

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Public Policy Charter School	19 64733 0131847	11-30-20	12-10-20

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) for Public Policy Charter School (PPCS) is the Schoolwide Program. PPCS has included the SPSA requirements as part of the Local Control Accountability Plan (LCAP) prior to the 2020-2021 school year as allowed by law because the combined plan was able to demonstrate that the legal requirements for each of the plans was met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

However, due to the COVID-19 pandemic, the LCAP for the 2020-2021 school year was waived in lieu of the COVID-19 Operations Written Report and the Learning Continuity and Attendance Plan. It is for this reason, that PPCS developed the SPSA for the schoolwide program with the input, suggestions, and approval of the stakeholders.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

PPCS's plan is to effectively meet the ESSA Requirements in alignment with the SPSA, the LCAP and other federal, state and local programs. The plans included in the SPSA address these requirements compliant to include focus on three goals: 1) Continue to implement an infrastructure for ongoing analysis of data: that include formative and summative assessments, STEAM-based and Public Policy Charter School based projects in order to measure program efficacy; ensure maximization of physical, human and financial resources; and to provide research-based intervention programs to ensure student academic achievement. Increase ELA and Math scores by 5% overall and by significant subgroups SED, EL, SWD and Latinx. 2) Continue to provide all students with high quality instruction and a rigorous Common Core aligned (ELA/ELD, Math, NGSS) curriculum through a STEAM-Project based learning environment that includes providing relevant learning, experiences that encourage student engagement. 100% of teachers will be credentialed. 100% of students will have access to Standards-Aligned Materials. 100% of teachers will attend Professional Development of State Standards including ELA, Math, ELA/ELD, and NGSS as appropriate. 100% of ELLs will have access to ELD Curriculum. Chronic

Absenteeism will be 25% or less; and, 3) Continue to engage parents as partners through education, communication and collaboration to provide students with a safe, welcoming and inclusive environment, with positive behavior systems in place to ensure students are in class ready to learn. 80% of parents will demonstrate satisfaction as measured by survey. 2 Parent Meetings per year. 4 SSC Meetings per year. Suspension and Expulsion rates will be less than 1% Schoolwide and by grade level. 80% of students will feel connected to school and safe at school as measured by survey.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Stakeholder Involvement 4
- Resource Inequities 4
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Student Population 14
 - Overall Performance 15
 - Academic Performance 16
 - Academic Engagement 22
 - Conditions & Climate..... 24
- Goals, Strategies, & Proposed Expenditures..... 26
 - Goal 1 26
 - Goal 2..... 33
 - Goal 3..... 37
- Budget Summary 43
 - Budget Summary 43
 - Other Federal, State, and Local Funds 43
- Budgeted Funds and Expenditures in this Plan 44
 - Funds Budgeted to the School by Funding Source..... 44
 - Expenditures by Funding Source 44
 - Expenditures by Budget Reference 44
 - Expenditures by Budget Reference and Funding Source 45
 - Expenditures by Goal 46
- School Site Council Membership 47
- Recommendations and Assurances 48
- Instructions..... 49
 - Instructions: Linked Table of Contents 49
 - Purpose and Description 50
 - Stakeholder Involvement..... 50
 - Resource Inequities 50
- Goals, Strategies, Expenditures, & Annual Review 51
 - Annual Review 52

Budget Summary	53
Appendix A: Plan Requirements	55
Appendix B:.....	58
Appendix C: Select State and Federal Programs	60

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The identification of the process for evaluating and monitoring the implementation of the SPSA and the progress toward accomplishing the established goals included discussing the actions and services with the use of supplemental funds at the school level through the School Site Council (SSC) and the English Learner Advisory Council (ELAC). The SSC meets four times per year to inform the process. Parents/Community members, classified staff, certificated staff, and an administrator make up the council. The number of parents exceeds or is equal to the number of total staff members. The SSC discusses academic performance, supplemental services, and areas to make improvements with Title funds as part of the Schoolwide Program included in the SPSA. These conversations occur at the first meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and activities. The teachers, staff and administrators actively participate in the decision making process throughout the year and during SPSA/LCAP workshops. The decisions take into account the needs of PPCS based on student achievement data to include CAASPP, ELPAC, NWEA MAP Assessments, cumulative assessments, attendance, and student demographic data to include the significant subgroups of Latinx, African-American or Black students, socioeconomically disadvantaged (SED), students with disabilities (SWD), and English Learners (EL). This student achievement data and student demographic data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual review portion of this SPSA and usually in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the SPSA to address those areas of opportunity. The resource inequities identified as a result of the needs assessment, the following areas for improvement: 1) Increase Mathematics (math) performance as measured by CAASPP, NWEA MAP assessments, ExactPath for Math, and MathSpace assessments 2) Improve English Language Arts (ELA) as measured by CAASPP, NWEA MAP assessments, and Achieve3000 assessments 3) Improve ELA as measured by CAASPP, NWEA MAP, ELPAC, and Achieve3000 4) Increase student performance through ongoing academic and behavioral interventions 5) Provide professional development especially for distance learning, student attendance and engagement. These areas for improvement have been added as activities in this SPSA under the three schoolwide goals.

Each goal includes strategies and activities (or actions and services) that address the needs of all students and significant subgroups which include evidence-based methods and strategies that provide opportunities for all students, with particular focus on students who are at risk of not meeting the State academic standards.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	15.11%	21.15%	21.25%	21	22	17
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	79.86%	77.88%	77.5%	111	81	62
Pacific Islander	%	%	0%			0
White	0.72%	%	1.25%	1		1
Multiple/No Response	2.16%	%	0%	3		0
	Total Enrollment			139	104	80

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 5	9	6	4
Grade 6	29	24	18
Grade 7	36	33	25
Grade 8	65	41	33
Total Enrollment	139	104	80

Conclusions based on this data:

1. Latinx and Black students are significant subgroups.
2. Enrollment has dropped over the last three years, which identifies the difficulty of running an independent charter school in this area.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	48	37	29	34.5%	35.6%	36.3%
Fluent English Proficient (FEP)	47	31	18	33.8%	29.8%	22.5%
Reclassified Fluent English Proficient (RFEP)	4	9	3	8.9%	18.8%	8.1%

Conclusions based on this data:

1. PPCS' English Learners are a significant subgroup.
2. PPCS' English Learners receive integrated and designated English Language Development (ELD) as well as support in ELA and Math to ensure that the students are ready to be reclassified as Reclassified Fluent English Proficient (RFEP).
3. PPCS monitors RFEP students for four years to ensure that they are making progress or if they need additional interventions.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*		*	*		*	*		*			
Grade 6	36		24	36		21	36		21	100		87.5
Grade 7	66		35	65		35	65		35	98.5		100
Grade 8			45			45			45			100
All Grades	108		108	107		104	107		104	99.1		96.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	2418.		2485.	0.00		9.52	2.78		28.57	30.56		28.57	66.67		33.33
Grade 7	2468.		2516.	0.00		2.86	16.92		34.29	27.69		37.14	55.38		25.71
Grade 8			2471.			0.00			6.67			42.22			51.11
All Grades	N/A	N/A	N/A	0.00		2.88	12.15		20.19	28.04		37.50	59.81		39.42

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19		
Grade 5	*		*	*		*	*		*	*	
Grade 6			0.00			14.29	36.11		33.33	63.89	52.38
Grade 7			6.15			5.71	29.23		45.71	64.62	48.57
Grade 8						0.00			40.00		60.00
All Grades			4.67			4.81	30.84		40.38	64.49	54.81

Writing Producing clear and purposeful writing											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19		
Grade 5	*		*	*		*	*		*		
Grade 6			2.78			14.29	25.00		61.90	72.22	23.81
Grade 7			4.62			22.86	41.54		60.00	53.85	17.14
Grade 8						0.00			46.67		53.33
All Grades			3.74			10.58	35.51		53.85	60.75	35.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*		*	*		*	*		*
Grade 6	2.78		0.00	61.11		71.43	36.11		28.57
Grade 7	6.15		5.71	50.77		65.71	43.08		28.57
Grade 8			0.00			62.22			37.78
All Grades	5.61		1.92	56.07		65.38	38.32		32.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*		*	*		*	*		*
Grade 6	5.56		14.29	33.33		61.90	61.11		23.81
Grade 7	3.08		17.14	50.77		54.29	46.15		28.57
Grade 8			2.22			35.56			62.22
All Grades	3.74		9.62	43.93		46.15	52.34		44.23

Conclusions based on this data:

1. Increase CAASPP ELA scores in all areas for all students and significant subgroups.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*		*	*		*	*		*			
Grade 6	36		24	36		23	36		23	100		95.8
Grade 7	66		35	65		35	65		35	98.5		100
Grade 8			45			45			45			100
All Grades	108		108	107		106	107		106	99.1		98.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	2399.		2484.	0.00		0.00	2.78		21.74	19.44		39.13	77.78		39.13
Grade 7	2444.		2491.	1.54		2.86	4.62		25.71	24.62		22.86	69.23		48.57
Grade 8			2453.			0.00			13.33			15.56			71.11
All Grades	N/A	N/A	N/A	0.93		0.94	4.67		18.87	22.43		22.64	71.96		57.55

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19		
Grade 5	*		*	*		*	*		*	*	
Grade 6				0.00		4.35	11.11		39.13	88.89	56.52
Grade 7				4.62		14.29	20.00		31.43	75.38	54.29
Grade 8						8.89			20.00		71.11
All Grades				2.80		9.43	17.76		27.36	79.44	63.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19		
Grade 5	*		*	*		*	*		*	*	
Grade 6				0.00		0.00	22.22		43.48	77.78	56.52
Grade 7				4.62		5.71	24.62		40.00	70.77	54.29
Grade 8						4.44			15.56		80.00
All Grades				2.80		3.77	24.30		29.25	72.90	66.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*		*	*		*	*		*
Grade 6	2.78		0.00	19.44		56.52	77.78		43.48
Grade 7	3.08		14.29	46.15		54.29	50.77		31.43
Grade 8			2.22			37.78			60.00
All Grades	3.74		5.66	35.51		47.17	60.75		47.17

Conclusions based on this data:

1. Increase CAASPP Math scores in all areas for all students and for significant subgroups.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 5		*		*		*		*
Grade 6		*		*		*		7
Grade 7		1528.5		1529.7		1526.7		17
Grade 8		1528.6		1520.4		1536.3		15
All Grades								41

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		11.76		35.29		41.18		11.76		17
8		6.67		40.00		40.00		13.33		15
All Grades		9.76		34.15		36.59		19.51		41

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		35.29		17.65		29.41		17.65		17
8		20.00		53.33		13.33		13.33		15
All Grades		26.83		34.15		17.07		21.95		41

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		0.00		17.65		64.71		17.65		17
8		6.67		13.33		60.00		20.00		15
All Grades		4.88		12.20		53.66		29.27		41

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		11.76		70.59		17.65		17
8		13.33		73.33		13.33		15
All Grades		14.63		63.41		21.95		41

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		47.06		41.18		11.76		17
8		33.33		53.33		13.33		15
All Grades		36.59		43.90		19.51		41

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		0.00		41.18		58.82		17
8		6.67		40.00		53.33		15
All Grades		4.88		34.15		60.98		41

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		5.88		88.24		5.88		17
8		0.00		86.67		13.33		15
All Grades		4.88		78.05		17.07		41

Conclusions based on this data:

1. Increase the number of EL students who make one year's growth each year as measured by the ELPAC.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
104	94.2	35.6	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	35.6
Socioeconomically Disadvantaged	98	94.2
Students with Disabilities	14	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	21.2
Hispanic	81	77.9
Two or More Races	1	1.0





Conclusions based on this data:

- PPCS' significant subgroups are EL, SED, SWD, African American or Black, and Latinx.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1258 506 1323 533">Blue</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="289 705 376 732">Orange</p>		

Conclusions based on this data:

1. PPCS' goals will continue to show improvement on the Dashboard, only moving forward by performance level.
2. PPCS has specific actions to increase Math performance to increase performance level from Orange to Yellow.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 61.3 points below standard Increased ++14 points 95	<p>English Learners</p>  Orange 82.1 points below standard Increased Significantly ++22.2 points 47	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 62.2 points below standard Increased ++13.6 points 94	<p>Students with Disabilities</p>  No Performance Color 46 points below standard Increased Significantly ++62 points 13

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 65.7 points below standard Increased Significantly ++36.8 points 18	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.3 points below standard Increased ++10.2 points 77	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.2 points below standard Increased Significantly ++17.5 points 32	15.9 points below standard Increased Significantly ++35.7 points 15	50.9 points below standard Increased Significantly ++34 points 29

Conclusions based on this data:

- PPCS' goals will continue to show improvement on the Dashboard, moving forward by performance level.
- PPCS has specific actions to move the ELL on ELA from the performance level of Orange to Yellow.

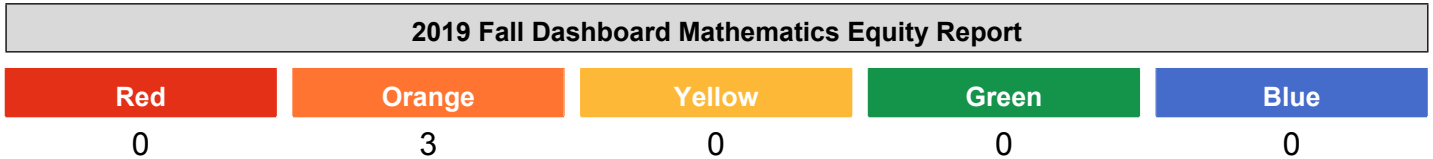
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 95.2 points below standard Increased Significantly ++34.8 points 95	<p>English Learners</p>  Orange 104.5 points below standard Increased Significantly ++45 points 46	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Orange 96.4 points below standard Increased Significantly ++33.8 points 94	<p>Students with Disabilities</p>  No Performance Color 7.3 points above standard Increased Significantly ++124.5 points 14

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 81.2 points below standard Increased Significantly ++74.7 points 18			
Hispanic	Two or More Races	Pacific Islander	White
 Orange 98.5 points below standard Increased Significantly ++77.5 points 77			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.3 points below standard	80.1 points below standard	91.6 points below standard
Increased Significantly ++48.3 points 31	Increased Significantly ++39.3 points 15	Increased Significantly ++53.5 points 30

Conclusions based on this data:

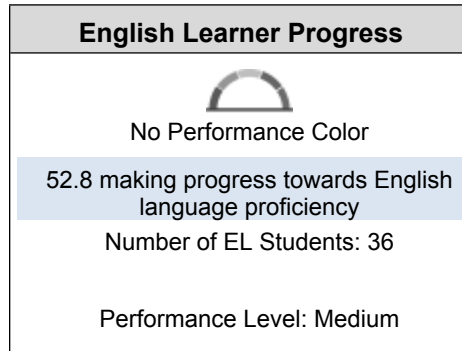
1. PPCS' goals will continue to show improvement on the Dashboard, moving forward by performance level.
2. PPCS has specific actions to move the Latinx students, EL, SED, and all students on Math from the performance level of Orange to Yellow.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8	33.3	2.7	

Conclusions based on this data:

- PPCS will continue to increase number of EL students making one year's worth of growth as measured by the ELPAC.

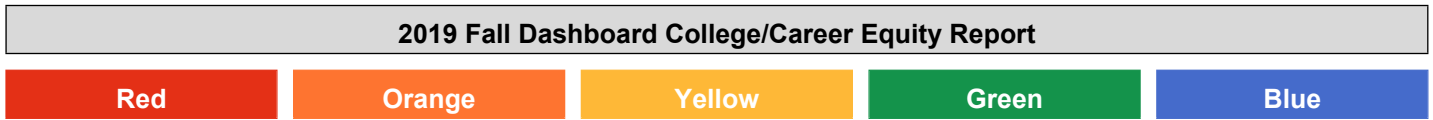
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. As a middle school, PPCS focuses on coursework that prepares students for college and career readiness.

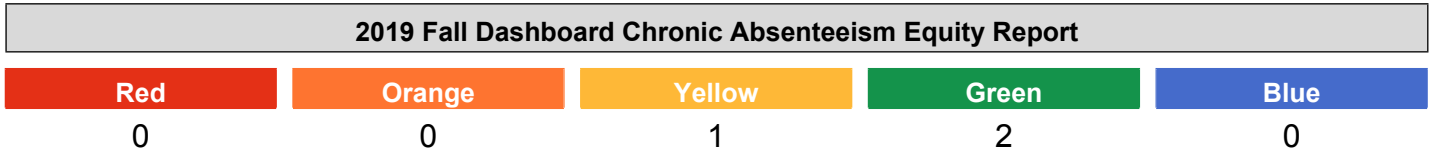
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 12.3 Declined -8 114	<p>English Learners</p>  Green 9.5 Declined -11.2 42	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p>Socioeconomically Disadvantaged</p>  Yellow 10.8 Declined -9.9 111	<p>Students with Disabilities</p>  No Performance Color 33.3 Increased +2.9 21

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">30.8</div> Increased +4.8 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">6.8</div> Declined -10.7 88	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

Conclusions based on this data:

- PPCS will continue to decrease on Chronic Absenteeism for all students and significant subgroups.

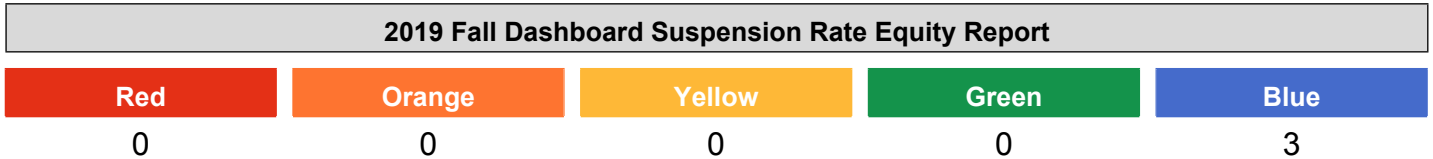
School and Student Performance Data

Conditions & Climate Suspension Rate





The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0</p> <p>Declined -0.6</p> <p>123</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Declined -1.6</p> <p>44</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0</p> <p>Declined -0.6</p> <p>116</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -4.2</p> <p>23</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 28			
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.8 95			

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	0

Conclusions based on this data:

- PPCS will continue to use alternatives to suspension in order to keep the suspension rate low for all students and significant subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 1

Continue to implement an infrastructure for ongoing analysis of data: that includes formative and summative assessments, STEAM-based and Public Policy Charter School based projects in order to measure program efficacy, ensure maximization of physical, human and financial resources and to provide research-based intervention programs to ensure student academic achievement.

Identified Need

Increase ELA and Math scores by 5% overall and by significant subgroups SED, EL, SWD and Latinx.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2019 - Schoolwide ELA- 23.07% Math - 19.81%	2021 Schoolwide ELA - 28.07% Math - 24.81%
ELPAC	2019 for ELs 52%	2019 for ELs 55%
NWEA MAP	Fall 2020 Baseline	Increase by 5% from Fall 2020 to Spring 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administer NWEA Measures of Academic Progress (MAP) in ELA & Math: 3 times per year.
(Priority 2, 4, 7, 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1625

CARES Act
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Complete assessments in Achieve 3000 for Reading, at the end of each module. Complete assessments in MathSpace and Exact Path for Math at the end of each module. (Priority 2, 4, 7, 8)
Teachers will continue to implement formative assessments to drive instructional decision-making. (Priority 2, 4, 7, 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2765

CARES Act
5800: Professional/Consulting Services And Operating Expenditures

3000

CARES Act
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will employ a total of 3 teachers and a Specialized Academic Instructor, who will be appropriately credentialed and assigned. PPCS will ensure all students have necessary instructional materials in a safe and orderly, well-maintained facility. (Priority 1)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
140,968	LCFF 1000-1999: Certificated Personnel Salaries
33,467	CARES Act 1000-1999: Certificated Personnel Salaries
47,713	Special Education 1000-1999: Certificated Personnel Salaries
9,608	CARES Act 3000-3999: Employee Benefits
13,278	CARES Act 3000-3999: Employee Benefits
29,603	LCFF 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will contract with a Social Worker as an Independent Contractor who addresses the behavioral and social-emotional issues of students. (Priority 5, 6)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2245	Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures
2293	LCFF 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development for teachers in areas of assessment data analysis, standards aligned instruction, instructional strategies, student engagement, and distance learning. Teacher Induction Program will be provided (as needed). (Priority 1, 2, 4, 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3906

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Bilingual Instructional Aides will support the instructional team under the supervision of the teachers and the school's Executive Director/Principal. (Priority 1, 2, 4, 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

52105

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

10492

Title I
3000-3999: Employee Benefits

12354

CARES Act
1000-1999: Certificated Personnel Salaries

1618

CARES Act
3000-3999: Employee Benefits

2442

CARES Act

	1000-1999: Certificated Personnel Salaries
186	CARES Act 3000-3999: Employee Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL

Strategy/Activity

All teachers will provide Integrated ELD academic language development across all disciplines using SDAIE strategies.
All ELs will receive designated ELD to build English Language Proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Listed above

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will provide academic intervention to students who struggle academically as identified by assessment results. (Priority 4, 5,7, 8) PPCS will support students with mental health and well-being through office hours (Priority 2, 4, 5, 7, 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Listed above

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS provides access to courses beyond the core content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF
4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

PPCS will provide a full continuum of services for students with disabilities. This includes instructional support, outside service providers, instructional materials, and participation in a SELPA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

46796

Source(s)

Special Education
7000-7439: Other Outgo

3001

Special Education
5800: Professional/Consulting Services And Operating Expenditures
State

15727

Special Education
5800: Professional/Consulting Services And Operating Expenditures
Federal

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

PPCS's 2019-20 LCAP was implemented to achieve Goal 1. Overall, the implementation was very successful. Due to COVID-19, the Charter School transitioned from a site-based school to providing instruction in a virtual environment through distance learning. The transition to distance learning was most difficult for the students. ELPAC was completed, and PPCS was able to reclassify students. CAASPP was suspended.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation and the budgeted expenditures to implement the strategies and activities were precipitated by COVID-19. Actions and services to address the impacts of COVID-19 can be found in PPCS's COVID-19 Operations Written Report and in the Learning Continuity and Attendance Plans both found on PPCS's website.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain unmodified.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 2

Continue to provide all students with high quality instruction and a rigorous State Standards aligned (ELA/ELD, Math, NGSS) curriculum through a STEAM-based learning environment that includes providing relevant learning, experiences that encourage student engagement. 100% of teachers will be credentialed. 100% of students will have access to Standards-Aligned Materials. 100% of teachers will attend Professional Development. 100% of ELs will have access to ELD Curriculum.

Identified Need

The majority of PPCS students are SED, and deserve the highest quality education and teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standards-based Curriculum	100%	100%
Credentialed Teachers	100%	100%
Professional Development	100% attendance and participation	100% attendance and participation
ELD Curriculum	100%	100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will provide professional development to include project-based learning in distance learning, virtual education, Google Classroom, instructional strategies, data analysis, student engagement and participation, and service learning. (Priority 1, 2, 4, 5, 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Listed above

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will provide State Standards-aligned curriculum to all students and supplemental instructional materials to be used for interventions. PPCS will provide all students with digital platforms like MathSpace and Study Sync. (Priority 1, 2, 4, 5, 7, 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5374	CARES Act 4000-4999: Books And Supplies
11794	LCFF 4000-4999: Books And Supplies
7000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will provide all students and staff with 1:1 devices and access, google Plagerism checks, purchase and repair devices, software and connectivity, Clever single sign-on, technology infrastructure, Student Information System (PowerSchool), Printers/Copiers, telephones and internet, waste management, and other technology support. PPCS will investigate Schoology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
46000	LCFF 4000-4999: Books And Supplies
13321	LCFF 5000-5999: Services And Other Operating Expenditures
9930	CARES Act 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will be engaged in the school. Students will be recognized for academic achievement and improvement, attendance, and citizenship. All students will focus on Social Justice issues, COVID-19, Project-based Learning themes, Cornell Note Taking skills, school attendance and address issues of tolerance and understanding. (Priority 4, 5, 6, 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies
190	CARES Act 5800: Professional/Consulting Services And Operating Expenditures
5210	CARES Act 5000-5999: Services And Other Operating Expenditures

Strategy/Activity

Continue implementation of strategies for increasing parent engagement school wide (Priority 3, 4, 5, 6, 8) to include an Orientation, Back to School Night, and two parent workshops. PPCS utilized Swift k-12 to notify parents of important information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	LCFF 5900: Communications
1000	LCFF 2000-2999: Classified Personnel Salaries
100	LCFF 3000-3999: Employee Benefits
150	LCFF 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will host School Site Council to discuss Title 1 funding and programming, including how to raise student achievement in ELA/Math and LCAP. (Priority 3, 4, 6, 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Listed above

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administer annual parent surveys to gather input/feedback and assess parent satisfaction. Administer annual student and staff survey to obtain feedback/input on school climate and the school's program. (Priority 3, 5, 6)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will include Social Emotional Learning (SEL) within its curriculum. (Priority 5, 6, 8) Provide behavioral interventions for students especially to support mental health and well-being during COVID-19. PPCS also installed GoGuardian to monitor the internet safety of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

756

Source(s)

CARES Act
5800: Professional/Consulting Services And Operating Expenditures

237.50

CARES Act
5800: Professional/Consulting Services And Operating Expenditures

2993

LCFF
5800: Professional/Consulting Services And Operating Expenditures

755

Title IV Part A: Student Support and Academic Enrichment
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will provide a safe environment to include a touch free water fountain and water bottle refill, hand sanitizer, soap dispenser, temperature readers, health questionnaire, and Personal Protective Equipment. PPCS is also being cleaned and sanitized. PPCS will install air purifiers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
450	General Fund 4000-4999: Books And Supplies
10575	CARES Act 4000-4999: Books And Supplies
6565	CARES Act 2000-2999: Classified Personnel Salaries
6501	General Fund 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will continue to provide:
Complete timely repairs as noted on weekly inspection reports, complete major maintenance and repairs, maintain surveillance cameras and alarm system, conduct annual FIT report.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

1500

LCFF

5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS provides written and oral translation in English and Spanish of all notices, meetings, and newsletters. All compliance documents like the Parent-Student Handbook are translated.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2600

LCFF

2000-2999: Classified Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PPCS will continue to provide stakeholders with clear and transparent information in regard to the Charter School's budget.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Budget Overview for Parents; SSC, ELAC meetings

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

PPCS's 2019-20 LCAP was implemented to achieve the Goal 3. Overall, the implementation was very successful. Due to COVID-19, the Charter School transitioned from a site-based school to providing instruction in a virtual environment through distance learning. Parent Involvement transitioned to virtual platforms, and home to school communications became even more important during the 2019-20 school year. PPCS worked exceptionally hard at keeping the attendance rate and student engagement high even during distance learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation and the budgeted expenditures to implement the strategies and activities were precipitated by COVID-19. Actions and services to address the impacts of COVID-19 can be found in PPCS's COVID-19 Operations Written Report and in the Learning Continuity and Attendance Plans both found on PPCS's website.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain unmodified.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$76,503
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$570,843.50

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$62,597.00
Title II Part A: Improving Teacher Quality	\$3,906.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$76,503.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
CARES Act	\$119,180.50
General Fund	\$6,951.00
LCFF	\$254,972.00
Special Education	\$113,237.00

Subtotal of state or local funds included for this school: \$494,340.50

Total of federal, state, and/or local funds for this school: \$570,843.50

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	62,597	0.00
CARES Act	126,963	7,782.50
Special Education	65,524	-47,713.00
Title IV Part A: Student Support and Academic Enrichment	10,000	0.00
Title II Part A: Improving Teacher Quality	3,906	0.00
LCFF	815,563	560,591.00
After School and Education Safety (ASES)	125,375	125,375.00
General Fund	6,951	0.00
Other	104,276	104,276.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
CARES Act	119,180.50
General Fund	6,951.00
LCFF	254,972.00
Special Education	113,237.00
Title I	62,597.00
Title II Part A: Improving Teacher Quality	3,906.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	292,049.00
2000-2999: Classified Personnel Salaries	10,165.00

3000-3999: Employee Benefits	64,885.00
4000-4999: Books And Supplies	92,224.00
5000-5999: Services And Other Operating Expenditures	33,867.00
5800: Professional/Consulting Services And Operating Expenditures	30,707.50
5900: Communications	150.00
7000-7439: Other Outgo	46,796.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	CARES Act	51,263.00
2000-2999: Classified Personnel Salaries	CARES Act	6,565.00
3000-3999: Employee Benefits	CARES Act	24,690.00
4000-4999: Books And Supplies	CARES Act	17,574.00
5000-5999: Services And Other Operating Expenditures	CARES Act	15,140.00
5800: Professional/Consulting Services And Operating Expenditures	CARES Act	3,948.50
4000-4999: Books And Supplies	General Fund	6,951.00
1000-1999: Certificated Personnel Salaries	LCFF	140,968.00
2000-2999: Classified Personnel Salaries	LCFF	3,600.00
3000-3999: Employee Benefits	LCFF	29,703.00
4000-4999: Books And Supplies	LCFF	59,944.00
5000-5999: Services And Other Operating Expenditures	LCFF	14,821.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,786.00
5900: Communications	LCFF	150.00
1000-1999: Certificated Personnel Salaries	Special Education	47,713.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	18,728.00
7000-7439: Other Outgo	Special Education	46,796.00

1000-1999: Certificated Personnel Salaries	Title I	52,105.00
3000-3999: Employee Benefits	Title I	10,492.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,906.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	7,755.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	2,245.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	436,192.00
Goal 2	99,819.00
Goal 3	34,832.50

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC 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; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Dr. White	Principal
Donna Kim	Classroom Teacher
Crystal Lopez	Other School Staff
Brian Lara	Other School Staff
Ms. Alvarez	Parent or Community Member
Ms. Hernandez	Parent or Community Member
Ms. Watson	Parent or Community Member
Ms. Hughes	Parent or Community Member
Ms. Centeno	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11-30-20.

Attested:

Principal, John White on 11-30-20

SSC Chairperson, Nikki Hughes on 11-30-20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019