops for parents led by a USC Social Worker intern on the following topics:</p> <ul style="list-style-type: none"> • Dealing with difficult teens • Parent-School Collaboration: Team for Student Success <p>7. In order to gather input and feedback regarding our school's program, including school climate and parent satisfaction, PPCS implemented an online survey that was posted on the school's website, and the link was disseminated to households; and at schoolwide events during the month of April – June, 2016.</p>	<p>5). NA</p> <p>6). NA</p> <p>7). NA</p>
<p>Scope of service: Charterwide</p> <p><u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide</p> <p><u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><u>PARENT DECISION-MAKING</u></p> <p>Parent decision-making input will take place through:</p> <p>1. School Site Council (SSC): to address the school's Title I program, and the academic support programs to increase ELA & Math student academic achievement.</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) N/A</p>	<p><u>PARENT DECISION-MAKING</u></p> <p>PPCS provides the following methods to encourage parent decision-making and input:</p> <p>1. School Site Council (SSC), which has met 3 times this school year to discuss Title I funding, development of the LEA/SSD Plan, and plan approval. A Spanish</p>	<p>1). NA</p>

<p>2. English Language Advisory Committee (ELAC): to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning.</p> <p>3. Advisory Council to coordinate schoolwide activities.</p>		<p>translator is provided for all meetings.</p> <p>2. English Language Advisory Committee (ELAC) was created, comprised of parents, teachers and school Principal. PPCS has hosted 2 ELAC meetings this school year, to discuss the school's educational program and how it supports ELL students, Title III funding, discuss contents of LEA Plan (Title III section); and resources for ELL. A Spanish translator is provided for all meetings.</p> <p>3. Our goal was to develop an Advisory council but as a school in its first year of operation, resources were limited and focused on supporting the school's mission and vision and providing all students with a high quality STEM program. Our strategic plan will address whether an Advisory Council will be created based on stakeholder feedback.</p>	<p>2). NA</p> <p>3). NA</p>
<p>Scope of service: Schoolwide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>PPCS has revised its LCAP goal to align with the school's mission, educational program, Single School District Plan (SSD); needs assessment; and data findings from surveys and student achievement data.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$118,033
Public Policy Charter School has identified a couple of broad goals to meet the needs of all of their charter school students and to provide additional interventions and support to those most in need. The goals as stated are the following: GOAL #1: Develop an infrastructure for ongoing analysis of data: GOAL #2: Provide all students with high quality instruction and a rigorous Common Core aligned (ELA/ELD, Math, NGSS) curriculum through a STEAM-Project-based learning environment	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

20.10	%
Much of the additional supplemental and concentration grant monies are to be spent in creating services to all of the Public Safety Charter Students and their families to meet the 8 state priorities. There will be additional supports for academics, social and safety	

enhancements, parent and student engagement activities and other supports.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).