

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Public Policy Charter School
Street	1701 Browning Blvd.
City, State, Zip	Los Angeles, CA 90062
Phone Number	323.205.7920
Principal	Sonali Tucker Ed.D.
E-mail Address	stucker@publicpolicycharterschools.org
School Website	http://publicpolicycharterschool.org/
CDS Code	1964733 0131847

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Public Policy Charter School
Street	1701 Browning Blvd.
City, State, Zip	Los Angeles
Phone Number	323.205.7920
Superintendent	Sonali Tucker Ed.D.
Web Site	http://publicpolicycharterschool.org/
E-mail Address	stucker@publicpolicycharterschools.org

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Public Policy Charter School (PPCS) is a grades 5-8 Middle School serving students in the central Los Angeles area. Consistent with statistics from the California Department of Education on local public schools, (<http://dq.cde.ca.gov/dataquest/>), 93-98% of PPCS's students qualify for free/reduced lunch. In addition, the school serves a sizable English Language population, 63% (inclusive of RFEPs) of the student body, and a Special Education population of a little over 16%.

The Mission of PPCS is to provide learners with a safe, supportive, and dynamic learning environment that delivers a rigorous and engaging, college-preparatory curriculum. Through the study of public policy, our learners will be equipped with the knowledge, skills, and fortitude to advocate for themselves and their community through leadership and action.

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

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

Since research supports that Project-Based Learning (PBL) is an effective and engaging way for students to learn and make meaningful connections across content areas the school implements PBL as a means by which the curriculum is delivered to students. In order to be college and career ready, students are required to apply knowledge in a cognitively demanding way. Through PBL, learners gain deeper comprehension within the

content, and learn to collaborate, think critically, communicate effectively both orally and through writing, and find creative solutions to problems. PBL directly aligns to Common Core Standards and the Smarter Balanced Assessment, with a focus on real-world applications and development of 21st century competencies that integrate technology and multi-media. The model provided by the Buck Institute for Project Based Learning will be utilized for professional development for teachers.

Critical literacy involves learners as active participants in the reading process through the analysis of the author's purpose. Critical literacy applies to both expository and narrative text. Our students will learn to use their power as readers to question, reflect, and present counter-arguments. Critical literacy challenges readers to use their knowledge to take action. Intensive focus on reading instruction is necessary to increase students' lexile levels and promote reading proficiency. Since the school will serve a sizable population of English Learners, vocabulary development will be a critical area of reading instruction. Professional development for teachers will emphasize explicit strategies for reading instruction to allow for students to be enthusiastic and competent readers, and to engage in critical literacy across disciplines.

PPCS strives to be a model for effective teaching and learning. We continue to promote exemplary teaching through a comprehensive professional development program aimed at providing teachers with various levels of experience with research based strategies to meet the academic and socio-emotional needs of middle grade learners. We will partner with local colleges and universities to hire the most qualified teachers. Professional development will be conducted by school leadership based on what the data reveals as areas of need. We commit to implementing and refining instructional approaches that advance achievement for our students. Coaching for teachers will be embedded in our effective teaching model.

Science, Technology, Engineering, Arts, and Mathematics (STEAM): In alignment with our public policy focus, the STEM curriculum will be embedded in our instructional program, to include Art and Design (from STEM to STEAM). PPCS will develop and implement a rigorous academic program where students apply the components of STEAM in all disciplines. Our students will build connections between their school, home, and community that will enable them to flourish in higher academic settings and eventually become policy leaders in various fields.

The school strives to maintain the 8 State Priorities collapsed into 3 areas Conditions of Learning, Pupil Outcomes and Engagement. These priorities are embedded through out the school's operations and instruction and are underscored among the school's goals. Student Success is the overarching goal of PPCS.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

There are a variety of opportunities that avail themselves to parents who want to be involved in school activities; Read to or with students during our 15 minutes of Drop Everything and Read (DEAR), oversee the yard during nutrition and lunch, help in the office, work with the instructional aides in the classroom with the teacher's guidance, volunteer to accompany students on field trips (field lessons), join the School Site Council and English Language Learner Committee, attend Parent Town Halls, attend Parent Conferences and workshops. They can also visit the Executive Director every Thursday from 3:45-4:45 for coffee with the ED to find out the latest news about the school and give input on the school's progress. Additionally, in 2017-18 the

school has offered parent's the opportunity to learn English or another language using Rosetta Stone free of charge.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Safe School Plan was completed by the School Safety Committee on January 15th 2016, and a meeting for public input was held on February 16th 2016. Since a few positions on the School Safety Committee need to be filled (due to attrition) the current members of the committee will meet in the 1st week of February to add members and to hold a public meeting for further input from the school community (if necessary). The current version of the Safe School Plan is available on the school's website www.publicpolicycharterschool.org. Once the plan has been updated, the more current version will be uploaded on to the website.

School Safety Committee Mission

Public Policy Charter School schools are committed to providing safe and positive learning environments for our students. PPCS believes safety is central to the daily operation of productive schools. In order to be and do their best, PPCS schools will provide safe and healthy school communities to our students that are free from disruptive behavior and discipline problems that interrupt learning. PPCS will provide annual staff trainings on policies and expectations regarding the practices necessary to maintain the security of the campuses, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment.

“Safe schools allow students to concentrate on learning, teachers to focus on teaching, and parents to be confident their children are in a secure, peaceful environment.”

National Resource Center for Safe Schools

The School's Comprehensive Safe Schools Plan includes the following items:

Appropriate Programs and Strategies that provide School Safety;

Child Abuse Reporting Procedures - page 5

Disaster Response Procedures - page 8

Suspension and Expulsion Policies - page 16

Procedures for Notifying Teachers about Dangerous Pupils - page 20

Anti Discrimination and Anti Harassment Policy including Sexual Harassment - page 21

Schoolwide Dress Code prohibiting gang related apparel - page 26

Procedures for Safe Ingress and Egress from school -page 27

Procedures to Ensure a Safe and Orderly Environment -

The social climate- the people and programs (Component 1) page 32

The physical environment- places (Component 2) page 44

Rules and Procedures on School Discipline - page 48

Hate Crime Policies and Procedures - page 50

Bullying Prevention Policies and Procedures - page 51

Campus evacuation plan (attached to plan)

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 11/7/2017

This section should be kept to 1-2 paragraphs.

The school received 100% in 7 of the 8 sections of the Facilities Inspection Test - which translates to a Good. The overall score for the school was also 96.53% which translates to GOOD!

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	The "Poor" rating is only due to inadequate performance of the HVAC system. There are no Gas Leaks or Sewer issues at the school. To compensate for the inadequate HVAC each room has a portable AC unit and fans that provide adequate ventilation.
Interior: Interior Surfaces	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	6	5	7	21842
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	0	866
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	2	0	2830

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.14	♦
Library Media Teacher (Librarian)		♦
Library Media Services Staff (paraprofessional)		♦
Psychologist	.13	♦
Social Worker	0.2	♦
Nurse		♦
Speech/Language/Hearing Specialist	.01	♦
Resource Specialist (non-teaching)	.02	♦
Other	.93	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2018

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Each student has access to Achieve 3000 from school and home with his/her own login. This provides the students with the required Informational Text. Each student also has a copy of Inside Text (Houton Mifflin Harcourt) and the 5th and 6th graders have copies of 3D English Portfolio books and Issues books as well. There are Class-sets of novels Dear Mr. Henshaw and Wonder for 5th and 6th graders, The Keeper, The Giver and The Hobbit for the 7th graders and House on Mango Street, Diary of Anne Frank and Lord of the Flies for the 8th Graders. The school is in the process of acquiring newspapers and magazines that would provide more Informational Text that would provides Expository reading and comprehension. Each student also has a copy of Evan-Moor Paragraph Writing.</p>	Yes	0
Mathematics	<p>Each student will have a copy of Singapore Math editions 5A and 5B (for 5th graders), 6A (for 6th graders), 7A & 7B (7th graders). The 5th and 6th graders will also have a copy each of Connected Math, Concepts and Rational (5th and 6th graders).</p>	Yes	0
Science	<p>Each Student has SEPUP Science books for Earth Science and Life Science. Additionally, each 5th grader has Foss science books.</p>	Yes	0
History-Social Science	<p>Civics - each student has his/her login to icivics (that gives them access to the site from home and school). The students each have a copy of Project Citizenship Level 1 books, the Constitution and the Bill of Rights. Geography- Each student has copies of Evan-Moor Daily Geography Practice. History -Each student has a copy of History Alive! US through Industrialism Texts and workbooks and History Alive! Medieval World and Beyond Text and workbooks.</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	The school has purchased Rosetta Stone for language acquisition.	Yes	0
Health	All students have a copy of McGraw Hill - Teen Health Grades 6-8 Text.	Yes	0
Visual and Performing Arts	The students who do Visual Arts are provided with handouts from the Getty Visual Arts curriculum.	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)	◆	◆	

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	15143.84	3685.38	11458.46	55930.55
District	♦	♦	7038.00	\$73,658
Percent Difference: School Site and District	♦	♦	47.8	-27.4
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site and State	♦	♦	54.2	-34.5

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

The school has 3 bi-lingual Instructional Aides to support the EL and Title I students.

Two fully credentialed teachers offer daily afterschool ELA tutoring, and afterschool Math tutoring 4 days a week, to support low performing students.

Challengers Club; For students who are At Standard or Exceed Standard, a fully credentialed teacher, offers further support afterschool to help them maintain and further exceed standards in ELA and Math.

The school has a part-time social worker who counsels students on various matters.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The school has 5 days of Professional Development at the start of the Academic year, 3 days before Thanksgiving, 3 days before students return from Winter

Break and one day after the last day of school. Further, each Wednesday (the school's short day) the teachers meet for PD from 1:30-3:30.

Teachers use student achievement data to determine the need for PD in certain subject areas, strategies, tools and techniques.

Workshops, In-house training afterschool are all methods by which PD is delivered at Public Policy Charter School.

Further, teachers are supported through peer coaching, teacher-Executive Director/Principal meetings, and in-class coaching.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	