



Local Control Accountability Plan 2015-16

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: PUBLIC POLICY CHARTER SCHOOL

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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	Impact on LCAP
<p>Public Policy Charter School (PPCS) will provide every student with a rigorous Common Core aligned curriculum. We will draw upon research-based instructional strategies, encompassing Science and Technology, Engineering, Arts & Technology (STEAM). Critical thinking skills will be applied through project-based Learning (PBL), with a Public Policy theme infused throughout student learning activities. In other words, our students will be well prepared for the academic challenges of the Common Core Standards and CAASPP Assessments, meet all state academic achievement standards, as well as authentic learning experiences through the integration of Public Policy in all content areas. In addition to being well prepared for higher education, our students will learn the critical academic and life skills necessary for the high demanding jobs they will seek in the 21st century global world.</p> <p>PPCS is scheduled to open Fall 2015, serving 150 students in grades 5-6, and will expand by one grade level annually.</p> <p>In order to involve all stakeholders in the process of developing our LCAP goals, we met with every group to explain the LCFF funding model and gain their input.</p> <ul style="list-style-type: none"> • A Parent/Community meeting was held to share LCFF with parent and to get input about ways to utilize LCAP funding to close the achievement gap for students. • Teachers and support staff were given opportunities to share their input regarding the impact of LCAP on the instructional program. • Board of Directors shared their input at a meeting. • Students were given opportunities to share their input at and orientation meeting. <p>As a new school, we have begun to establish partnerships to collaborate with the host of stakeholders to support LCAP implementation.</p> <p>Stakeholders have been continually informed through letters, parent meetings, surveys, parent orientation, and our school website. Furthermore,</p>	<p><i>Not Applicable</i></p>

<p>we have conducted community outreach to further inform and engage our stakeholders. Prior our school opening, we have held five parent/community meetings at regular intervals. We have also held student orientations, met with our Board of Directors, and met with community partners.</p> <p>A survey was administered at a community meeting on May 26th that involved school leadership and staff, parents, and students. (Findings will follow).</p> <p>We met with our parent community and students on May 26th. A meeting with our Board of Directors was held on June 16th. Teacher meetings were held with different content teams during the month of May.</p> <p>Given the fact that we are a new school, we are planning to include parents and students as part of our governance structure once the school opens. We gave students a survey at our orientation meeting on May 26th. On May 26th, LCAP goals, actions and services were discussed with prospective students.</p>	
<p>Annual Update:</p> <p style="text-align: center;"><i>Not Applicable</i></p>	<p>Annual Update:</p> <p style="text-align: center;"><i>Not applicable</i></p>

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: 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 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> • Credentialed teachers • Student Access to CC aligned curriculum • Facilities are maintained in good repair 		
Goal Applies to:	Schools:	Public Policy Charter School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Ensure facilities are in good repair as documented in annual FIT Report 4. Student access to technology – Student to Computer ratio: 1:1 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>HQT & STAFF:</p> <ol style="list-style-type: none"> 1. Costs associated with BTSA Program for 1 teacher. 2. Principal will verify teacher credentials, CLAD certifications and ensure live scans are completed and documented in employee’s personnel file. 3. Acquire, develop and retain 6 highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. 4. 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. • Principal: In charge of curriculum, instruction, Assessment, Hiring of teachers and facilitate professional development • Teacher on Special Assignment: serves as 	Charterwide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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) Services and Other Operating Expenses 5000-5999; LCFF Base Funds \$1,000</p> <p>2) Cost Included in Principal’s Salary below (see Certificated Salaries in Item 4)</p> <p>3) Certificated Teachers 1000-1900; LCFF Base</p>

<p>substitute teacher, support teacher, and CELDT coordinator</p> <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>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</p>
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			<p>LCFF Base Funds \$23,416 And Supplemental Funds \$5,156</p> <p>5) and 6) Services & Other Operating Expenses 5000-5999 Supplemental Funds \$12,000 (Includes PBL consultants).</p>
<p><u>FACILITY & TECHNOLOGY</u></p> <ol style="list-style-type: none"> 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. 2. Purchase classroom furniture (desks, tables, chairs, book cases, etc.) 3. Purchase the following technology devices: <ul style="list-style-type: none"> • 150 Chromebooks • 5 Chromebook Carts • Eno-Board Projector (5) • 7 Laptops for teachers • Walkie-talkies for staff 4. Provide full-time janitorial services to maintain a clean and safe school site. Costs for installing tarp in the 	<p>Charterwide</p>	<p><u>X</u>_ALL</p> <p>-----</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>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>4) Certificated Salaries 2000-2999 LCFF</p>

<p>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>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>
<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 Curriculum • 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 	<p>Charterwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1) Books & Supplies 4000-4999 PCSGP Funds \$84,647 Supplemental Funds \$5,900</p> <p>2) Books & Supplies 4000-4999 PCSGP Funds \$20,675</p>

<ul style="list-style-type: none"> Classroom leveled libraries Drop Everything & Read <p>2. Costs for instructional classroom materials.</p>			
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> Costs associated with BTSA Program for 3 teachers. Principal will verify teacher credentials, CLAD certifications and ensure live scans are completed and documented in employee’s personnel file. Acquire, develop and retain 13 highly qualified teachers; 1 Full-time Resource Specialist (SPED) 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. Principal: In charge of curriculum, instruction, Assessment, Hiring of teachers and facilitate professional development. Assistant Principal: in charge of discipline and School Culture. Teacher on Special Assignment: serves as 	<p align="center">Charterwide</p>	<p><u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>1) Services and Other Operating Expenses 5000-5999; LCFF Base Funds \$3,000</p> <p>2) Cost Included in Certificated Salaries and Benefits. See item 4 below.</p> <p>3) Certificated Teachers 1000-1900; LCFF Base Grant \$678,319 Related Benefits 3000-3999; LCFF Base Grant</p>

<p>substitute teacher, support teacher, and CELDT coordinator</p> <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>\$203,000 Includes payment for Professional Development days.</p> <p>4) Classified Administrator Salary 2000-2999; LCFF Base funds \$135,000 Certificated Administrator Salaries 1000-1999; LCFF Base Funds \$130,000 Certificated Admin Salaries 1000-1999 Supplemental Funds \$121,136 (2 FTEs).</p> <p>5) and 6) Services & Other Operating Expenses 5000-5999 Supplemental Funds \$15,000 (Includes PBL consultants).</p>
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<p><u>FACILITY & TECHNOLOGY</u></p> <ol style="list-style-type: none"> 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. 2. Purchase classroom furniture (desks, tables, chairs, book cases, etc.). 3. Purchase the following technology devices: <ul style="list-style-type: none"> • 150 Chromebooks • 5 Chromebook Carts • Eno-Board Projector (5) • 5 Laptops for teachers • Additional walkie-talkies for staff 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>Charterwide</p>	<p><u>X</u> ALL</p> <p>-----</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) Services and Other Operational Expenses 5000-5999 Supplemental Funds \$25,000</p> <p>2) Books & Supplies 4000-4999 Supplemental Funds \$40,00</p> <p>3) Books & Supplies 4000-4999 PCSGP Funds \$65,000</p> <p>4) Certificated Salaries 2000-2999 Supplemental Funds \$35,000 Related Benefits 3000-3999 Supplemental Funds \$15,000</p>
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<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 Curriculum • 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 <p>2. Costs for instructional classroom materials.</p>	<p>Charterwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>1) Books & Supplies 4000-4999 PCSGP Funds \$30,000 Supplemental Funds \$25,000</p> <p>2) Books & Supplies 4000-4999 PCSGP Funds \$20,000 Supplemental Funds \$30,000</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Ensure facilities are in good repair as documented in annual FIT Report 4. Student access to technology – Student to Computer ratio: 1:1</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p><u>HQT & STAFF:</u></p> <p>1. Costs associated with BTSA Program for 3 teachers.</p> <p>2. Principal will verify teacher credentials, CLAD certifications and ensure live scans are completed and documented in employee's personnel file.</p> <p>3. Acquire, develop and retain 18 highly qualified teachers to provide a rigorous academic program and attend</p>	<p>Charterwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>1) Services and Other Operating Expenses 5000-5999; LCFF Base Funds \$3,000</p> <p>2) Cost Included in Certificated</p>

<p>ongoing Professional Development.</p> <p>4. Costs for employing (Leadership Team):</p> <ul style="list-style-type: none"> • Executive Director: Develops policies & procedures, budgeting, fundraising, partnerships with community, and communication with authorizer and CDE. • Principal: In charge of curriculum, instruction, Assessment, Hiring of teachers and facilitate professional development. • Assistant Principal: in charge of discipline and School Culture. • 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>Salaries and Benefits. See item 4.</p> <p>3) Certificated Teachers 1000-1900; LCFF Base Grant \$955,452 Related Benefits 3000-3999; LCFF Base Grant \$356,500 Includes payment for Professional Development days.</p> <p>4) Classified Administrator Salary 2000-2999; LCFF Base funds \$135,000 Certificated Administrator Salaries 1000-1999; LCFF Base Funds \$135,000 and Supplemental Funds \$78,000 for Assistant Principal. Certificated Admin Salaries 1000-1999</p>
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			<p>Supplemental Funds \$126,000 (2 FTEs)</p> <p>5) and 6) Services & Other Operating Expenses 5000-5999 Supplemental Funds \$15,000 (Includes PBL consultants).</p>
<p><u>FACILITY & TECHNOLOGY</u></p> <ol style="list-style-type: none"> 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, 2. Purchase classroom furniture (desks, tables, chairs, book cases, etc.) 3. Purchase the following technology devices: <ul style="list-style-type: none"> • 160 Chromebooks • 5 Chromebook Carts • Eno-Board Projector (5) • 5 Laptops for teachers • Additional Walkie-talkies 4. Provide full-time janitorial services to maintain a clean and safe school site. In addition, ensure facilities repairs are documented and completed. Complete an annual Facilities Inspection (FIT) report. 	<p>Charterwide</p>	<p><u>X</u> ALL</p> <p>-----</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>1) Services and Other Operational Expenses 5000-5999 Supplemental Funds \$25,000</p> <p>2) Books & Supplies 4000-4999 Supplemental Funds \$20,00</p> <p>3) Books & Supplies 4000-4999 LCFF Supplemental Funds \$65,000</p> <p>4) Certificated Salaries 2000-2999 Supplemental</p>

			Funds \$36,000 Related Benefits 3000-3999 Supplemental Funds \$15,000
<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 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 <p>2. Costs for instructional classroom materials.</p>	Charterwide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) Books & Supplies 4000-4999 Supplemental Funds \$55,000 2) Books & Supplies 4000-4999 Supplemental Funds \$50,000

GOAL:	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_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> • Professional Development CCSS ELA/ELD, Math & NGSS • Professional Development on various pedagogical strategies • Attendance Rates • School Climate 		
Goal Applies to:	Schools:	Public Policy Charter School Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 	Charterwide	X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other SubgroupsⓈSpecify) _____	

<ul style="list-style-type: none"> • 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) <ol style="list-style-type: none"> 1. Provide 5-day Summer Professional Development for all teachers on topics listed above. (August 10-15, 2015) 2. Costs for consultants to provide professional development for all teachers and administration on Project Based Learning. 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. 4. Provide teachers with professional collaboration that will take place weekly (Wednesday). The focus on weekly professional development will be on: <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 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. <ul style="list-style-type: none"> • Math/Science Teachers with LMU Partnership with the Math Learning Design (MLD) Initiative. Math 			<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 Funds \$10,000</p>
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<p>teachers will participate in monthly PD with MLD, and receive coaching onsite. Substitutes will be used for release time (half day – monthly).</p>			
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<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <ol style="list-style-type: none"> 1. CELDT Coordinator (TOSA) will administer CELDT assessments annually for all ELL's. 2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to: <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. 3. CELDT coordinator & Principal will reclassify students annually based on school's reclassification criteria. 4. Implement 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. 6. All teachers will provide Integrated ELD (academic language development across all disciplines) 7. Implement ELL/LTEL supports that focus on the following: <ul style="list-style-type: none"> • Increased reclassification rates • Increase English Proficiency as measured through AMAO 1/AMAO 2 growth targets 	<p>Charterwide</p>	<p><u>ALL</u></p> <hr/> <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</u>⊕Specify) _____</p>	<ol style="list-style-type: none"> 1) Included in Certificated Administrator Salaries and Benefits in Goal 1. 2) Cost included in Leadership Team and Teacher Salaries in Goal 1. 3) Cost included in TOSA and Principal's Salary as reflected in Goal 1 4) Cost included in Goal 1; Certificated Salaries and Books and Supplies. 5) Cost Included in Teacher Salaries, Principal's Salary and TOSA's Salary (refer to these
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			<p>costs in Goal 1)</p> <p>6) Costs included Certificated Salaries – See Goal 1.</p> <p>7) Costs included in Certificated Salaries and Professional Development costs in Goal 1.</p>
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<p><u>STUDENT ENGAGEMENT</u></p> <ol style="list-style-type: none"> 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. 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. 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). Develop a partnership with 21st Street Theatre to provide students with Theatre education as part of the PBL model. All students will participate in at least 3 Presentations of Learning (POL). 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 Develop a partnership with Boomers who will provide USC undergraduate students to serve as mentors for 	<p>Charterwide</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊕Specify)_____</p>	<ol style="list-style-type: none"> 1) Cost of Certificated staff as reflected in Goal 1. 2) N/A 3) Related costs are included in Goal 1; certificated staff salaries and Books and Supplies. 4) Services and other Operating Expenses 5000-5999; Supplemental Funds \$5,000 5) N/A 6) Services & Other Operating Expenses 5000-5999; Supplemental \$2,000 7) N/A 8)N/A
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<p>our students.</p> <p>8. Establish student council (ASB/Government).</p> <p>9. Administer annual student surveys to obtain feedback and input.</p>			<p>9) N/A</p>
<p>SCHOOL CLIMATE</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>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>Charterwide</p>	<p><u>X</u> 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) Books & Supplies 4000-4999 Supplemental \$1,500.</p> <p>2) Cost included 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>LCA=P Year 2: 2016-17</p>			
<p>Expected Annual</p>	<p>1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS</p>		

<p>Measurable Outcomes:</p>	<ol style="list-style-type: none"> 2. 100% of teachers will receive Professional Development on multiple, research-based strategies 3. Establish annual growth targets for English Proficiency of ELL's using CELDT results 4. Establish annual growth targets for ELL reclassification rate 5. Establish annual growth targets for Attendance Rates 6. Establish annual targets for Chronic Absenteeism Rates 7. Establish annual targets for Suspension Rates 8. Establish annual targets for Expulsion Rates 9. Course Access: Physical Education & Electives 10. Administer annual student survey 11. Public Policy Charter School will serve grades 5-7 in 2016-17, 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>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<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) <ol style="list-style-type: none"> 1. Provide 5-day Summer Professional Development for all teachers on topics listed above. (August 10-15, 2015) 2. Costs for consultants to provide professional development for all teachers and administration on 	<p>Charterwide</p>	<p><u>X</u> ALL</p> <hr/> <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>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 &</p>

<p>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>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). 			<p>Other Operational Expenses 5000-5999; Supplemental Funds \$10,000</p>
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<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <ol style="list-style-type: none"> 1. CELDT Coordinator (TOSA) will administer CELDT assessments annually for all ELL's. 2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to: <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. 3. CELDT coordinator & Principal will reclassify students annually based on school's reclassification criteria. 4. Implement 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. 6. All teachers will provide Integrated ELD (academic language development across all disciplines) 7. Implement ELL/LTEL supports that focus on the following: <ul style="list-style-type: none"> • Increased reclassification rates • Increase English Proficiency as measured through AMAO 1/AMAO 2 growth targets 	<p>Charterwide</p>	<p><u>ALL</u></p> <hr/> <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</u> ⊕ <u>Specify</u> _____</p> <hr/>	<ol style="list-style-type: none"> 1) Included in Certificated Administrator Salaries and Benefits in Goal 1. 2) Cost included in Leadership Team and Teacher Salaries in Goal 1. 3) Cost included in TOSA and Principal's Salary as reflected in Goal 1 4) Cost included in Goal 1; Certificated Salaries and Books and Supplies. 5) Cost Included in Teacher Salaries, Principal's Salary and TOSA's Salary (refer to these costs in Goal 1)
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			<p>6) Costs included Certificated Salaries – See Goal 1.</p> <p>7) Costs included in Certificated Salaries and Professional Development costs in Goal 1.</p>
<p><u>STUDENT ENGAGEMENT</u></p> <ol style="list-style-type: none"> 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. 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. 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). Develop a partnership with 21st Street Theatre to provide students with Theatre education as part of the PBL 	<p>Charterwide</p>	<p><u>X</u> 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) Cost of Certificated staff as reflected in Goal 1.</p> <p>2) N/A</p> <p>3) Related costs are included in Goal 1; certificated staff salaries and Books and Supplies.</p> <p>4) Services and other Operating Expenses 5000-5999; Supplemental Funds \$5,000</p>

<p>model.</p> <p>5. All students will participate in at least 3 Presentations of Learning (POL).</p> <p>6. 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>7. Develop a partnership with Boomers who will provide USC undergraduate students to serve as mentors for our students.</p> <p>8. Establish student council (ASB/Government).</p> <p>9. Administer annual student surveys to obtain feedback and input.</p>			<p>5) N/A</p> <p>6) Services & Other Operating Expenses 5000-5999; Supplemental \$2,000</p> <p>7) N/A</p> <p>8) N/A</p> <p>9) N/A</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>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. PPIC will develop and implement the School Attendance</p>	<p>Charterwide</p>	<p><u>X</u> 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) Books & Supplies 4000-4999 Supplemental \$1,500.</p> <p>2) Cost included in Executive Director and Principal’s Salaries. Certificated Salaries 1000-1999 and Classified Salaries 2000-2999. See Goal 1.</p>

<p>Review Team (SART), to develop a contract and intervention plan and provide resources to families to assist as appropriate.</p>			<p>3) N/A 4) N/A 5) Included in Certificated Salaries (Teachers, Principal and TOSA) – see Goal 1 for cost.</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<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. Establish annual growth targets for English Proficiency of ELL's using CELDT results 4. Establish annual growth targets for ELL reclassification rate 5. Establish annual growth targets for Attendance Rates 6. Establish annual targets for Chronic Absenteeism Rates 7. Establish annual targets for Suspension Rates 8. Establish annual targets for Expulsion Rates 9. Course Access: Physical Education & Electives 10. Administer annual student survey 11. Public Policy Charter School will serve grades 5-8 in 2017-18, therefore the following CDE measurable outcomes do not apply: <ul style="list-style-type: none"> • Middle School & High School Dropout Rates • HS graduation rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 	<p>Charterwide</p>	<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other SubgroupsⓈSpecify)_____</p>	

<ul style="list-style-type: none"> • 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) <ol style="list-style-type: none"> 1. Provide 5-day Summer Professional Development for all teachers on topics listed above. (August 10-15, 2015) 2. Costs for consultants to provide professional development for all teachers and administration on Project Based Learning. 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. 4. Provide teachers with professional collaboration that will take place weekly (Wednesday). The focus on weekly professional development will be on: <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 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. <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, 			<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 Funds \$10,000</p>
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<p>and receive coaching onsite. Substitutes will be used for release time (half day – monthly).</p>			
<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <ol style="list-style-type: none"> 1. CELDT Coordinator (TOSA) will administer CELDT assessments annually for all ELL’s. 2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to: <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. 3. CELDT coordinator & Principal will reclassify students annually based on school’s reclassification criteria. 4. Implement 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. 6. All teachers will provide Integrated ELD (academic language development across all disciplines) 7. Implement ELL/LTEL supports that focus on the following: <ul style="list-style-type: none"> • Increased reclassification rates 	<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</u>ⓈSpecify)_____</p>	<ol style="list-style-type: none"> 1) Included in Certificated Administrator Salaries and Benefits in Goal 1. 2) Cost included in Leadership Team and Teacher Salaries in Goal 1. 3) Cost included in TOSA and Principal’s Salary as reflected in Goal 1 4) Cost included in Goal 1; Certificated Salaries and Books and Supplies.

<ul style="list-style-type: none"> Increase English Proficiency as measured through AMAO 1/AMAO 2 growth targets 			<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 Development costs in Goal 1.</p>
<p><u>STUDENT ENGAGEMENT</u></p> <ol style="list-style-type: none"> 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. 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. 	<p>Charterwide</p>	<p><u>X</u> 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) Cost of Certificated staff as reflected in Goal 1.</p> <p>2) N/A</p> <p>3) Related costs are included in Goal 1; certificated staff salaries and Books and Supplies.</p>

<ol style="list-style-type: none"> 3. 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). 4. Develop a partnership with 21st Street Theatre to provide students with Theatre education as part of the PBL model. 5. All students will participate in at least 3 Presentations of Learning (POL). 6. 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 7. Develop a partnership with Boomers who will provide USC undergraduate students to serve as mentors for our students. 8. Establish student council (ASB/Government). 9. Administer annual student surveys to obtain feedback and input. 			<p>4) Services and other Operating Expenses 5000-5999; Supplemental Funds \$5,000</p> <p>5) N/A</p> <p>6) Services & Other Operating Expenses 5000-5999; Supplemental \$2,000</p> <p>7) N/A</p> <p>8) N/A</p> <p>9) N/A</p>
<p><u>SCHOOL CLIMATE</u></p> <ol style="list-style-type: none"> 1. Provide all students with “Safe Schools” training (anti-bullying) including necessary classroom supplies (emergency backpacks, emergency kits, etc.). 2. Develop Comprehensive School Safety Plan, and implement and document monthly drills. 	<p>Charterwide</p>	<p><u>X</u> 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>1) Books & Supplies 4000-4999 Supplemental \$1,500.</p> <p>2) Cost included in Executive Director and</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>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>
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GOAL:	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 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> Measure student academic progress through diagnostic, benchmark and state-mandated assessments 		
Goal Applies to:	Schools:	Public Policy Charter School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ASSESSMENTS</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. Implement state-mandated assessments: <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 	Charterwide	X ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	<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 1000-1999. Cost included in

<p>6. 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>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>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Establish annual growth targets for Benchmark assessments in ELA & Mathematics 2. Establish annual growth targets CAASPP/SBAC in ELA/Math – schoolwide and by subgroup 3. PPCS will serve grades 5-7, 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 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> 1. Implement diagnostic reading assessments using Achieve 3000 for all students. 2. Implement diagnostic math assessments for all students. 3. Implement NWEA MAP assessments in ELA & Math, 3 times per year. 4. Teachers will administer end of unit summative assessments. 5. Implement state-mandated assessments: <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 6. 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>Charterwide</p>	<p><u>X</u> ALL</p> <p>-----</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) Cost included in Goal 1; Books & Supplies 4000-4999 and Certificated Salaries 1000-1999.</p> <p>2) Cost included in Goal 1; Books & Supplies 4000-4999 and Certificated Salaries 1000-1999.</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>
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LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Will establish annual growth targets for Benchmark assessments in ELA & Mathematics 2. Will establish annual growth targets for CAASPP/SBAC in ELA/Math (schoolwide & subgroup) 3. PPCS will serve grades 5-8, 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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> 1. Implement diagnostic reading assessments using Achieve 3000 for all students. 2. Implement diagnostic math assessments for all students. 3. Implement NWEA MAP assessments in ELA & Math, 3 times per year. 4. Teachers will administer end of unit summative assessments. 5. Implement state-mandated assessments: <ul style="list-style-type: none"> • CELDT for ELL's • CST Science for Grade 5 	Charterwide	<p><u>X</u> ALL</p> <p>-----</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>1) Cost included in Goal 1; Books & Supplies 4000-4999 and Certificated Salaries 1000-1999.</p> <p>2) Cost included in Goal 1; Books & Supplies 4000-4999 and Certificated Salaries 1000-1999.</p>

<ul style="list-style-type: none">• CAASPP/SBAC in ELA/Math for grades 5-6• Physical Fitness Test for grade 5 <p>6. 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>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>
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GOAL:	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__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	<ul style="list-style-type: none"> • Parent participation in schoolwide events • Parent participation in decision-making input 		
Goal Applies to:	Schools: Public Policy Charter School Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1. Provide parents with opportunities for decision-making input in the school's program. 2. Increase parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENTS AS PARTNERS</u></p> <ol style="list-style-type: none"> 1. Begin the process for developing a strategic plan to ensure parents as partners in their child's education. 2. Parent participation will include schoolwide events such as Back-to-School Night, Open House, Campus Beautification and town hall meetings. 3. Host an annual Parent/Student Orientation to meet families, discuss school's educational program, policies and procedures schoolwide expectations, and tour the school. 4. Provide parents with opportunities to volunteer and participate at the school in various capacities. 5. Host monthly Coffee with the Director, an informal setting to answer questions from parents. 6. Host at least 3 Parent Education Workshops based on feedback from parents. 	Charterwide	X ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	1) Cost included in Executive Director's and Principal's Salary – see Goal 1. 2) Books & Supplies 4000-4999; Supplemental \$1,000 3) Books & Supplies 4000-4999; Supplemental \$1,000 4) N/A 5) Books & Supplies 4000-

<p>7. Administer annual parent surveys in order to obtain input and feedback.</p>			<p>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><u>PARENT DECISION-MAKING</u></p> <p>Parent decision-making input will take place through:</p> <ol style="list-style-type: none"> School Site Council (SSC): to address the school's Title I program, and the academic support programs to increase ELA & Math student academic achievement. 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. Advisory Council to coordinate schoolwide activities. 	<p>Schoolwide</p>	<p><u> </u> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) N/A</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<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. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENTS AS PARTNERS</u></p> <ol style="list-style-type: none"> 1. Begin the process for developing a strategic plan to ensure parent as partners in their child’s education. 2. Parent participation will include schoolwide events such as Back-to-School Night, Open House, Campus Beautification and town hall meetings. 3. Host an annual Parent/Student Orientation to meet families, discuss school’s educational program, policies and procedures schoolwide expectations, and tour the school. 4. Provide parents with opportunities to volunteer and participate at the school in various capacities. 5. Host monthly Coffee with the Director, an informal setting to answer questions from parents. 6. Host at least 3 Parent Education Workshops based on feedback from parents. 7. Administer annual parent surveys in order to obtain input and feedback. 	<p>Charterwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> 1) Cost included in Executive Director’s and Principal’s Salary – see Goal 1. 2) Books & Supplies 4000-4999; Supplemental \$1,000 3) Books & Supplies 4000-4999; Supplemental \$1,000 4) N/A 5) Books & Supplies 4000-4999; Supplemental \$500 6) Services & Other Operating Expenses 5000-5999; Supplemental \$500 7) Books & Supplies 4000-

			4999; Supplemental \$150
<p><u>PARENT DECISION-MAKING</u></p> <p>Parent decision-making input will take place through:</p> <ol style="list-style-type: none"> 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. 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. 3. Advisory Council to coordinate schoolwide activities. 	Schoolwide	<p><u>X</u>_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) N/A</p>
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Provide parents with opportunities for decision-making input in the school’s program. 2. Increase parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENTS AS PARTNERS</u></p> <ol style="list-style-type: none"> 1. Begin the process for developing a strategic plan to ensure parent as partners in their child’s education. 2. Parent participation will include schoolwide events such as Back-to-School Night, Open House, Campus Beautification and town hall meetings. 3. Host an annual Parent/Student Orientation to meet 	Charterwide	<p><u>X</u>_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>1) Cost included in Executive Director’s and Principal’s Salary – see Goal 1.</p> <p>2) Books & Supplies 4000-</p>

<p>families, discuss school's educational program, policies and procedures schoolwide expectations, and tour the school.</p> <p>4. Provide parents with opportunities to volunteer and participate at the school in various capacities.</p> <p>5. Host monthly Coffee with the Director, an informal 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>4999; Supplemental \$1,000</p> <p>3) Books & Supplies 4000-4999; Supplemental \$1,000</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>7) Books & Supplies 4000-4999; Supplemental \$150</p>
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<p><u>PARENT DECISION-MAKING</u></p> <p>Parent decision-making input will take place through:</p> <ol style="list-style-type: none"> 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. 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. 3. Advisory Council to coordinate schoolwide activities. 	<p>Schoolwide</p>	<p><u>X</u> ALL</p> <p>-----</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) N/A</p> <p>2) N/A</p> <p>3) N/A</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?

***PUBLIC POLICY CHARTER SCHOOL will open Fall 2015,
therefore the Annual Update section does not apply.***

Original GOAL from prior year LCAP:				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:				
	Applicable Pupil Subgroups:				
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Scope of service:			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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

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	\$ 165,556
Section 2 (Goals 1-4) includes projected Supplemental and Concentration funds to be expended in FY 15-16 that equal \$165,556. The School will provide services and resources in its first year to target the needs of its Free and Reduced and English Language Learner population.	

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.

14.42	%
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The \$165,556 of Supplemental and Concentration funds to be expended in FY 15-16 (as detailed in Section 2 Goals 1-4) indicate the Minimum Proportionality of 14.42% that the school will meet in providing services that target its Free and Reduced and English Language Learner population.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).