

(CDE use only)
Application #

No Child Left Behind Act of 2001 SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

**mail original* and two copies to: California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): Public Policy Charter School

County/District Code: 19-64733-0131847

Dates of Plan Duration (should be five-year plan): July 1, 2015 – June 30, 2020

Date of Local Governing Board Approval: ~~10/29/15~~ 11/20/15

District Superintendent: Dr. Sonali Tucker

Address: 1701 Browning Blvd.

City: Los Angeles

Zip code: 90062

Phone: (323) 205-7920

Fax: (323) 544-6441

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Sonali Tucker

11/17/15

Y.S.TW

Printed or typed name of Superintendent

Date

Signature of Superintendent

Laura Baron

11/17/15

[Signature]

Printed or typed name of Board President

Date

Signature of Board President

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Part I: Background and Overview

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Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

1. Stronger accountability for results;
2. Greater flexibility and local control for states, school districts, and schools in the use of federal funds;
3. Enhanced parental choice for parents of children from disadvantaged backgrounds; and
4. A focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office. Since 1995, California has been building an educational system consisting of five major components:

1. Rigorous academic standards
2. Standards-aligned instructional materials
3. Standards-based professional development
4. Standards-aligned assessment
5. An accountability structure that measures school effectiveness in light of student achievement

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, the single plan for student achievement, local educational agency (LEA) plans, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, while continuing to fulfill all requirements outlined in state and federal law.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The ConApp is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the ConApp to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the ConApp is submitted in the fall of each year. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds

for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council

The California Education Code (EC)¹ requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention² and School and Library Improvement Block Grant programs³ operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

¹ EC Section 64001(a), (d)

² EC Section 41507

³ EC Section 41572

Composition of School Site Council

Composition of the school site council is specified in the California *Education Code* as follows:

1. The school site council shall be composed of the Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

2. **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the Principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

3. **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the Principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.

4. **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

⁴ For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the Single School District (SSD) Plan

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal- and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. *The Plan should be periodically reviewed and updated as needed, but at least once each year.*

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct-funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>. The complete guide and template for the LEA Plan can be found at <http://www.cde.ca.gov/nclb/sr/le/>.

In developing the SSD Plan, the SSD will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the SSD will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

1. API Reports - <http://www.cde.ca.gov/ta/ac/ap>
2. Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
3. LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
4. Adequate Yearly Progress (AYP) Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

1. The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)
2. District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
3. Least Restrictive Environment Assessment – examines educational practices for students with disabilities

4. English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

These tools can be found under Improvement Tools in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low-Income); School Safety and Violence Prevention; Cal-SAFE; Peer Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually,

and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and (Ongoing) assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, schoolwide, support services, professional development) is part of the (Ongoing) program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practices? b) How educationally sound is the Plan to help reach the targets? c) How timely and effectively is the Plan being implemented? d) If the Plan has not been implemented as written, what were the obstacles to implementation?

You may use following checklist to indicate planning steps as they are completed.

PLANNING CHECKLIST

✓	SSD Plan – Comprehensive Planning Process Steps
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members
X	3. Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
✓	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
✓	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
✓	Other (describe): PCSGP		Art/Music Block Grant
✓	Other (describe): IDEA SPED		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	28,263	28,263	100%
Title I, Part B, Even Start	0	0	0	0
Title I, Part C, Migrant Education	0	0	0	0
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality	0	400	400	100%
Title II, Part D, Enhancing Education Through Technology	0	0	0	0
Title III, Limited English Proficient	0	0	0	0
Title III, Immigrants	0	0	0	0
Title IV, Part A, Safe and Drug- free Schools and Communities	0	0	0	0
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	0
Adult Education	0	0	0	0
Career Technical Education	0	0	0	0
McKinney-Vento Homeless Education	0	0	0	0
IDEA, Special Education	0	15,146	15,146	100%
21 st Century Community Learning Centers	0	0	0	0
Other (describe): PCSGP	0	375,000	169,204	55%
TOTAL	0	418,819	213,013	

DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	0	0
EIA – Limited English Proficient	0	0	0	0
School and Library Improvement Block Grant	0	0	0	0
After School Education and Safety Program	0	0	0	0
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Gifted and Talented Education	0	0	0	0
Tobacco Use Prevention Education – (Prop. 99)	0	0	0	0
High Priority Schools Grant Program (HPSG)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	0	0	0	0
Healthy Start	0	0	0	0
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
English Language Acquisition Program	0	0	0	0
Community Based English Tutoring	0	0	0	0
Other (describe)	0	0	0	0
TOTAL	0	0	0	0

Part II: The Plan

Needs Assessments

- Academic Achievement
- Professional Development and Hiring
- School Safety

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the SSD Plan, the SSD should review its demographics, test results, and resources. The majority of such information is readily available on the SSD's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, California Basic Educational Data System (CBEDS), DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The SSD is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

The Sample School and Student Performance Data Forms provided with the suggested template for the SPSA are also attached to this document in Appendix F. These forms are provided for convenience only; their use is not required. The forms simply provide a suggested format for arraying the data that needs to be reviewed.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

1. Statewide standards, assessment, and accountability
2. Local assessments and accountability
3. Coordination and integration of federal and state educational programs
4. The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

1. Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

2. Principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on (Ongoing) local assessment or evaluation activities (Sec. 4115 (a)(1)(A). *California's Healthy Kids Survey* may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – Program Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the SSD Plan.

Overview

Public Policy Charter School (PPCS) is a direct funded California Charter School. The charter was approved by the Los Angeles Unified School District ("District") Board of Education on June 10, 2014, one year ahead of the period of the charter, which is from July 1, 2015 through June 30, 2016. PPCS is a grade 5-8 middle school. In its first year of operations the school serves students in grade 5 and 6. In the second year of operations the school will serve 5th, 6th and 7th grades and in its third year it will add 8th grade – to realize all grade levels in its charter petition.

Public Policy Charter School opened to students as a direct-funded charter school on August 17, 2015 after one and one-half years of planning. PPCS is the first public policy-focused charter school in California and was founded through the collaborative efforts of the co-founders (the Executive Director and the Principal). The design of the school program resulted from a careful study of research done on middle level schooling, including *Classroom Instruction that Works: Research Based Strategies for increasing Student Achievement* by Robert J. Marzano, 2001. PPCS utilizes a student-centered, activity-oriented learning program, with state-of-the-art technology and parent/community participation. Each student has a Chrome Book with earphones that prepare them for CCSS testing.

Public Policy Charter School is the only school of its kind in California, and among the few in the nation, that creates young leaders through civic action. The school is modeled after the Cesar Chavez Public Policy Charter School in Washington DC, where Latino and African-American students take part in government programs that help their communities. Public Policy Charter School students work with college students and faculty from the Unruh Institute of Politics at the University of Southern California (USC) and community leaders to identify problems in Los Angeles, then engage in learning experiences and projects designed to resolve these problems.

Vision

The PPCS vision is that its alumni will earn college degrees in their chosen field of study, and advance to fulfilling careers where they promote economic development, social justice and cross-border tolerance to impact public policy in a manner that benefits society.

Mission

The mission of PPCS is to provide learners with a safe, supportive, and dynamic learning environment that delivers a rigorous and engaging, college-preparatory curriculum. Through the

study of public policy, our learners will be equipped with the knowledge, skills, and fortitude to advocate for themselves and their community through leadership and action.

The public policy mission fulfills the need to develop student leaders with the confidence, experience, and skills, to positively impact their communities through service learning projects. By the time students enter 8th grade, they will have learned about public policy history and leaders through their coursework. Furthermore, students will experience authentic learning tasks through project-based learning. Students will engage in civics education and apply their knowledge of civics literacy to a service-learning project that positively impacts their community as an 8th grade culminating event. Students will be exposed to the different aspects and arenas for public policy, in all fields, and work with community mentors to gain outside of the classroom learning experiences. The school will enter into partnerships with community organizations that impact public policy in Los Angeles.

Philosophy

PPCS' academic and extracurricular programs draw on the enthusiasm of motivated students, the efforts of a skilled and well-prepared faculty, and the engagement of supportive parents or guardians — all committed to the PPCS philosophy — that all students are empowered to become critical thinkers, and responsible, contributing citizens.

PPCS provides a multicultural, linguistically and racially diverse learning environment in which students experience educational equity and are encouraged to celebrate their individuality. All students, upon graduation, are expected to have acquired the fundamental tools and skills to move seamlessly onto the college or career of their choice.

Guiding Principles of Curriculum, Instruction and Assessment

The instructional program at PPCS is developed based on the following essential resources:

- *Essential Program Components* from the California Department of Education
- *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano
- California Department of Education's work on middle schools found in *Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students* (2001) and *Taking Center Stage-Act II: Closing the Achievement Gap for California's Middle Grades Students* (2008, <http://pubs.cde.ca.gov/TCSII>).

Taking Center Stage- Act II identifies twelve elements of a middle school program considered to be critical to reduce the achievement gaps among groups of children while addressing the developmental needs of pre-adolescents. The twelve elements are listed below.

1. Academic Excellence
 - a. Rigor
 - b. Instruction, Assessment, and Intervention
 - c. Time
2. Developmentally Responsive Practices
 - a. Relevance
 - b. Relationships
 - c. Transitions
3. Socially Equitable Practices
 - a. Access
 - b. Safety, Resilience, and Health
4. Organizational Support and Processes
 - a. Leadership
 - b. Professional Learning
 - c. Accountability
 - d. Partnerships

The instructional program is grounded in the work of the California Department of Education (“*A Focus for Instructional Improvement in California*”). The school is developing the culture of learning based on and Richard DuFour’s Professional Learning Communities model.

Parents expect that every teacher is providing a quality instructional program that helps students master, and exceed Common Core standards. Common lesson pacing and benchmark assessments across classrooms allow teachers to calibrate student learning and assure parents that quality instruction is taking place at all times. Grade level teams work together to grade assessments using a common rubric to ensure accuracy in grading and determining next steps.

DuFour identifies four key elements of a culture that focuses on student learning. This summary compares key points of Dufour’s work with the recommendation with *Taking Center Stage-Act II: Closing the Achievement Gap for California’s Middle Grades Students* (2008). DuFour’s “key elements” align with the instructional program strategies that are part of this charter.

1. *Clarity regarding what each student is to learn in every course.*
 - a. Grade level teams and the Principal are developing pacing guides to ensure coverage of Common Core standards prior to the Smarter Balanced Assessments.
 - b. Purchase and use of standards-based, state-adopted curriculum for all students.
2. *Process for frequent and timely monitoring of each student’s learning.*
 - a. Interim/benchmark assessments are administered three times a year to monitor student progress towards mastery of Common Core standards. Data from these assessments is used to modify instruction as needed, and prepare students to be successful on the CAASSP assessment.

- b. Teachers analyze student work during weekly professional development to address focus areas and develop schoolwide improvement initiatives.
3. *Process for sharing information regarding struggling learners*
 - a. Weekly grade level collaboration, to evaluate learning targets and goals, and examine student work and assessment data as evidence of student learning.
 - b. Teachers engage in data conversations relating to multiple types of assessments. Teachers implement strategies for re-teaching and spiraling integral concepts across the grade level to raise student achievement.
 - c. Student progress is monitored through running records, and (ongoing) assessment. Every five weeks, teachers keep parents informed of student progress during conferences where interventions aimed at improving student performance are discussed.
4. *A systematic response system that provides students with additional time and support during the school day.*
 - a. Implementation of Reading/Language Arts and Mathematics Intervention strategies are embedded within daily lessons, and time is given to meet the needs of struggling learners during Middle School Success, learning labs, and tutoring by classroom teachers.
 - b. Teachers participate in professional development to learn new methods that are implemented in all classes to systematically raise student achievement.
 - c. Students receive targeted instruction in mathematics and English language arts daily, which is differentiated to meet students where they are at and increase their mastery of grade-level content standards.

Foundational research materials that support teachers to deliver an innovative and engaging standards-based curriculum include *A Handbook for Classroom Instruction that Works* (Marzano, Norford, Paynter, Pickering, and Gaddy, 2001). This material identifies important elements of classroom instruction that gives all students access to the Common Core—Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Representing Knowledge, and Learning Groups. Additionally, the PPCS instructional staff uses another central research piece, *The Core Six: Essential Strategies for Achieving Excellence with the Common Core* (Silver, Dewing, and Pernini, 2012), which provides teachers with key instructional approaches for providing all students access to the Common Core Standards.

Furthermore, the classroom instruction at Public Policy Charter School includes the elements listed below:

1. All students at PPCS are given access to the Common Core Standards through the lens of public policy, allowing students to think critically and demonstrate their learning through relevant learning activities.
2. The school has established strategic partnerships with USC, namely, the Unruh Institute of Politics and School of Social Work, Heal the Bay, See Political, and Constitutional Rights Foundation, to expose students to leaders and issues in the public policy forum.
3. Teachers effectively employ a systematic approach to literacy instruction through cloze reading, to guide students through reading and comprehend difficult text
4. Common Core Language Arts Standards are infused through all content learning. Daily lessons emphasize reading, writing and speaking to promote academic language across disciplines.
5. Academic discourse is explicitly taught and used in all content areas in alignment with 21st Century Learning. Students use academic language to articulate and reflect upon their own learning.
6. The needs of English learners are addressed through the 3-D English Program, authored by Dr. Kate Kinsella. Explicit Vocabulary Instruction is provided to increase language proficiency.
7. Readers/Writers workshop is used in language arts classes to promote mastery of the Common Core Reading and Writing Standards.
8. During weekly professional development, teachers are given tools for effectively delivering SDAIE strategies to meet the needs of English learners.
9. The needs of GATE/gifted learners are met through grouping, choice activities through stations, and cognitively demanding tasks based on Webb's Depth of Knowledge.
10. Technology is used to enhance learning tasks, allowing students to research unit topics, and apply their learning through a range of computer based activities and programs.
11. Science instruction is centered on inquiry-based activities that give students access to NGSS standards, through issue based science lab activities.
12. Teachers use the Understanding by Design (UBD) backwards planning model to engage learners through all phases of the learning cycle.
13. Multiple forms of assessment are used to guide student learning.
14. Project-based learning is a signature practice at PPCS, based on the Buck Institute's Model. PBL units are interdisciplinary and focused on an essential question. All PBL units incorporate research, writing, group work, and presentation of the project to a public audience. Projects fulfill the public policy theme.
15. Math fluency is fostered through effective teaching and learning of mathematics, including a focus on big ideas and the connections among them, teaching through student-centered exploration of mathematically rich problems, and using continuous assessment to inform instruction
16. A culture of reading is engendered through Daily Dear time after lunch, classroom libraries, a partnership with the MLK Branch Library, reading logs, and student choice in selecting reading materials.

Social Emotional Development

1. PPCS is committed to meeting the socio-emotional needs of every learner. We take a holistic approach to educating learners to prepare them to be socially conscious and productive citizens who excel in higher education and their careers. PPCS is committed to developing leaders through public policy studies and civic action for underserved students. Our students develop empathy and tolerance, while learning the skills to become young leaders within their community. We base our school model on research that supports the development of middle grade learners.
2. As a small learning community, the PPCS staff commits themselves to developing strong, positive relationships with students and families. The advisory curriculum strengthens the connection between students and school. Students remain with the same advisory teacher and student cohorts, throughout middle school in grades 5-8. Advisories consist of students in mixed grade levels, and incorporate teamwork, civic action lessons, bullying prevention, cultural awareness, projects, and building strong bonds between students and teachers.
3. PPCS currently has two grade levels, fifth and sixth. The school will expand to grades 5-8 to be at full capacity. Teachers within the existing grade levels have a planning period to prepare for effective instruction, and meet with the Principal on a weekly basis to review lessons and student work, develop curriculum, and discuss needs of individual students. As the school grows, teachers will have common planning periods, allowing more time for calibration around student work and collaborative planning. During Wednesday professional development, teachers come together as an interdisciplinary team to analyze data, plan effective instruction, and further school initiatives that help students succeed.
4. As a new school, summer professional development time was dedicated to creating a positive school culture with the input of our stakeholders. Teachers and support staff are instrumental in shaping school policies for behavior management, master scheduling, curriculum, and instruction. PPCS will be a thriving community of learners where a family atmosphere is established to meet the socio-emotional, academic, and developmental needs of our learners. Our mission is to use public policy as the lens for developing 21st Century Learners who are literate, tolerant, and productive citizens of our ever-changing world.
5. PPCS has established a relationship with the USC School of Social Work. The school hosts two social work interns who provide support groups and individual counseling for students on campus. Our school provides students and families with community resources from agencies in South Los Angeles that provide resources in health care, social and family services. Furthermore, parent surveys are administered to learn about the socio-emotional needs of families, and meet these needs through a series of parent workshops and informational events.

Student Demographics

At the time of SSD Plan submittal enrollment was 98 and attendance (ADA) was 97.91%.

Subgroup	Percentage
Hispanic	86%
African American	14%
Asian	0%
White	0%
Other	0%
Free-Reduced Lunch	100%
English learners	36.73%
Special Education	10%
Homeless	TBD
Foster/Kinship	TBD

Local Measures of Student Performance
(other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

1. Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
2. Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
3. Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
4. Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the SSD uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments. Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

PPCS will use the assessment measures listed below to monitor student progress, identify learning needs, and make adjustments to instruction. All data derived from assessments will be analyzed by the instructional team, and used to monitor progress by individual students and subgroups.

Local Assessment	Content Area	Frequency
NWEA Measure of Academic Performance (MAP)	Reading, Language Usage, Mathematics	3 times per year
Achieve 3000 Level Set Test	Reading (lexile levels)	4 times per year
Project Based Learning presentations	Cross-disciplinary content	2 times per year

Performance Goal 1A

All students will reach high standards, at a minimum, attaining proficiency or better in reading by the end of 2019-20.

SCHOOL GOAL # 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading by June 2020.	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none">• All subgroups including African American, Hispanic/Latino, English Language Learner, Special Education, and Socioeconomically Disadvantaged.• Grades 5-6 in 2015-16, Grades 5-7 in 2016-17, and Grades 5-8 in 2017-18.	<p>Anticipated annual performance growth for each group:</p> <p>Achievement for each subgroup and grade level will increase by 5% by 2016-17, 8% 2017-18, 10% by 2018-19, and 12% by 2019-20 in Reading/Language Arts.</p>
<p>Means of evaluating progress toward this goal:</p> <p>We will conduct an annual analysis of AYP targets including Annual Measurable Objectives. Student progress on the Language Arts portion of California Assessment of Student Performance and Progress (CAASPP) will be monitored and disaggregated by grade-level and subgroup to determine student progress.</p>	<p>Data to be collected to measure academic gains:</p> <p>We will collect the following assessment data to measure academic gains:</p> <ul style="list-style-type: none">• Quarterly ELA standards-aligned interim assessments• NWEA MAP Assessment• CAASPP• Lexile Growth Data

Planned Improvement in Student Performance in Reading

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: All Teachers will:</p> <ul style="list-style-type: none"> a. Develop clear learning targets aligned with Reading/ELA content standards b. Design engaging lessons aimed at meeting learning goals and targets using the Understanding By Design/Backwards Planning model c. Support ELA standards through Readers/Writers' Workshop model d. Administer a range of assessments to monitor students' mastery of ELA content standards 	<p>Principal Teachers Consultants (Ongoing)</p>	<p>Professional Development Reading Materials (novels, classroom libraries) Assessments</p>	<p>a. \$7,875 b. \$7,460 c. \$1,200</p>	<p>PCSGP and Title II PCSGP PCSGP</p>
<p>2. Use of standards-aligned instructional materials and strategies: All teachers will:</p> <ul style="list-style-type: none"> a. Engage in professional development to effectively implement cloze reading strategies to guide readers through difficult text b. Implement Readers/Writers workshop model using a range of grade level reading material c. Maintain running records to monitor student lexile growth 	<p>Teachers Principal Consultants (Ongoing)</p>	<p>Classroom Libraries Class sets of novels 3-D English Achieve 3000</p>	<p>a. \$6,500 b. \$960 c. \$8,915 d. \$16,075</p>	<p>PCSGP PCSGP PCSGP PCSGP</p>

<p>d. Conduct individual conferences, interactive writing, shared reading, literature circles, and Socratic Seminars</p> <p>e. Effectively implement research based programs that build vocabulary, reading fluency, and comprehension, and give all students access to the ELA Common Core Standards</p>				
<p>3. Extended learning time:</p> <p>a. Students have a longer school day and school year to provide more time for mastery of content standards—192 instructional days; 72,700 instructional minutes, exceeding the minimum requirement of 54,000 minutes.</p> <p>b. Teachers embed intervention strategies into daily lesson plans to increase time for learning essential math and language arts skills</p> <p>c. Students are grouped within various structures (flex, homogeneous, heterogeneous, self-selected, collaborative) to provide more intensive instruction for high priority standards and meet individual learning needs so students have time to master standards at all levels</p> <p>d. Middle School Success, learning labs, and after school tutoring provides intensive instruction and intervention for struggling learners</p>	<p>Teachers</p> <p>Principal</p> <p>Tutors</p>	<p>1) Tutoring</p> <p>2) Supplies</p> <p>3) Evaluation</p>	<p>1) Embedded in Teacher and Principal Salaries; \$5,250 as well as other Pro-bono tutors</p> <p>2) and 3) \$5,000</p>	<p>Title I</p>

Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> a. Students have access to their own laptop computer with a cart in each classroom. Students are provided with foundational technology skills and computer literacy in order to effectively utilize tools for 21st Century Learning, including Google Classroom. b. Students will have access to digital curriculum and programs that increase lexile growth. c. Teachers will be supported through professional development on using technology to further literacy. Teachers will be trained on Google Classroom. 	<p>Teachers; IT support (Ongoing)</p>	<p>Google Chrome Books (with licenses and carts) and headsets Digital curriculum and software Professional Development</p>	<p>a. \$51,834 b. \$16,548 c. \$15,660</p>	<p>PCSGP PCSGP PCSGP</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Teachers participate in site based professional development in the summer, during pupil-free days following benchmarks, and on early-release Wednesdays, to analyze assessment data, and plan for standards based instruction.</p> <p>Teachers are provided with a planning period to develop standards-based lesson and unit plans. Content teachers are given opportunities to attend off-site</p>	<p>Teachers Principal (Ongoing)</p>	<p>Professional development</p>	<p>See Goal 1A, item 1.</p>	<p>PCSGP</p>

<p>workshops aimed at increasing teacher effectiveness to deliver standards-based lessons.</p>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Five-week progress reports will share student outcomes with families. • Assessments will be shared with families and stakeholders following interim assessments and SBAC. • Parents will attend parent/team conferences, held at each five-week grading period to stay informed of their child's progress. • Student data will be shared widely during Parent Town Hall meetings, School Coordinating Council meetings, and with the Charter School Board of Directors. • Community partners such as the USC School of Social Work will be engaged to meet the needs of our students through programs and support services. 	<p>Executive Director Principal Teachers</p>	<p>Print outs</p>	<p>\$300</p>	<p>Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <ul style="list-style-type: none"> • Bilingual instructional assistant will work with newcomers to provide primary language support and develop English proficiency within the 	<p>Executive Director Principal Teachers</p>	<p>Bilingual Instructional aide</p>	<p>\$30,000</p>	<p>LCFF</p>

<p>classroom.</p> <ul style="list-style-type: none"> • Parent workshops will be provided in areas determined by a needs assessment. • USC Social Work interns are on campus 16 hours per week to meet the socio-emotional needs of students and families. • Community resources are provided for families. • Incoming grade 6 events and activities prepare students and parents for transition to middle school. 	<p>USC Social Work Interns Community partners Bilingual Assistant</p>		
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The charter school and its Board of Trustees will fully support the Public School Accountability Act. • The charter school will participate in all phases of the State's standards-based assessment system, including the CAASSP assessment. • Assessment data and API results will be used to monitor programs and drive the instructional program. <p>The instructional team will analyze multiple assessment measures in order to make data driven decisions and determine areas of instructional focus:</p>	<p>School Board Executive Director Principal Teachers (Ongoing)</p>	<p>1) NWEA 2) Other Testing Material</p>	<p>1) \$1,600 2) \$2,000 Title I</p>

<ul style="list-style-type: none"> ➤ Interim assessments ➤ NWEA ➤ CAASPP ➤ End of Unit assessments ➤ Performance based assessments <p>Teachers will assess students' mastery of standards on an (ongoing) basis, by analyzing student work and developing reteach units based on students' need. Data results will be widely shared with stakeholders.</p>				
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<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>All students will be appropriately supported and challenged to attain high academic standards. Teachers will employ effective differentiated instructional strategies that produce positive outcomes for all subgroups.</p> <p>Struggling/reliant readers will receive systematic intervention strategies that foster higher lexile levels. Teachers across content areas will deliver literacy instruction through guided/cloze reading strategies.</p> <p>Students with reading difficulties or disabilities will be provided with intensive, systematic teaching and practices to learn the skills and strategies needed for meeting grade level standards. Teachers will strive to stimulate and extend the proficiency of all learners through engaging, and open-ended learning opportunities both in and outside the classroom.</p> <p>Students performing below grade level in reading and will benefit from increased instructional time, differentiated strategies, flex grouping/stations within the classroom, Readers/Writers Workshop, and intervention strategies embedded in daily lessons. Non-proficient students will receive support through learning labs and tutoring.</p> <p>Resource students will have their IEP goals met through accommodations and a push-in model where the RST and general education teachers deliver instruction itinerantly.</p>	<p>Teachers Principal Special Education Support Staff (Ongoing)</p>	<p>a. Professional Development</p> <p>b. Conferences</p> <p>c. Resource Specialist (Outsourced) and other outsourced SPED services</p> <p>d. Curriculum Material</p>	<p>a. See Goal 1A, Item 1.</p> <p>b. \$500</p> <p>c. \$34,560</p> <p>d. \$6,500</p>	<p>PCSGP, Title I and IDEA Special ED funds</p>
<p>10. Any additional services tied to student academic needs:</p>				

Performance Goal 1B

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by the end of 2019-20.

<p>SCHOOL GOAL #2: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by the end of 2019-2020.</p>	<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none">• All subgroups including African American, Hispanic/Latino, English Language Learner, Special Education, and Socioeconomically Disadvantaged.• Grades 5-6 in 2015-16, Grades 5-7 in 2016-17, and Grades 5-8 in 2017-18.	<p>Anticipated annual performance growth for each group:</p> <p>Achievement for each subgroup and grade level will increase by 5% by 2016-17, 8% 2017-18, 10% by 2018-19, and 12% by 2019-20 in Reading/Language Arts.</p>
<p>Means of evaluating progress toward this goal:</p> <p>We will conduct an annual analysis of AYP targets including measurable objectives. The school will be using the Smarter Balanced/CAASPP assessment for mathematics as a means of evaluating progress towards the goal.</p>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none">• Quarterly Mathematics standards-aligned benchmark assessments• NWEA MAP Assessment• End of Unit Assessments	

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Curricular materials are researched, selected, and purchased that give students access to the California Common Core Math Curriculum.</p> <p>Mathematics instruction is designed to engage all students in learning tasks focused on student mastery of California Content Standards in Mathematics.</p> <p>Learning targets and classroom learning activities will connect the standards to real-world problems that infuse critical thinking and make math relevant</p> <p>Delivery of the standards will integrate new learning with foundational skills that are infused through instructional units to reinforce critical math concepts: (1) ratios and proportional relationships, (2) number systems, (3) expressions and inequalities, (4) geometry, and (5) statistics and probability.</p>	<p>Teachers</p> <p>Principal</p>	<p>Professional Development</p>	<p>\$7,875</p>	<p>PCSGP</p>
<p>1. Use of standards-aligned instructional materials and strategies:</p> <p>Mathematical fluency will be developed through conceptual, procedural, and mathematical reasoning through the lesson cycle.</p> <p>Teachers introduce, demonstrate, and model new</p>	<p>Teachers</p> <p>Principal</p>	<p>a. Professional Math Resources</p> <p>b. Student Materials (manipulatives)</p> <p>c. Technology program</p>	<p>a. \$9,413</p> <p>b. Included in the \$9,413</p> <p>c. See Goal 1A Item 4</p>	<p>PCSGP</p>

<p>concepts or strategies, ask questions, and check for understanding based on a selected central focus. All students are actively involved in the instructional process (i.e. thinking, responding, etc.).</p> <p>Teachers help students gradually make the transition for “teacher-regulation” to “self-regulation”. The various instructional strategies that will be implemented as this phase include coaching, prompting, and cueing. Teachers informally monitor student performance to provide feedback and plan instruction based on students’ progress.</p> <p>Students understand what they are learning and how they will use their knowledge or skills in the larger scheme of mathematics. Closure of the lessons help students the mathematical task to the central goal of instruction. If students do not perform well during this phase they will receive more instructional support through guided practice and opportunities for application (active practice with groups in stations or through independent tasks).</p> <p>Core and supplemental instructional materials are selected to give all students access to essential math standards.</p>			<p>(increased use of Technology)</p>	
<p>2. Extended learning time:</p> <p>Students have a longer school day and school year to provide more time for mastery of content standards—192 instructional days; 72,700 instructional minutes, exceeding the minimum requirement of 54,000 minutes.</p> <p>Important mathematical concepts are infused in other</p>	<p>Teachers Principal Math Tutors (Ongoing)</p>	<p>a. Tutoring b. Supplies and Evaluation tools</p>	<p>a. Embedded in Teacher and Principal Salaries; \$5,250 as well as other Pro-bono tutors</p>	<p>Title I LCFF</p>

<p>content areas (integrated science and physical education). Students are able to make connections between mathematical practice and real-world application.</p> <p>Students will apply mathematical concepts during stations, through collaborative and flexible grouping, according to their instructional needs. Students will reflect on their learners and engage in error analysis to select a station to practice the skills they need support with in order to maximize individual learning.</p> <p>Students will extend their conceptual mathematical understanding through PBL units in other content areas, namely, issue based science projects and cross-disciplinary projects.</p> <p>Math intervention will be provided through after school tutoring, and Middle School Success on Wednesdays, where students receive math support, practice foundational skills, and retake assessments.</p>			<p>b. \$5,000</p>	
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Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Every student has access to their own Google Chrome Book to access math curriculum and technology.</p> <p>Students will have access to various software programs that enhance and differentiate math content learning:</p> <ul style="list-style-type: none"> • Investigations (grade 5) • Connected Math (grade 6) 	<p>Teachers</p> <p>Principal</p>	<p>Curriculum</p> <p>Chrome Books</p> <p>Professional Development</p>	<p>See Goal 1A Item 4.</p>	<p>PCSGP</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Teacher professional development will be focused on building mathematical proficiency, and providing pedagogical tools that ensure all students meet or exceed grade level content standards. Math teachers will develop curriculum, instruction, and assessment designed to meet the varied skill level of students. Teachers will collaborate to score student work across the grade level in order to embed math intervention within different subjects. Math teachers will be trained to implement problem solving strategies, use technology and manipulatives to deepen student understanding, and design authentic culminating performance tasks.</p>	<p>Teachers</p> <p>Principal</p> <p>Consultants</p>	<p>a. Professional Resources</p> <p>b. Professional Development</p> <p>c. Materials</p>	<p>a. \$3,000</p> <p>b. Same as Goal 1B item 1.</p> <p>c. \$2,500</p>	<p>PCSGP</p>
<p>➤ Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>	<p>Teachers</p> <p>Families</p>	<p>Material for presentations and handouts.</p>	<p>\$500</p>	<p>Title I</p>

<p>During monthly Parent Town Hall meetings, and Family Math Nights, parents will engage in math problem solving, and understand the importance of mathematical thinking and through real world situations. Through student and teacher-led conferences, parents will develop an understanding of their child's ability level and how to best support their achievement. PBL will engage families in math problem solving, and provide examples of why and how mathematics is important in work, thinking, and daily life.</p>	<p>Principals Community Resources (Ongoing)</p>		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): Reluctant math learners will be supported in the classroom by the instructional assistant, who will also provide primary language support for newcomers. Struggling students will be supported through math tutors. Special needs learners will receive support through an itinerant teaching model with the resource teacher. Incoming grade 5-6 parents will be informed of the math standards and learning targets for the grade level, as well as an overview of cognitively based instructional methods that guide math instruction at PPCS.</p>	<p>Instructional Aide Tutors Teachers Principal (Ongoing)</p>	<p>a. Bilingual Instructional Aide b. Outsourced Resource teacher c. Material</p>	<p>a. See Goal 1A item 7 \$30,000 b. \$24,000 c. \$1,000</p> <p>a. LCFF b. Title I c. SPED IDEA</p>
<p>8. Monitoring program effectiveness: Assessment in mathematics will include analysis of computational and procedural skills, conceptual understandings, and problem solving. Student understanding will be monitored using observations,</p>	<p>Teachers Principal Resource Teacher</p>	<p>a. NWEA b. Other testing material</p>	<p>a. Title I b. LCFF</p> <p>a. 1,600 b. 2,000</p>

<p>formative and summative assessments, and performance-based tasks. Rubrics and portfolios will be used to monitor students' progress in meeting grade level standards. Teachers will use the data provided from these assessments to drive planning and instruction.</p> <p>Assessment results for mathematics will be shared with students, families, and stakeholders in order to monitor growth and progress.</p>	(Ongoing)			
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Struggling math learners will be engaged in both directed and explorative learning experiences. Learners who are not proficient in grade level math standards will be provided additional support during classroom instruction, and through after school tutoring.</p> <p>All students will be challenged to connect their understanding of mathematical concepts and procedures to real-world applications. Performance tasks will be open-ended and allow students to demonstrate understanding in a variety of ways. Intervention will be embedded within daily lessons.</p>	<p>Principal Teacher Resource Teacher Tutors Instructional Assistant</p>	<p>1) Prof. Dev/Conferences 2) Tutoring 3) Outsourced Resource Specialist 4) Material</p>	<p>Same as Goal 1A Item 9 (no additional funds).</p>	<p>Title I LCFF SPED IDEA</p>
<p>10. Any additional services tied to student academic needs:</p>				



See appendix on next page.

Dear Dr. Tucker:

Good morning. I am writing regarding Performance Goal 1B: Mathematics of the Local Educational Agency (LEA) Plan for Public Policy Charter School.

Please address the following with further detail in the template you initially submitted for Performance Goal 1B: Mathematics. Please provide the information as a .doc, .docx, or .pdf.

Please provide the information by **Thursday, December 3, 2015 by 3:00 p.m.**

Any additional services tied to student academic needs

- If none, write "None"

PPCS Response:

None
