Local Control Accountability Plan ("LCAP")

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the PPCS has separated out the state priorities into "sub-priorities."

STATE PRIORITY #1-BASIC SERVICES	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
SUB-PRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUB-PRIORITY	All students will have access to standards-aligned materials and additional instructional materials as outlined in the charter petition.
ACTIONS TO ACHIEVE GOAL	Principal and Executive Director will research and review all instructional materials before purchase. All instructional materials will align to Common Core Standards and the charter petition. All instructional materials will be included in school budget.
MEASURABLE OUTCOME	100% of students will have access to standards-aligned materials and supplemental materials as outlined in the charter petition.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	Completed purchase orders; school-maintained list of textbooks, digital curriculum, and resources and materials that supplement the core.

STATE PRIORITY #1-BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUB-PRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUB-PRIORITY	Maintain a clean, safe, and orderly school facility.
ACTIONS TO ACHIEVE GOAL	Daily campus walkthroughs will be conducted to monitor the safety and cleanliness of the campus, and identify any issues that must be immediately remedied. Monthly inspections will identify and cure safety hazards. Annual inspections will identify larger projects to budget for repair. Under the general supervision of the Principal or a designee, the school custodial staff will: • Perform daily general cleaning and regular detailed cleaning for all areas • Maintain the appearance of the exterior and grounds • Ensure that classrooms are cleaned daily • Keep food areas and bathrooms immaculate The custodial and maintenance staff will perform or recommend maintenance required to support the health, safety and welfare of students and other faculty and staff recommend facilities improvements.
MEASURABLE OUTCOME	Annually, 90% of all items on monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	Monthly site inspection documents prepared by the maintenance staff; Annual Facility Inspection Reports

STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STANDARDS
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUB-PRIORITY A – CCCSS IMPLEMENTATION

GOAL TO ACHIEVE SUB-PRIORITY	PPCS will fully implement the California Common Core State Standards (CCCSS) for the core subject areas of Language Arts, Mathematics, Science, and Social Studies.
ACTIONS TO ACHIEVE GOAL	The Instructional team will research and select high quality instructional materials that are directly aligned to Common Core. The learning community at PPCS will actively engage in useful and comprehensive professional development that prepares them to successfully deliver the Common Core Standards to learners. Support for teachers through professional development will be continuous and driven by data. Professional development days will be built within the calendar.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in Professional Development and trainings in CCCSS.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	Professional Development calendar and agendas will serve as evidence of teacher participation in professional development collaboration. Teachers develop goals to be met through professional learning as part of their evaluation

STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STANDARDS	
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUB-PRIORITY	All students will have access to the Common gain academic content knowledge through the implementation of the CCCSS.
ACTIONS TO ACHIEVE GOAL	EL students will participate in English Language Arts/Literacy instruction and receive additional instructional support as required to accommodate their EL status.
MEASURABLE OUTCOME	100% of students will gain academic content knowledge through the implementation of the CCCSS.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	Instructional blueprints and pacing guides, teacher's unit overviews and daily lesson plans, classroom agendas, student rosters.

STATE PRIORITY #3– PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
SUB-PRIORITY A – PARENT BUY-IN	
GOAL TO ACHIEVE SUB-PRIORITY	Parents will be engaged in the school community by gaining knowledge about the school's expectations for academics and behavior, and their role in making decisions for the school.
ACTIONS TO ACHIEVE GOAL	An orientation meeting will be held prior to students entering the school to review the school handbook and all policies relating to the success of students and parental involvement. Rules, policies, procedures, and general information regarding the school community, educational program, and co-curricular activities will be shared through website, newsletters, and monthly Parent/Community Town Hall Meetings.
MEASURABLE OUTCOME	100% of parents will sign the Parent/Student Compact agreeing to support the school's policies and their child's learning.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	Parent sign in sheets record all parents in attendance. A copy of the signed Parent/Student Compact will be put in the child's cumulative records.

STATE PRIORITY #3– PARENTAL INVOLVEMENT
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

SUB-PRIORITY B – PARENT INPUT

GOAL TO ACHIEVE SUB-PRIORITY	Maintain parent representation on an active LCAP Committee (Formerly School Coordinating Council).
ACTIONS TO ACHIEVE GOAL	Monthly LCAP Committee meetings will be held to include parent reps, school leadership team, and community partners. The SCC gives input to principal on decisions impacting the school community. The principal communicates to the PPCS Governing Board through the Principal.
MEASURABLE OUTCOME	Annually, the LCAP Committee will have at least two parent members attending quarterly meetings.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	LCAP Committee meeting agendas and minutes.

STATE PRIORITY #3– PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
SUB-PRIORITY C – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUB-PRIORITY	Parents will be engaged in the school community and be provided with frequent opportunities to get involved and give input for decision-making through monthly Parent/Community Town Hall Meetings, parent education workshops, and school-wide events.
ACTIONS TO ACHIEVE GOAL	A Parent/Community Liaison will engage parents through volunteer opportunities that further their involvement in assisting their child to be successful in school. Parents will be given opportunities to share their feedback about the school with LCAP Committee reps and the principal during monthly Town hall meetings. Surveys will be administered to understand the needs of the community to plan parent workshops. School-wide events will include curriculum nights, team conferences, awards events and attendance at performances and sports events.
MEASURABLE OUTCOME	• 80% of parents will attendance at least three events per year. • 80% of parents will attend at lease two conferences pear year (either parent/team or student-led)
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	The parent liaison and principal will retain calendars, agendas, and sign-in sheets for all conferences, events, and meetings held to monitor parent participation rates. An annual parent survey will be sent to obtain parent feedback evaluate the effectiveness of our parent engagement efforts.

STATE PRIORITY #4– STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* A. CA Measurement of Academic Progress and Performance on statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who are college and career ready D. Percentage of Els who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	
SUB-PRIORITY A – CAASPP (FORMERLY REFERRED TO AS CALMAPP): ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUB-PRIORITY	PPCS students will meet or exceed academic proficiency levels found at surrounding schools as measured statewide assessment in ELA and Mathematics. ELLs will advance in their language proficiency levels, evidenced by CELDT levels and reclassification rates. All PPCS students will gain access to college and career readiness through the instructional program.
ACTIONS TO ACHIEVE GOAL	PPCS will provide high quality instruction to learners through effective pedagogy, and provide 100% of learners with access to CCCSS and instructional support to gain proficiency.
MEASURABLE OUTCOME	At every applicable grade level, including all student subgroups, PPCS students will meet or exceed proficiency levels existing at surrounding schools. 80% of students will demonstrate growth as evidenced through quarterly benchmark and state assessments.
BASELINE PERFORMANCE LEVEL	None

METHODS OF MEASUREMENT	CAASPP (formerly referred to as CalMAPP) Score reports, student grades, CELDT scores, ACT Explorer exam.

STATE PRIORITY #4– STUDENT ACHIEVEMENT
Pupil achievement, as measured by all of the following, as applicable:
A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of Els who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUB-PRIORITY B - API	
GOAL TO ACHIEVE SUB-PRIORITY	Meet or exceed applicable annual performance targets (API Growth Target or equivalent as determined by CDE).
ACTIONS TO ACHIEVE GOAL	All students will have access to rigorous, high quality classroom instruction aligned to CCCSS and prepares students to achieve at proficient levels.
MEASURABLE OUTCOME	School will meet the annual API Growth Target, or equivalent measure prescribed by CDE, and will thereafter meet or exceed the median performance score for neighboring traditional public schools in the same school
BASELINE PERFORMANCE LEVEL	None

METHODS OF MEASUREMENT	CAASPP (formerly referred to as CalMAPP) Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education

STATE PRIORITY #4– STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

  A. *CA Measurement of Academic Progress and Performance on statewide assessment*
  B. *The Academic Performance Index (API)*
  C. *Percentage of pupils who are college and career ready*
  D. *Percentage of Els who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
  E. *EL reclassification rate*
  F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
  G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUB-PRIORITY C – COLLEGE AND CAREER READY (LIMITED APPLICABILITY TO K-8)

GOAL TO ACHIEVE SUB-PRIORITY	Students will demonstrate college-and career readiness.
ACTIONS TO ACHIEVE GOAL	21st Century Learning Skills that incorporate College and Career Readiness will be embedded throughout the curriculum and infused in instruction across disciplines. Students will participate in annual college and career fairs held to expose them to a range of difference colleges and careers. The Advisory curriculum will focus on college readiness. Students will take field trips to local colleges and universities. Guest speakers from local colleges will present for students and families. Parent workshops will be held focused on college planning and forms of financial aide.
MEASURABLE OUTCOME	Students will demonstrate their knowledge of college and careers through presentations and projects.
BASELINE PERFORMANCE LEVEL	None

METHODS OF MEASUREMENT	Evaluation of students' projects, data from the ACT Explorer exam.

STATE PRIORITY #4– STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:
 	
  A. *CA Measurement of Academic Progress and Performance on statewide assessment*
  B. *The Academic Performance Index (API)*
  C. *Percentage of pupils who are college and career ready*
  D. *Percentage of Els who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
  E. *EL reclassification rate*
  F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
  G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUB-PRIORITY D – EL PROGRESS	
GOAL TO ACHIEVE SUB-PRIORITY	ELLs will demonstrate advancement in their proficiency levels as evidenced by annual CELDT testing
ACTIONS TO ACHIEVE GOAL	All teachers will utilize SDAIE strategies to support the instruction of ELLs. Second language learners will receive differentiated instruction to provide support for their learning. Data sources will be analyzed to monitor student progress including multiple assessment measures, and grades. Instructional supports will be developed based on the data.
MEASURABLE OUTCOME	ELLs will demonstrate growth in language proficiency as evidenced by CELDT and multiple assessment measures.
BASELINE PERFORMANCE LEVEL	Scores on the CELDT measured in the first year

METHODS OF MEASUREMENT	Score reports from annual administration of CELDT and other assessments that measure language proficiency.

STATE PRIORITY #4– STUDENT ACHIEVEMENT	
Pupil achievement, as measured by all of the following, as applicable:	
A. CA Measurement of Academic Progress and Performance on statewide assessment	
B. The Academic Performance Index (API)	
C. Percentage of pupils who are college and career ready	
D. Percentage of Els who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)	
E. EL reclassification rate	
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher	
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	

SUB-PRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	PPCS will annually reclassify ELLs students as "Fluent English Proficient" using three criteria: (1) score "intermediate" or "advanced" on the CELDT; (2) score "basic" or above on English Language Arts assessments; and (3) be judged sufficiently fluent in oral and written English based on student classroom grades, current classroom teacher input, and the approval of the parents or guardians after consultation.
ACTIONS TO ACHIEVE GOAL	Teachers will effectively use SDAIE strategies to support student learning. Progress for ELLs will be monitored through progress reports, grade reports, and assessment data to ensure that students are on track to meet the goals set forth for reclassification. Targeted, individualized intervention strategies will be provided through grouping and extended learning opportunities/intervention classes. All teachers will know who their ELLs are and their levels in order to scaffold instruction.
MEASURABLE OUTCOME	At least 15% of ELLs will be reclassified as RFEP annually.
BASELINE PERFORMANCE LEVEL	Scores on the CELDT measured in the first year

METHODS OF MEASUREMENT	CELDT scores, ELA benchmarks, standardized assessments, and student writing.

STATE PRIORITY #4– STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. *CA Measurement of Academic Progress and Performance on statewide assessment*
- B. *The Academic Performance Index (API)*
- C. *Percentage of pupils who are college and career ready*
- D. *Percentage of Els who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- E. *EL reclassification rate*
- F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUB-PRIORITY F – AP EXAM PASSAGE RATE (GRADE LEVELS NOT APPLICABLE TO SCHOOL)

GOAL TO ACHIEVE SUB-PRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
MEASURABLE OUTCOME	N/A
BASELINE PERFORMANCE LEVEL	N/A
METHODS OF MEASUREMENT	N/A

STATE PRIORITY #5– STUDENT ENGAGEMENT		
Pupil engagement, as measured by all of the following, as applicable: *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates* *A. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*		
SUB-PRIORITY A – SCHOOL ATTENDANCE RATES		
GOAL TO ACHIEVE SUB-PRIORITY	PPCS will attend school daily and on time.	
ACTIONS TO ACHIEVE GOAL	The importance of attending school daily and on time is shared at the incoming student orientation, school handbook, website and parent newsletters. The school will promote high daily attendance rates by providing students with a safe, nurturing, and motivating learning environment that makes students want to be at school each day. The main office staff and school leaders monitor daily attendance. Positive school attendance will be recognized at school assemblies.	
MEASURABLE OUTCOME	The average daily attendance rate at PPCS will be over 95%.	
BASELINE PERFORMANCE LEVEL	N/A	

METHODS OF MEASUREMENT	Daily attendance through Power School, monthly, P-1, P-2, and annual ADA report.

STATE PRIORITY #5– STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- *A. School attendance rates*
- *B. Chronic absenteeism rates*
- *C. Middle school dropout rates (EC §52052.1(a)(3))*
- *D. High school dropout rates*
- *E. High school graduation rates*
- *F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUB-PRIORITY B – CHRONIC ABSENTEEISM RATES

GOAL TO ACHIEVE SUB-PRIORITY	PPCS will have a low truancy (unexcused absence/unexcused late arrival) rate.
ACTIONS TO ACHIEVE GOAL	Letters will be sent home after five absences to ensure that parents are alerted to the number of days their child has missed. The communication will explain how excessive absences can negatively impact student achievement. Students with chronic attendance problems will be referred to the School Attendance Review Team (SART), to develop a contract and intervention plan, and provide resources to the family to assist as appropriate.
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three unexcused absences or tardies during the school year.
BASELINE PERFORMANCE LEVEL	N/A
METHODS OF MEASUREMENT	Main office logs recording the names of students who arrive late for school, and must sign in and get a pass before going to class. Attendance reports.

STATE PRIORITY #5– STUDENT ENGAGEMENT
Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates
F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUB-PRIORITY	PPCS will retain and promote students grades five through eight.
ACTIONS TO ACHIEVE GOAL	The school will offer an academically engaging and nurturing environment for learning and support, integrated into the community. It will identify needs early and implement team-based remediation plans to avert problems that could otherwise lead to a student's departure.
MEASURABLE OUTCOME	At least 90% of the 7th and 8th grade classes will comprise students who were enrolled at school the prior academic year.
BASELINE PERFORMANCE LEVEL	N/A
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS.

STATE PRIORITY #5– STUDENT ENGAGEMENT
Pupil engagement, as measured by all of the following, as applicable:
  A. School attendance rates
  B. Chronic absenteeism rates
  C. Middle school dropout rates (EC §52052.1(a)(3))
  D. High school dropout rates
  E. High school graduation rates
  F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES (GRADE LEVELS NOT APPLICABLE TO SCHOOL)

GOAL TO ACHIEVE SUB-PRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
MEASURABLE OUTCOME	N/A
BASELINE PERFORMANCE LEVEL	N/A
METHODS OF MEASUREMENT	N/A

STATE PRIORITY #5– STUDENT ENGAGEMENT
Pupil engagement, as measured by all of the following, as applicable:
- *A. School attendance rates*
- *B. Chronic absenteeism rates*
- *C. Middle school dropout rates (EC §52052.1(a)(3))*
- *D. High school dropout rates*
- *E. High school graduation rates*
- *F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES (GRADE LEVELS NOT APPLICABLE TO SCHOOL)

GOAL TO ACHIEVE SUB-PRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
MEASURABLE OUTCOME	N/A
BASELINE PERFORMANCE LEVEL	N/A
METHODS OF MEASUREMENT	N/A

STATE PRIORITY #6— SCHOOL		
CLIMATE *School climate, as measured by all of the following, as applicable:* A. *Pupil suspension rates* B. *Pupil expulsion rates* C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*		
SUB-PRIORITY A – RESPONSIBLE BEHAVIOR OUTCOMES/PUPIL SUSPENSION RATES		
GOAL TO ACHIEVE SUB-PRIORITY	PPCS will maintain structures for positive student behavior that serve as alternatives to student suspension and promote responsible citizenship.	
ACTIONS TO ACHIEVE GOAL	Teachers and school leaders will develop and implement a systematic approach to managing student behavior that includes clear consequences for inappropriate actions and incentives for positive behavior. PPCS will share behavioral expectations with students and families through meetings and presentations, newsletters, and websites in order to avoid behaviors leading to suspension. Support services including counseling and behavior contracts will address problematic behaviors. Goals for improvement will be incorporated. Suspension will only be used in severe cases when student safety is at risk.	
MEASURABLE OUTCOME	PPCS will maintain an annual suspension rate of fewer than 5%.	
BASELINE PERFORMANCE LEVEL	N/A	
METHODS OF MEASUREMENT	Student disciplinary logs, goal reports and student contracts, life skills grades relating to behavior, School Accountability Report Card (SARC), SARC, CALPADS Report, and Behavior Support Plans through the IEP process when applicable.	

STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:*	
A. *Pupil suspension rates* B. *Pupil expulsion rates* C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUB-PRIORITY B – RESPONSIBLE BEHAVIOR OUTCOMES/PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	Students and families will be completely informed relating to all school rules and policies. The school handbook and parent/student contract will clearly state expellable offences as stated in Ed Code.
ACTIONS TO ACHIEVE GOAL	The school will maintain a safe, supportive, and orderly school climate that actively shares with students the expectations for school safety and student well being based on California Ed Code. The school states in writing in the handbook that there is no tolerance for banned substances, weapons, and violence. The teachers and staff will embody the importance of safe, positive, respectful citizenship. Students needing more support with behavior will be identified for integrated support services through the school and community agencies. Problem solving strategies such as peer mediation, conflict resolution and restorative justice will be taught and practiced. Problems that remain unresolved will be addressed through the SST process.
MEASURABLE OUTCOME	Student behavior will be monitored through teacher reports, life skills grades on five-week progress reports, and if applicable, Behavior Support Plans through the IEP. Expulsions will be non-existent, unless the student is in violation of Ed Code.
BASELINE PERFORMANCE LEVEL	N/A
METHODS OF MEASUREMENT	Annual School Accountability Report Card, (SARC), monthly reports in Welligent, and CALPADS.

STATE PRIORITY #6— SCHOOL	

CLIMATE *School climate, as measured by all of the following, as applicable:*
    A. *Pupil suspension rates*
    B. *Pupil expulsion rates*
    C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	

SUB-PRIORITY C – OTHER SCHOOL CONNECTEDNESS	
GOAL TO ACHIEVE SUB-PRIORITY	Students and families will experience a connectedness to the school community, and be active participants in all aspects of school.
ACTIONS TO ACHIEVE GOAL	Students, families, staff members, and community partners will work in tandem to create an inclusive and supportive learning climate that meets the needs of all students and addresses the focus areas showcased in Taking Center State Act II; Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures and Processes. The school will engage learners at high levels through relevant classroom instruction, quality after school programming, mentoring programs, arts, athletics, and student leadership. The Public Policy theme will connect students to their school and communities through civics education and service learning. The Advisory program connects students to their school community through the Advisory family concept, where they feel a part of a small, personalize group that emphasizes teamwork and collaboration. Our staff will go above and beyond to support students in any way needed. Parents will be partners in their child's learning, and will fulfill parent volunteer hours, attend meetings, conferences, and school-wide events.
MEASURABLE OUTCOME	Over 95% average daily attendance, 85% of parents attend at least three school events per year, students grades 5-8 participate in at least one club or activity held during or after school.
BASELINE PERFORMANCE LEVEL	N/A

METHODS OF MEASUREMENT	Daily attendance logs, parent volunteer hour tracker, parent attendance at meetings, workshops, and activities, student sign in sheets for co-curricular activities.

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. —Broad course of study‖ includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

A. Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE SUB-PRIORITY	All PPCS students, including subgroups, will have access to and be enrolled in, the core academic courses required by the state, and included in the charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.
BASELINE PERFORMANCE LEVEL	N/A
METHODS OF MEASUREMENT	Master schedule, class rosters.

STATE PRIORITY #8— STUDENT PERFORMANCE	
SUB-PRIORITY A – INTERNAL ASSESSMENT	
GOAL TO ACHIEVE SUB-PRIORITY	Students demonstrate reasonable academic growth as evidenced by performance bands in the core subjects on quarterly benchmark assessments.
ACTIONS TO ACHIEVE GOAL	Teachers and staff will analyze incoming diagnostic data and monitor student proficiency levels for each quarterly benchmark assessment. During professional development, teachers will conduct a data dig using benchmarks and other assessment tools, and determine areas for instructional growth. Improvement plans will be developed for subgroups that experience gaps in achievement. Interventions will be embedded through unit and daily lesson plans, and extended learning time (after school and Saturdays) will address strategies for increasing proficiency to facilitate reasonable academic growth for individual students and subgroups.
MEASURABLE OUTCOME	85% of students will meet expected growth targets as evidenced by benchmark assessments and other measures to include authentic and standardized assessments.
BASELINE PERFORMANCE LEVEL	Diagnostic assessment data including Directed Reading Assessment for lexile levels, Achieve 3000, Math Diagnostic Placement Tests (MDPT), and Smarter Balanced/CAASPP (formerly referred to as CalMAPP) from the previous year.
METHODS OF MEASUREMENT	Ongoing analysis of varied assessment measures; diagnostic, quarterly benchmarks, standardized, and cumulative exams. Regular monitoring of student growth and progress in grade level and content teams.

STATE PRIORITY #8— STUDENT PERFORMANCE	
SUB-PRIORITY B – OTHER PUPIL PERFORMANCE OUTCOMES	
GOAL TO ACHIEVE SUB-PRIORITY	Students will achieve growth in lexile level, measured three times per year to monitor their progress.
ACTIONS TO ACHIEVE GOAL	Teachers across grade level and disciplines will teach literacy strategies aimed at increasing lexile levels. Students will have increased exposure to expository text. A culture of reading will be built where students read more in school and at home. Achieve 3000 will be used grades 5-8 to scaffold expository text and provide reports so students and teachers can monitor progress.
MEASURABLE OUTCOME	85% of students will increase their lexile levels as measured by Achieve 3000 and the Scholastic Reading Assessment (SRA).
BASELINE PERFORMANCE LEVEL	Incoming lexile level assessed in August through SRA and Achieve 3000.
METHODS OF MEASUREMENT	Achieve 3000, language arts benchmarks, SRA

STATE PRIORITY #8— STUDENT PERFORMANCE	
SUB-PRIORITY C – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUB-PRIORITY	Students will apply their knowledge of public policy and civic literacy through community service projects that demonstrate leadership and impact the community in a positive manner.
ACTIONS TO ACHIEVE GOAL	Students will conduct research regarding a community issue, and work in group to create an action plan and create a realistic solution to solving a problem to improve the community; fundraising and assistance projects, to help communities such as planting gardens, art and murals, volunteering for health organizations or disaster relief.
MEASURABLE OUTCOME	90% of the students will actively plan and participate in a community engagement project.
BASELINE PERFORMANCE LEVEL	None
METHODS OF MEASUREMENT	Student participation data based on student projects, presentations to public audiences, surveys, response from community agencies.