Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Public Policy Charter School	Dr. Sonali Tucker Executive Director	stucker@publicpolicycharterschools.org (310) 625-7103 (m)

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP Math All Students	CAASPP assessments were not administered in 2019-20 due to the Covid-19 Pandemic.

Expected	Actual
19-20 5th Grade students will always be new to the school and would have not benefited from the school's educational program or culture. Therefore, growth expectation will be no more than 5%. 6th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 7th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 8th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%.	

Expected	Actual
Baseline 5th Grade All Students Met = 5% Nearly Met = 16% Not Met =79% 6th Grade All Students Exceeded = 1% Met = 11% Nearly Met = 24% Not Met =63% 7th Grade Baseline: All Students Math Exceeded = 1.54% Met = 4.62% Nearly Met = 24.62% Not Met = 69.23% 8th Grade Baseline: All Students Math Exceeded = 0% Met = 3% Nearly Met = 17% Not Met = 80%	
Metric/Indicator CAASPP Math Economically Disadvantage	CAASPP assessments were not administered in 2019-20 due to the Covid-19 Pandemic.

Expected	Actual
19-20 5th Grade Economically Disadvantage students will always be new to the school and would have not benefited from the school's educational program or culture. Therefore, growth expectation will be no more than 5%. 6th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 7th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 8th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. **Baseline** 5th Grade Economically Disadvantage Exceeded = 0% Met = 6% Nearly Met = 18% Not Met =76% 6th Grade Economically Disadvantage Exceeded = 1% Met = 11% Nearly Met = 24% Not Met =63%	

Expected	Actual
7th Grade Baseline: Economically Disadvantaged - Math Exceeded = 1.72% Met = 5.17% Nearly Met = 24.14% Not Met = 68.97% 8th Grade Baseline: Economically Disadvantaged - Math Exceeded = 0% Met = 3% Nearly Met = 17% Not Met = 79%	
Metric/Indicator CAASPP Math ELL **19-20** 5th Grade ELL students will always be new to the school and would have not benefited from the school's educational program or culture. Therefore, growth expectation will be no more than 5%. 6th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 7th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 8th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. **Baseline**	CAASPP assessments were not administered in 2019-20 due to the Covid-19 Pandemic.

Expected	Actual
5th Grade ELL Exceeded = N/A% Met = N/A% Nearly Met = N/A% Not Met =N/A% 6th Grade ELL Exceeded =0% Met = 0% Nearly Met = 19% Not Met = 81% N/A To Protect Student Privacy on test results with 10 or fewer students. 7th Grade Baseline: ELL - Math Exceeded = 0% Met = 0% Nearly Met = 5% Not Met = 95% 8th Grade Baseline: ELL - Math Exceeded = 0% Met = 0% Nearly Met = 0% Not Met = 100%	
Metric/Indicator CAASPP Math Hispanic **19-20** 5th Grade Hispanic students will always be new to the school and would have not benefited from the school's educational program or culture. Therefore, growth expectation will be no more than 5%.	CAASPP assessments were not administered in 2019-20 due to the Covid-19 Pandemic.

Expected	Actual
6th grade students who have been with PPCS for two consecutive years will progress towards “Met” by 5% 7th grade students who have been with PPCS for two consecutive years will progress towards “Met” by 5%. 8th grade students who have been with PPCS for two consecutive years will progress towards “Met” by 5%. **Baseline** 5th Grade Hispanic Exceeded = 0% Met = 7% Nearly Met = 13% Not Met =80% 6th Grade Hispanic Exceeded =0% Met = 11% Nearly Met = 27% Not Met = 60% 7th Grade Baseline: Hispanic - Math Exceeded = 1.82% Met = 3.64% Nearly Met = 27.27% Not Met = 67.27% 8th Grade Baseline: Hispanic - Math Exceeded = 0% Met = 4% Nearly Met = 16% Not Met = 80%	

Expected	Actual
Metric/Indicator CAASPP ELA All Students **19-20** 5th Grade students will always be new to the school and would have not benefited from the school's educational program or culture. Therefore, growth expectation will be no more than 5%. 6th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 7th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 8th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. **Baseline** 5th Grade ELA Exceeded = 0% Met = 5% Nearly Met = 16% Not Met =79% 6th Grade ELA Exceeded = 3% Met = 23% Nearly Met = 35% Not Met =39% 7th Grade Baseline:	CAASPP assessments were not administered in 2019-20 due to the Covid-19 Pandemic.

Expected	Actual
All Students ELA Exceeded = 0% Met = 16.92% Nearly Met = 27.69% Not Met = 55.38% 8th Grade Baseline: All Students ELA Exceeded = 0% Met = 28% Nearly Met = 31% Not Met = 41%	
Metric/Indicator CAASPP ELA Economically Disadvantage **19-20** 5th Grade Economically Disadvantage students will always be new to the school and would have not benefited from the school's educational program or culture. Therefore, growth expectation will be no more than 5%. 6th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 7th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 8th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%.	CAASPP assessments were not administered in 2019-20 due to the Covid-19 Pandemic.

Expected	Actual
Baseline 5th Grade ELA Exceeded = 0% Met = 6% Nearly Met = 18% Not Met =76% 6th Grade ELA Exceeded = 1% Met = 11% Nearly Met = 24% Not Met =63% 7th Grade Baseline: Economically Disadvantaged ELA Exceeded = 0% Met = 18.97% Nearly Met = 24.14% Not Met = 56.9% 8th Grade Baseline: Economically Disadvantaged ELA Exceeded = 0% Met = 28% Nearly Met = 31% Not Met = 41%	
Metric/Indicator CAASPP ELA ELL **19-20**	CAASPP assessments were not administered in 2019-20 due to the Covid-19 Pandemic.

Expected	Actual
5th Grade ELL students will always be new to the school and would have not benefited from the school's educational program or culture. Therefore, growth expectation will be no more than 5%. 6th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 7th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 8th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. **Baseline** 5th Grade ELA Exceeded = N/A% Met = N/A% Nearly Met = N/A% Not Met =N/A% 6th Grade ELA Exceeded = 0% Met = 0% Nearly Met = 44% Not Met =56% 7th Grade Baseline: ELL - ELA Exceeded = 0% Met = 0% Nearly Met = 30% Not Met = 70% 8th Grade Baseline:	

Expected	Actual
ELL ELA Exceeded = 0% Met = 10% Nearly Met = 38% Not Met = 52% N/A To Protect Student Privacy on test results with 10 or fewer students	
Metric/Indicator CAASPP ELA Hispanic **19-20** 5th Grade Hispanic students will always be new to the school and would have not benefited from the school's educational program or culture. Therefore, growth expectation will be no more than 5%. 6th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5% 7th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. 8th grade students who have been with PPCS for two consecutive years will progress towards "Met" by 5%. **Baseline** 5th Grade Hispanic Exceeded = 0%	CAASPP assessments were not administered in 2019-20 due to the Covid-19 Pandemic.

Expected	Actual
Met = 7% Nearly Met = 20% Not Met =73% 6th Grade Hispanic Exceeded =3% Met = 24% Nearly Met = 38% Not Met = 35% 7th Grade Baseline: Hispanic - ELA Exceeded = 0% Met = 18.18% Nearly Met = 29.09% Not Met = 52.73% 8th Grade Baseline: Hispanic - ELA Exceeded = 0% Met = 30% Nearly Met = 32% Not Met = 38%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In the 2019-20 school year, Public Policy Charter School (PPCS) will continue to utilize the following assessments to inform instruction, drive curricula decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will	4000-4999: Books And Supplies Supplemental and Concentration $2,000 4000-4999: Books And Supplies After School Education and Safety (ASES) $10,000	4000-4999: Books And Supplies Supplemental and Concentration $9,545

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
participate in all state-mandated assessments; and administer the following: 1. Reading Lexile Levels to be measured with Achieve 3000; students are assessed upon completion of each module. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** Specific Student Groups: Hispanic, EL, SED **Location(s)** **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
In the 2019-20 school years, Public Policy Charter School (PPCS) will continue to utilize the following assessments to inform instruction, drive curricula decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following:	4000-4999: Books And Supplies Supplemental and Concentration $3,000	4000-4999: Books And Supplies Title II $1,625

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administer NWEA Measures of Academic Progress (MAP) in ELA & Math: 3 times per year. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
In the 2019-20 school years, Public Policy Charter School (PPCS) will continue to utilize the following assessments (CAASPP Interim Assessment Blocks (IBA) for Math and ELA, Achieve 3000 (ELA) Study Island (Math)), to inform instruction, drive curricula decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following:	4000-4999: Books And Supplies Supplemental and Concentration $800	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will continue to implement formative assessments to drive instructional decision-making. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
In the 2019-20 school years, Public Policy Charter School (PPCS) will continue to utilize the following assessments to inform instruction, drive curricula decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following:	See Actions & Services #2 Base	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administer CDE Interim Block Assessments (IBAs) in ELA & Math to monitor student progress and expose students to web-based Common Core assessments. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
In the 2019-20 school years, Public Policy Charter School (PPCS) will continue to utilize the following assessments to inform instruction, drive curricula decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following:	4000-4999: Books And Supplies Supplemental and Concentration $1,000	4000-4999: Books And Supplies Supplemental and Concentration 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All Students will participate in at least one annual Science Fair Project which will be presented to stakeholders. PPCS will invite community professionals to serve as judges and provide feedback on student projects. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
In the 2019-20 school years, Public Policy Charter School (PPCS) will continue to utilize the following assessments to inform instruction, drive curricula decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments and administer the following:	4000-4999: Books And Supplies Supplemental and Concentration $500	4000-4999: Books And Supplies Supplemental and Concentration 336

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All students will participate in at least 3 Presentations of Learning (POL). **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
In the 2019-20 school years, Public Policy Charter School (PPCS) will continue to utilize the following assessments to inform instruction, drive curricula decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following:	4000-4999: Books And Supplies Base $1,500	4000-4999: Books And Supplies Base 955

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7. PPCS students will participate in the following assessments: a. CAASPP ELA & Math: Grades 5-8 b. CST Science: Grades 5 & 8 c. Physical Fitness Test (PFT): Grade 5 & 7 d. ELPAC for ELL's **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staffing To Support Educational Program For the 2019-20 school years, PPCS will serve approximately 140 students in grades 5-8. The following staff is instrumental in providing all students with a rigorous STEAM based educational program. PPCS will employ a total of 7 teachers that includes 1 PE teacher, who will be appropriately credentialed and assigned. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools	1000-1999: Certificated Personnel Salaries Base $336,560 1000-1999: Certificated Personnel Salaries Lottery $20,000 3000-3999: Employee Benefits Base $35,000 3000-3999: Employee Benefits Lottery $12,000	1000-1999: Certificated Personnel Salaries Base $267.241
Staffing To Support Educational Program	5000-5999: Services And Other Operating Expenditures	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For the 2019-20 school years, Public Policy will serve approximately 140 students in grades 5-8. The following staff is instrumental in providing all students with a rigorous STEAM based educational program. PPCS will continue to contract with a Social Worker as an Independent Contractor who addresses the behavioral and social-emotional issues of students.. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools	Supplemental and Concentration $50,000	
Staffing To Support Educational Program For the 2019-20 school years, Public Policy will serve approximately	1000-1999: Certificated Personnel Salaries Base $81,600	1000-1999: Certificated Personnel Salaries Base $45,022

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
140 students in grades 5-8. The following staff is instrumental in providing all students with a rigorous STEAM based educational program. The School's Leadership Team will include: • Executive Director: who will be in charge of financial/budget planning, communications with LAUSD/CDE, ensure compliance with state accountability and reporting. • Interim Principal will serve as the instructional leader, in charge of hiring, evaluating, and supporting teaching staff. The Principal will be in charge of conducting classroom observations, provide feedback to teachers, monitor student achievement, develop/modify master schedule, facilitate Professional Development, and ensure the school educational program is adhered to **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	2000-2999: Classified Personnel Salaries Base $135,252 3000-3999: Employee Benefits Base $23,853	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Staffing To Support Educational Program For the 2019-20 school years, Public Policy will serve approximately 140 students in grades 5-8. The following staff is instrumental in providing all students with a rigorous STEAM based educational program. Professional development for teachers in areas of assessment data analysis, standards aligned instruction, and project based learning. Teacher Induction Program will be provided (as needed). **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $6,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Staffing To Support Educational Program For the 2019-20 school years, Public Policy will serve approximately 140 students in grades 5-8. The following staff is instrumental in providing all students with a rigorous STEAM based educational program. Instructional Aides will support the instructional team under the supervision of the teachers and the school's Executive Director/Principal **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	2000-2999: Classified Personnel Salaries Supplemental and Concentration $100,000 2000-2999: Classified Personnel Salaries Title I $33,015 3000-3999: Employee Benefits $16,502 3000-3999: Employee Benefits Title I $3,962	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Staffing To Support Educational Program For the 2019-20 school years, Public Policy will serve approximately 140 students in grades 5-8. The following staff is instrumental in supporting all students with a rigorous STEAM based educational program. Office Manager will verify teacher credentials, CLAD certifications and ensures live scan are complete/documented in HR Files, and is in charge of screening applicants. Services include payroll, benefits, Employee handbook.	1000-1999: Certificated Personnel Salaries Base $43,280 3000-3999: Employee Benefits Base $5,194	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Staffing To Support Educational Program For the 2019-20 school years, Public Policy will serve approximately 140 students in grades 5-8. The following staff is instrumental in providing all students with a rigorous STEAM based educational program. PPCS participates in the Option 2 LAUSD SELPA. PPCS will contract services for the following positions: • Resource Specialist	7000-7439: Other Outgo Special Education $78,214 1000-1999: Certificated Personnel Salaries Special Education $28,837 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,023 3000-3999: Employee Benefits Supplemental and Concentration $5,263	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Psychologist (PTE) • Speech Therapist **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $110,331	
ELL/ELD INSTRUCTIONAL PROGRAM Public Policy Charter School will continue to implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to	See Action & Services 10 0000: Unrestricted Base	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ensure ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: The Executive Director/Principal will function as the ELPAC Coordinator and will administer ELPAC assessment annually for all ELL students. The Executive Director will coordinate and oversee the ELPAC Bilingual Instructional Aid for the ELPAC program. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
ELL/ELD INSTRUCTIONAL PROGRAM Public Policy Charter School will continue to implement the following program to ensure all ELL's are provided with a Common Core aligned	See Action & Services 8 & 10 0000: Unrestricted Base	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: School Executive Director/Principal & teachers as a PLC will analyze ELPAC results and discuss student progress and routinely use data to: • Monitor the progress of ELL and Reclassified Students. • Determine the short and long-term needs of ELL students. • Determine the specific actions designed to accelerate language acquisition and learning for ELL students. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
ELL/ELD INSTRUCTIONAL PROGRAM Public Policy Charter School will continue to implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: The Executive Director and the related instructional team will reclassify students annually based on the school's reclassification criteria. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities **Location(s)** All Schools	See Action & Services 10 0000: Unrestricted Base	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
ELL/ELD INSTRUCTIONAL PROGRAM Public Policy Charter School will continue to implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: All teachers will provide Integrated ELD academic language development across all disciplines.	See Action & Services 8 0000: Unrestricted Base	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
ELL/ELD INSTRUCTIONAL PROGRAM Public Policy Charter School will continue to implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: Continue to implement ELD Curriculum, including supplemental programs that include: Achieve 3000, and English 3D ELD curriculum in addition to Brain Pop.	See Action & Services 1 0000: Unrestricted Supplemental and Concentration	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
ELL/ELD INSTRUCTIONAL PROGRAM Public Policy Charter School will continue to implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: Provide a program to support "new arrivals" that includes daily, dedicated and integrated ELD instruction (when applicable).	0000: Unrestricted Base $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Goal 1 actions and services were implemented to support students, families, teachers, and staff. There was a slight decrease in the cost of core academic teachers based on a drop in enrollment. There was an increased cost of materials and supplies to address the need of students in distance learning targeted toward English Learners, Foster Youth, and low income students was not as high as budgeted. The actions and services were implemented as presented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes of implementing Goal 1 actions and services in meeting the goal that PPCS students demonstrate growth in personal character and mastery of academic standards in all content areas is evidenced by the increased scores of NWEA MAP and increased growth in personal character as demonstrated by student growth in social emotional health and well-being. This was significantly noted by the students wanted to return to school full-time, and the support the students showed to each other and staff as evidenced by increased verbal affirmations during live lessons. Another success is that 21% of students attend school daily now that PPCS has returned to in-person learning starting March 23, 2021. The challenges of implementing Goal 1 actions and services in meeting the goals is that the CAASPP assessments were suspended for 2019-2020, and NWEA MAP Spring assessment was not administered in the Spring of 2020.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of Credentialed Teachers **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of Students With access to Standards- Aligned Materials **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of Teachers attending Professional Development of CCSS ELA/ELD, Math & NGSS (as appropriate)	100%

Expected	Actual
19-20 100% **Baseline** 100%	
Metric/Indicator % of ELL Students who have access to CCSS ELD Curriculum Schoolwide ADA **19-20** 92% **Baseline** 95%	100%
Metric/Indicator Chronic Absenteeism **19-20** Schoolwide: 15% Grade 5 15% Grade 6 10% Grade 7 10% Grade 8 12% **Baseline** Schoolwide: 10% Grade 5 16% Grade 6 9% Grade 7 15%	

Expected	Actual
Grade 8 Baseline 2017-18 23.7%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development Public Policy Charter School provides all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare for College & Career Readiness (CCR). The following areas will be of focus for the 2019-20 school year: • Common Core State Standards: ELA/ELD, Math, NGSS • Project-based Learning • ELL Strategies • Data Analysis • Classroom Management • Alternatives to Suspension • Special Education (Accommodations for Students with Disabilities) All Teachers will participate in 1-week Summer Intensive Professional	1000-1999: Certificated Personnel Salaries Base $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Development. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Professional Development Public Policy Charter School provides all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare for College & Career Readiness (CCR). The following areas will be of focus for the 2019-20 school year: • Common Core State Standards: ELA/ELD, Math, NGSS	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $20,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Project-based Learning • ELL Strategies • Data Analysis • Classroom Management • Alternatives to Suspension • Special Education (Accommodations for Students with Disabilities) • Trauma Informed Instruction All teachers will participate in 3 non-instructional days during the school year to review and analyze student assessment data. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Professional Development Public Policy Charter School provides all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare for College & Career Readiness (CCR). The following areas will be of focus for the 2019-20 school year: • Common Core State Standards: ELA/ELD, Math, NGSS • Project-based Learning • ELL Strategies • Data Analysis • Classroom Management • Alternatives to Suspension	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Special Education (Accommodations for Students with Disabilities) • PPCS will provide all teachers with weekly Professional Development (on minimum day). • Congnitively Guided Instruction (CGI) Math Instructional Strategy • Trauma Informed Instruction All staff will be trained on Trauma Informed Instruction tools and techniques. Staff will be trained on building a school culture that is cognitive to developing behaviors that respond to students who have been subjected to trauma (domestic violence, addictions, sexual molestation, violence in communities and/or or home and other external social issues, deportation) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
CURRICULM Public Policy Charter School will provide every student with access to Common Core aligned curriculum. Curriculum will be purchased aligned with increase in student enrollment. PPCS will purchase/subscribe to the following curriculum: • Foss Kits • SEP Up Curriculum • Glencoe, McGraw Hill: Integrated Science • TCI History Alive • AP Style Writing • Cornel Note taking • Novels – classroom sets • Achieve 3000	4000-4999: Books And Supplies Base $25,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Scholastic English 3D for ELL's • MP3 Connected Math (Grade 5) • Singapore Math Dimensions (6-8 Grades) • Daily Math • Classroom leveled libraries • Study Island for Math and Science • Drop Everything & Read **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations**		
STUDENT ENGAGEMENT In order to ensure student engagement and provide students with relevant learning experiences, PPCS will provide the following courses/services for all students: 5th grade students will be enrolled in Middle School Success that meets 4 days per week. All students will be enrolled in Advisory/MS Success. The curriculum will be developed with a focus on Social Justice issues, Project-based Learning themes, Cornell Note Taking skills, and address issues of tolerance and understanding. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	0000: Unrestricted Base $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
STUDENT ENGAGEMENT In order to ensure student engagement and provide students with relevant learning experiences, PPCS will provide the following courses/services for all students: Provide “Drop everything and read” school wide program daily (except on minimum days) for 15 minutes. Every student and adult will engage in reading for the entire time. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** Specific Student Groups: Hispanic, EL, SED **Location(s)**	0000: Unrestricted Base $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations**		
STUDENT ENGAGEMENT In order to ensure student engagement and provide students with relevant learning experiences, PPCS will provide the following courses/services for all students: Field trips may include the following: • Colleges & Universities • California Science Center • African-American Museum • LACMA • Santa Monica Bay Aquarium • Los Angeles River • Getty Museum	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Hyperion Water Reclamation Plant • Educational/Relevant Movies **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
STUDENT ENGAGEMENT In order to ensure student engagement and provide students with relevant learning experiences, PPCS will provide the following courses/services for all students: Students will participate and present in schoolwide Cultural events that	0000: Unrestricted Base $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
include but are not limited to: • Black History Month • Hispanic Heritage Month • Women's History Month • Martin Luther King Jr. Day • Cesar Chavez Day All Students participate in the annual Science Fair that is judged by independent judges outside the school. The students present their projects to the judges and have the opportunity to win an award. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Goal 2 actions and services were implemented to support students, families, teachers, and staff. There was a decrease in the cost of professional development based on the inaccessibility to bring outside professional developers due to COVID. Also, there was a decrease in the cost for student engagement due to a lack of field trips, assemblies, and museums due to COVID. PPCS is taking the students on a field trip on June 3rd. The actions and services were otherwise implemented as presented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Because of COVID and distance learning, PPCS experienced challenges in having students engage in in-person activities. The successes was switching to virtual science fair, service learning projects, and hands-on project-based learning now that the school has returned in person. Out of ESSER funds, PPCS purchased Bill Nye hands-on science kits for home that the teachers could lead the students through during their lessons.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of Parents who demonstrate satisfaction as measured by parent survey **19-20** 80% **Baseline** 75%	
Metric/Indicator 2 Parent Meetings which can include Back To School Night and/or Parent Orientation **19-20** 2 Meetings per year **Baseline** 2 Meetings per year	
Metric/Indicator	

Expected	Actual
2 SSC meetings for parent input in programs for unduplicated pupils **19-20** 2 Meetings per year **Baseline** 2 Meetings per year	
Metric/Indicator Suspension Rate **19-20** • School wide: <1% • Grade 5: <1% • Grade 6: <1% • Grade 7:<1% **Baseline** • School wide: <1% • Grade 5: <1% • Grade 6: <1% • Grade 7:<1%	
Metric/Indicator Maintain Expulsion Rate	

Expected	Actual
19-20 • School wide: <1% • Grade 5: <1% • Grade 6: <1% • Grade 7:<1% • Grade 8:<1% **Baseline** • School wide: <1% • Grade 5: <1% • Grade 6: <1% • Grade 7:<1% • Grade 8:<1%	
Metric/Indicator % of Students who state sense of safety and school connectednes s on Student Survey **19-20** School Connectedness; 80%	

Expected	Actual
School Safety; 80% **Baseline** 80%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
OPPORTUNITIES FOR PARENT ENGAGEMENT Public Policy Charter School believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners. That includes: • Continue implementation of strategies for increasing parent engagement school wide. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	4000-4999: Books And Supplies Supplemental and Concentration $1,500	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Opportunities for Engagement • Host weekly Coffee with the Executive Director **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** Specific Student Groups: Hispanic, EL, SED **Location(s)**	4000-4999: Books And Supplies Supplemental and Concentration $1,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Opportunities for Engagement Host schoolwide events to engage parents: • Parent/Student orientation • Back-to-School Night • Open House • Science Project (student presentations) • Art Festival • Water Festival **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	4000-4999: Books And Supplies Base $1,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Opportunities for Engagement Host parent workshops on topics suggested by parents: • Interpreting CAASPP Results • Social Worker; Dealing with difficult teens • Parent-School Collaboration: Team for Student Success **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	4000-4999: Books And Supplies Supplemental and Concentration $1,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Parent: Decision-Making Input Parent decision-making input will take place through: • PPCS will host School Site Council to discuss Title 1 funding and programming, including how to raise student achievement in ELA/Math and LCAP **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	4000-4999: Books And Supplies Title I $500	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Parent: Decision-Making Input Parent decision-making input will take place through: • Implement a Parent Safe School Committee to coordinate schoolwide events/activities. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	0000: Unrestricted Base $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
Parent: Decision-Making Input Parent decision-making input will take place through: • Administer annual parent surveys to gather input/feedback and assess parent satisfaction. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	0000: Unrestricted Base $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
School Climate Public Policy will continue to implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system. Contract with a maintenance company or hire a custodian who will be in charge of cleaning, maintenance and completion of an annual Facility Inspection (FIT) report overseen by the Executive Director. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	5000-5999: Services And Other Operating Expenditures Base $36,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
School Climate Public Policy will continue to implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system. Executive Director, teachers and staff will honor students during monthly awards assemblies to recognize students for positive behavior. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	4000-4999: Books And Supplies Supplemental and Concentration $2,500	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
School Climate Public Policy will continue to implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system. Continue school wide citizenship student celebration parties. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	0000: Unrestricted Base $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
School Climate Public Policy will continue to implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system. Continue Student Council to plan school wide events, fundraising ideas, and attend board meetings. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	4000-4999: Books And Supplies Supplemental and Concentration $1,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		
School Climate Public Policy will continue to implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system. Administer an annual student survey to obtain feedback/input on school climate and the schools program **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All Students with Disabilities Specific Student Groups: Hispanic, EL, SED **Location(s)** All Schools	4000-4999: Books And Supplies Supplemental and Concentration $1,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Low Income **Scope of Services** Schoolwide **Locations** All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Goal 3 actions and services were implemented to support students, families, teachers, and staff. There was a slight decrease in the cost of facility maintenance because the Charter School was closed to in-person learning. The Charter School was cleaned and sanitized regularly for the staff who worked on campus. PPCS has taken many precautions for the health and safety of the students, out of ESSER funding, handwashing stations, water filling station, touchless water fountain, and two thermometers. The actions and services were implemented as presented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

PPCS has held three School Site Council meetings which was well-attended by the families. An important success was satisfaction rate of parents and students on the annual survey despite the challenges of distance learning. PPCS also held virtual Orientation, Back to School Night, Parent Conferences every six weeks, and two Parent Education Workshops that have been recorded and posted. Family attendance was very high at these virtual meeting or online for the Parent Education Workshops. PPCS has determined that making videos for parents with COVID protocols has been successful for making sure parents feel comfortable to send their children back to school.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide teachers to provide small group and individualized support for students. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	$292,885		Yes
Provide paraprofessionals to provide small group and individualized support for students. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	$ 13,104		Yes
Provide Personal Protective Equipment (PPE) to students, teachers, staff, and administrators, and signage.	Listed Below		No
Provide cleaning and sanitation supplies and staff to ensure the school is clean and sanitized.	$ 10,575		No
Provide staff to ensure the health and safety of students, teachers, staff, and administrators including campus access to include a custodian.	$ 450		No
Administer NWEA MAP to students at least three times per year. Administer Exact Path Math and Iron Box Math Basics and Achieve3000 to students to monitor progress frequently.	Listed Below		No
Provide interventions in English Language Arts and Math. Priority for interventions will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed		Yes
Provide intervention instructional materials for students (Ironbox for Math, Math Space for Math, Achieve3000 for reading).	Previously Listed		Yes
Provide social emotional learning curriculum (Sanford Harmony) and opportunities to ensure sound, healthy well-being.	$2,992.50		No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide after-school care through the after-school program.	$ 0.00		No
Provide individual student supplies only used by one student.	$ 2,100.00		No
Provide translation services both written and verbal, during parent teacher conferences, on call with families as needed as well as translating documents	$ 2,600.00		Yes
Provide increased utilities to include telephones, internet, and electricity.	$ 360.00		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The most substantive difference is that students returned to in-person instruction as of March 23, 2021. The safety equipment that PPCS purchased out of ESSER funds has been implemented since students have returned in-person.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Starting on March 23, 2021, 21% of students have returned to in-person learning on a regular basis. The remaining students continue to do distance learning. PPCS is serving the most vulnerable students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, and students who need to attend in person based on PPCS' tiered re-engagement plan. The greatest success of returning to in-person learning was the growth of school culture and positive school climate. The students, teachers, staff, and parents were very happy to be back on campus. Several families did choose to remain in distance learning for the remainder of the year since the routine was set and older siblings could babysit younger siblings if their schools did not open.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide teachers to provide small group and individualized support for students. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	$26,248.66		Yes
Provide paraprofessionals to provide small group and individualized support for students. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	$13,104.00		Yes
Administer NWEA MAP to students at least three times per year. Administer Ironbox Math and Achieve 3000 to students to monitor progress frequently.	Previously Listed		No
Provide intervention instructional materials for students (Ironbox for Math, Math Space for Math, Achieve 3000 for reading).	Previously Listed		No
Provide intervention for students in ELA and Math. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed		Yes
Provide social emotional learning curriculum (Sanford Harmony) and opportunities to ensure sound, healthy well-being.	Previously Listed		No
Provide paper, envelopes, stamps to students who need to use paper packets.	$ 474.00		No
Provide HIPPA compliant Zoom to host parent meetings and classes	$ 360.00		No
Provide professional development to teachers and staff on distance learning tools, technology, restorative justice practices, and trauma informed instruction.	$3,000.00		No
Provide technological support to students, families, teachers, and staff.	$ 7,750.00		No
Provide increased utilities to include telephones, internet, and electricity.	$ 300.00		No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide constant communication to students, families, teachers, and staff through phone and email.	Previously Listed		No
Purchase and repair additional computers for students, teachers, and staff.	$ 750.00		No
Purchase and provide Hotspots to ensure students have connectivity.	$3,020.00		No
Purchase Clever and provide a single-log-in for all online subscriptions.	$ 0.00		No
Support school climate and culture through weekly drawings and rewards for school competitions.	$ 100.00		No
Ensure the Social Worker provides mentorship and social emotional supports for students. Priority for mentorship will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	$ 237.00		Yes
Provide Go Guardian to ensure that students are safe and supervised when working online.	$ 756.00		No
Provide ELD Teacher to provide EL students with interventions and supplemental, academic supports in general education classes.	$7,218.57		Yes
Provide individual school supplies to students to use at home during distance learning.	Previously Listed		No
Ensure paraprofessional tracks behavior and academic interventions.	Previously Listed		No
Ensure Office Manager supports families in improving student attendance and engagement.	$ 6,090.00		No
Provide cleaning and sanitation supplies and staff to ensure the school is clean and sanitized (staff onsite while students distance learning)	$ 6,564.98		No
Administer NWEA MAP to students at least three times per year. Administer Exact Path Math and Iron Box Math Basics and Achieve 3000 to students to monitor progress frequently.	$ 2,765.00		No
Provide Personal Protective Equipment (PPE) to students, teachers, staff, and administrators, and signage.	$ 6,501.00		No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide translation services both written and verbally, and during parent teacher conferences, translate board agendas, on call for families as needed	$ 2,600.00		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The actions were implemented and expended for distance learning. PPCS was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. All positions, especially, teachers, office staff, counselors, athletic director, and paraprofessionals, focused on ensuring mental health and well-being, school connectedness, student engagement, mentoring, and additional academic support. PPCS also incorporated additional technology and technological support to ensure parents and students had access to the programs. There was a decrease in expenditures for professional development, but many the staff did attend free professional development on topics like homelessness, English Learners, and virtual learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In regard to the successes of the distance learning program in the 2020-21 school year, continuity of instruction was a priority as evidenced by the pacing guides and lesson plans; moreover, PPCS implemented NWEA MAP assessments in ELA and Math three times per year to monitor student progress. PPCS was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. All students utilized the technology; therefore, PPCS did not need to use paper packets and mailing. Kepler ensured student participation through daily attendance checks, phone calls and emails to students and parents, and ensured student progress through weekly grade checks, assessment results, work completion, and participation in intervention programs including small group, individual, and/or after-school tutoring. The professional development on distance learning at PPCS actually repened on March 23, 2021 . Teachers have received professional development and planning time to lesson plan, develop expected time value for student work, analyze student work completion, and determine equity in the amount of work it takes an average student to complete an assignment.

PPCS tracked and monitored student progress through live contacts, synchronous instructional minutes, and asynchronous instructional minutes. PPCS developed a weekly engagement record that teachers will keep on each student which will verify whether the student is accessing daily educational opportunities, attending live lessons, completing synchronous and asynchronous instructional activities, or has been contacted by the teacher. Teachers received professional development and planning time to lesson plan, developed expected time value for student work, analyzed student work completion, and determined equity in the amount of

work it takes an average student to complete an assignment. Teachers contacted all students and parents of students who were not attending live lessons or completing synchronous or asynchronous instructional activities. Teachers and parents developed a reengagement plan for students to access daily educational opportunities and followed-up to ensure students are making progress. A paraprofessional who assisted with intervention tracked behavior interventions and academic intervention programs (English Learners, Foster Youth, Low Income Students) provided during the instructional day, trackied the MTSS intervention program, ELD program, and teacher support. The Executive Director, Principal, Office Manager and a Paraprofessional supported student engagement by working directly with families to overcome obstacles to attendance. They promoted participation by increasing attendance, decreasing chronic absenteeism. PPCS implemented Clever which is a single-log-in system which replaced the multiple student log-ins to each online digital platform to a single-log-in system.

PPCS has provided professional development and resources to increase the skillset of teachers to change their instructional delivery from site-based classroom to distance learning. The teachers have been provided time, resources, and formal professional development to lesson plan, develop an online pacing guide, learn how to set up and utilize Google Classroom, Google Meets, and Zoom meetings, and the Charter School expectations for distance learning. Each teacher received one-on-one professional development with a Google expert. Teachers were trained how to teach and support the students to use Zoom, Google Classroom and turn in work, and to monitor the attendance and participation of all students. Administrators monitor teachers by attending live lessons, verifying student participation and attendance in synchronous and asynchronous instructional activities, teacher feedback, and grading. PPCS has provided professional development and resources to track and monitor student progress through live contacts, synchronous instructional minutes, and asynchronous instructional minutes. In addition, PPCS has provided support to teachers and staff by building and nurturing staff relationships to reduce the strain of isolation and the fatigue of the digital environment. This has been achieved through weekly meetings, activities, competitions, weekly drawings, snack boxes, buddy teachers, welcoming rituals, engagement with colleagues, and optimistic closures. All teachers and staff have access to full-time, daily technological support to ensure the success of distance learning.

PPCS has adapted the roles and responsibilities of all staff as a result of COVID-19 because all staff has transitioned to working remotely. Since the roles and responsibilities of Charter School staff was initially designed for full-time, in-person, classroom-based instruction, all roles and responsibilities have shifted to distance learning in a virtual environment. Charter School staff is accustomed to wearing many hats and working together relentlessly to ensure the success of all students. After-school program staff may help make phone calls to families. Paraprofessionals may provide intervention under the direction of a credentialed teacher. Administrators may teach a class in the event of a teacher absence. Teachers may provide technological support. Some examples of new roles and responsibilities have included the office staff and after-school program staff now making calls to parents to discuss the reopening plan. A paraprofessional has shifted to supporting IT by providing training and problem solving on devices and connectivity directly to students, parents, staff and teachers. Food service has shifted to providing grab and go breakfasts and lunches for five days, on Tuesdays from 12:30-3:30 PM. The Social Worker has shifted to providing mentorship to students, training for teachers, and following up with students needing additional social emotional support remotely. Teachers have shifted to providing distance learning to include using a virtual platform, digital resources, scanning and uploading assignments, video recording lessons, tracking synchronous and asynchronous instructional activities, and much more. The administrators have shifted to providing support for

stress and fatigue for teachers and staff, trauma training, and monitoring students through Go Guardian which reports signs of cyberbullying, suicidal ideation, predators, and more.

PPCS continues to provide ELD to all students who are identified as EL through integrated ELD in the live lessons with paraprofessionals present in the live lesson to provide immediate support and designated ELD as a class provided by the fully credentialed ELD teacher. EL students also receive intervention support for their lessons through the live lesson platform. PPCS has continued to provide high-quality special education services to SWD. The special education department completed amendments to the IEPs if necessary, sent Prior Written notices to parents, and held IEPs for parents who requested in person (with social distancing), telephone, or HIPPA compliant Zoom meetings. The RSP Coordinator monitors contact with students and parents through contact logs created by teachers and interventionists. The SWD receive services through HIPPA compliant Zoom meetings by PPCS staff or contracted service providers. For push-in services, the Specialized Academic Instructors attend the Zoom classes with the students to understand the classroom teachers' expectations and to provide immediate support, by going into a separate "breakout room" within the Zoom class. For pull-out services, the Specialized Academic Instructors provide services to support the classroom expectations and to progress toward each student's IEP goals. PPCS has a Liaison (the Executive Director) who provides supports to foster youth and homeless students by providing families with access to services, opportunities to be fully involved in their child's education, school supplies, interventions, and additional academic supports. The Social Worker, Principal and Executive Director continue to address the needs of all students, especially Foster Youth, Homeless Youth, EL, and SED students by sending updates and videos to students, verifying needs via a Google questionnaire, and reaching out to students who are struggling. Students who are Foster Youth, Homeless Youth, EL and/or SED are prioritized to interventions, assignment support, and direct support by teachers, including an ELD teacher, and paraprofessionals during office hours. During live lessons, the paraprofessionals attend live lessons with students to provide direct support. In addition, students can access online interventions like Exact Path for Math, Achieve3000 for reading and access core curriculum like Math Space for Math, McGraw-Hill Study Sync for ELA and ELD, Study Island for Science, TCI History Alive! for Social Science until 10 PM daily.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide SIOP (Sheltered Instruction Observation Protocol) model and forms and functions, assessments for EL students and provide professional development to ELD teacher(s).	$ 350.00		Yes
Provide robust parent education to ensure a partnership in the students' academic success especially during distance learning, the importance of student attendance and engagement, tools of Restorative Justice, supporting social emotional and mental health for the family, and access to tools to support student distance learning.	$ 190.00		No
Provide teachers to provide small group and individualized support for students. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed		Yes
Provide paraprofessionals to provide small group and individualized support for students. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed		Yes
Administer NWEA MAP to students at least three times per year. Administer Ironbox Math and Achieve 3000 to students to monitor progress frequently.	Previously Listed		No
Provide intervention instructional materials for students (Ironbox for Math, Math Space for Math, Achieve 3000 for reading).	Previously Listed		No
Provide interventions for students in ELA and Math. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed		Yes
Provide social emotional learning curriculum (Sanford Harmony) and opportunities to ensure sound, healthy well-being.	Previously Listed		No
Purchase Go Guardian to ensure that students are safe and supervised when working online.	Previously Listed		No
A Paraprofessional will track behavior and academic intervention programs, especially for Foster Youth, Homeless Youth, EL, and SED	Previously Listed		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students during the instructional day, monitor the MTSS programs for interventions, ELD program, analyze data, and support teachers in differentiated instruction.			
The Executive Director and Principal will provide individualized coaching to teachers in area of instructional strategies to address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	19,842.29		Yes
Host (virtual) Back to School Nights and events to demonstrate student work, encourage community participation and relationship building.	Previously Listed		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budget expenditures for addressing student learning loss. In fact, mitigating student learning loss has been of paramount importance to PPCS.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The successes of mitigating student learning loss in the 2020-21 school year have been achieved through a relentless effort to ensure students receive the interventions that they need to be successful. This has been achieved through paraprofessionals, teachers, supplemental intervention materials and online programs, and tutoring opportunities for students. The students have not been allowed to fail. The success of the program lies with the relationships and partnerships with the parents and families. The families trust PPCS to educate their children. The workshops provided to parents have allowed parents the opportunity to understand how to support their children. The challenges of student learning loss were addressing the social emotional well-being as students experienced isolation, depression, and “Zoom Fatigue.” PPCS focused on a new social emotional learning curriculum and activities as well as increasing student engagement.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The successes in monitoring and supporting mental health and social emotional well-being in the 2020-21 school year included daily contact with students, mentorship, professional development on STAT, mindfulness to support teachers and staff to address personal mental health and social emotional well-being to better support students who have experienced trauma. The greatest success for supporting mental health and social emotional well-being was hosting multiple acknowledgement activities throughout the school year to recognize academic achievement and character development. This practice gave the students a boost in confidence and something to look forward to. A challenge was to provide enough resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices and social services in the community because the system was stretched thin.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

PPCS is committed to ensuring student engagement and positive attendance. The outreach plan for engagement and attendance was clearly articulated to students and parents prior to the start of school to include the procedures for tiered reengagement strategies for students who are absent from distance learning. If a student was not attending school or participating in synchronous or asynchronous instructional strategies, the teacher reported the student as absent, and the office staff called home immediately. Translation in English and Spanish is provided. If there was no response, a teacher, administrator, counselor also followed-up with parents. Still no response, the office staff sent home a certified letter encouraging the parents to reach out to the teacher(s) to set up a re-engagement plan. A home visit also took place with two employees with appropriate safety precautions to meet with the student and/or parent to encourage attendance at school and develop the re-engagement plan. Other strategies that were used was contact from a former teacher or other employee with a positive relationship with the student, the school counselor reaching out to student and parent to offer services, an employee reaching out to mentor the student, and an administrator reaching out to the parent to develop the re-engagement plan. The tiered re-engagement strategies included identifying a mentor employee for daily check in, setting up interventions and/or tutoring, student served as a peer mentor to a student in a lower grade, setting up an SST meeting, ensuring that the relationship with the teacher and the class peers took priority to ensure student engagement and school connectedness, and ensuring there was time every day for daily live interactions with the teacher and class peers. The challenge was that the contact was remote losing the connectedness which comes from face to face, in person conversations.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The success of the school nutrition program was that PPCS provided nutritionally balanced meals during distance learning to students and during lunch times during in-person instruction. The challenge was ensuring that students who were experiencing food insecurity came to pick up meals and visited a local food bank. Often, PPCS had more meals prepared than we had students pick them up.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Provide professional development on STAT (Support for Teachers Affected by Trauma) to support teachers and staff to address personal mental health and social emotional well-being to better support students who have experienced trauma. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	Previously Listed		Yes
Mental Health and Social and Emotional Well-Being	Provide resources to students, parents, teachers, and staff on stress management, trauma informed instruction, and restorative justice practices. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	Previously Listed		Yes
Mental Health and Social and Emotional Well-Being	The Social Worker will increase student engagement and school connectedness by supporting restorative justice techniques, providing training to students, staff, teachers and families, and building an active culture inclusive of all students. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	Previously Listed		Yes
Mental Health and Social and Emotional Well-Being	Host multiple virtual acknowledgement activities throughout the school year to recognize academic achievement and character development.	Previously Listed		No
School Nutrition	Provide PPE for Food Servers and cleaning/disinfecting supplies.	Previously Listed		No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and/or budget expenditures for the additional plan requirements.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

PPCS has learned many lessons from implementing in person and distance learning programs in 2020-21. The development of the LCAP includes focus on student achievement, mental health and social emotional well-being in a safe, inclusive, and supportive environment, and parent and community involvement and engagement, especially for our significant subgroups. PPCS has specifically addressed actions and services to improve instruction and achievement for Socioeconomically Disadvantaged students, English Learner, and Latinx students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student learning loss will continue to be assessed through the use of NWEA MAP assessments in English and Math, student attendance, grades, work completion, and other assessments. The administrators, teachers, and staff will continue to monitor the progress of students through data teams and analysis. They will then develop and adjust interventions for students to ensure that students with learning loss, especially those with unique needs, are provided intensive or strategic interventions on a daily basis.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions and services identified as contributing toward meeting the increased or improved services requirement. PPCS considered the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students first when developing the LCAP. PPCS was principally directed on educating and supporting the most vulnerable youth served. PPCS designed the LCAP to effectively address the distance learning program, devices and connectivity, communication with students and families, social emotional support for students, and addressing the learning loss or potential learning loss of the students. The actions in the LCAP were developed to meet the needs of students in response to the COVID-19 pandemic. The actions listed in the LCAP were effective in meeting the needs of these students as recommended by Stronger Together, research, and best practices. These actions included professional development on online instruction, trauma informed instruction, STAT, and mindfulness; purchasing computers and hotspots; interventions and after-school tutoring provided by teachers and paraprofessionals; social emotional professional development and supports for students, teachers, and staff; intervention instructional materials; staff support to include mentorship, counseling, engaging with families, tracking student interventions, teaching electives, coaching teachers, overseeing student interventions; robust parent education; and, resources to support teachers, staff and families.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

PPCS has taken an analytical approach in the development of the 2021-2024 LCAP. PPCS analyzed the Charter School thoroughly in the 2020-21 school year during the Charter Petition Renewal Process which examined the California School Dashboard data, CAASPP data, verifiable data, and DataQuest for dropout rate and suspension rate, as well as internal data on attendance, suspensions, and satisfaction rate. This included the successes of PPCS in comparison with the State. PPCS has included stakeholders in the process of developing the LCAP with parents, teachers, and staff through School Site Council, parent workshops, professional development sessions, and surveys, and with students through daily engagement and surveys. PPCS is committed to evaluating the 2019-20 LCAP and the 2020-21 LCP in order to evaluate whether the actions and services are truly effective in meeting the LCAP goals and fulfilling the mission to inspire joy and purpose in learning to develop well-educated, ethical, caring, and innovative members of the community.

Through this process, PPCS has learned how to effectively provide high-quality, rigorous distance learning, but the strength of the program is to continue to provide instruction in a seat-based model. Students need to be at school with their peers, teachers, and staff to best learn rather than in isolation. PPCS has learned that the focus of mental health and social emotional well-being is vital to the academic and overall success of the students. With specific attention to English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students, PPCS will continue with a rigorous professional development program, social emotional learning, and mental health supports like counseling, parent engagement, and trauma informed instruction.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,262,186.00	57,760.24
	16,502.00	0.00
After School Education and Safety (ASES)	10,000.00	0.00
Base	724,239.00	46,244.24
Lottery	32,000.00	0.00
Special Education	107,051.00	0.00
Supplemental and Concentration	334,917.00	9,891.00
Title I	37,477.00	0.00
Title II	0.00	1,625.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	1,262,186.00	57,760.24
0000: Unrestricted	0.00	0.00
1000-1999: Certificated Personnel Salaries	530,300.00	45,289.24
2000-2999: Classified Personnel Salaries	268,267.00	0.00
3000-3999: Employee Benefits	101,774.00	0.00
4000-4999: Books And Supplies	53,300.00	12,471.00
5000-5999: Services And Other Operating Expenditures	120,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	110,331.00	0.00
7000-7439: Other Outgo	78,214.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,262,186.00	57,760.24
0000: Unrestricted	Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	461,440.00	45,289.24
1000-1999: Certificated Personnel Salaries	Lottery	20,000.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	28,837.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	20,023.00	0.00
2000-2999: Classified Personnel Salaries	Base	135,252.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	100,000.00	0.00
2000-2999: Classified Personnel Salaries	Title I	33,015.00	0.00
3000-3999: Employee Benefits		16,502.00	0.00
3000-3999: Employee Benefits	Base	64,047.00	0.00
3000-3999: Employee Benefits	Lottery	12,000.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	5,263.00	0.00
3000-3999: Employee Benefits	Title I	3,962.00	0.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	10,000.00	0.00
4000-4999: Books And Supplies	Base	27,500.00	955.00
4000-4999: Books And Supplies	Supplemental and Concentration	15,300.00	9,891.00
4000-4999: Books And Supplies	Title I	500.00	0.00
4000-4999: Books And Supplies	Title II	0.00	1,625.00
5000-5999: Services And Other Operating Expenditures	Base	36,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	84,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	110,331.00	0.00
7000-7439: Other Outgo	Special Education	78,214.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	1,163,686.00	57,760.24
Goal 2	53,000.00	0.00
Goal 3	45,500.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$325,066.50	
Distance Learning Program	$87,839.21	
Pupil Learning Loss	$20,382.29	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$433,288.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$16,477.50	
Distance Learning Program	$38,430.98	
Pupil Learning Loss	$190.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$55,098.48	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$308,589.00	
Distance Learning Program	$49,408.23	
Pupil Learning Loss	$20,192.29	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$378,189.52	