

Public Policy Charter School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Public Policy Charter School
Street	1701 Browning Blvd.
City, State, Zip	Los Angeles, CA 90062
Phone Number	323.205.7920
Principal	John White
Email Address	stucker@publicpolicycharterschools.org
Website	http://publicpolicycharterschool.org/
County-District-School (CDS) Code	19 64733 0131847

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Public Policy Charter School
Phone Number	323.205.7920
Superintendent	Sonali Tucker Ed.D.
Email Address	stucker@publicpolicycharterschools.org
Website	http://publicpolicycharterschool.org/

School Description and Mission Statement (School Year 2020-2021)

About Our School

Public Policy Charter School is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and student academic growth activities. We encourage you to get to know the school, its programs, activities, and schedule.

Short Bio of the school's principal Dr. John White:

John White, a Los Angeles native, is the eldest of seven children. He graduated from Delano High School in the San Joaquin Valley. Dr. White attended UCLA. Possessing a strong commitment to education, Dr. White earned his Teaching Credential and Master's Degrees from California State University, Dominguez Hills, and a Doctorate from NOVA Southeastern University, Fort Lauderdale, Florida. Dr. White completed an outstanding Career in LAUSD as a teacher, counselor, and administrator. Dr. White retired from LAUSD June 2012 and has since worked as an independent educational consultant.

Dr. White, a Board Director for the California League of Schools, recently served as Chief Education Officer for K-20 Associates (2012-2016), a STEM based educational company with a focus on computer technology Algebra instruction.

Principal's Comment

At Public Policy Charter School we focus on the whole child. We are dedicated to not only seeing our students achieve academically, but to grow and develop into healthy educated citizens who care about their communities and work to improve them.

Public Policy Charter School (PPCS) is a grades 5-8 Middle School serving students in the central Los Angeles area. 97.14% of PPCS's students qualify for free/reduced lunch. In addition, the school serves a sizable English Language population, 62% (inclusive of RFEPs) of the student body, and a Special Education population of a little over 15%.

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 multimedia. 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 5	4
Grade 6	18
Grade 7	25
Grade 8	33
Total Enrollment	80

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	21.3
Hispanic or Latino	77.5
White	1.3
Socioeconomically Disadvantaged	100
English Learners	36.3
Students with Disabilities	16.3
Homeless	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	5	4	20,610
Without Full Credential	0	0	0	669
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1337

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Study Sync is used as the syllabus in all grades. This year the students use the online version during Distance Learning although hard copies are available on site.</p> <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. Since Achieve 3000 on a digital platform it works well for Distance Learning.</p> <p>Although each student had a copy of Inside Text (Houghton Mifflin Harcourt) and the 5th and 6th graders have copies of Scholastics 3D English Portfolio books and Issues books, due to Distance Learning they do not use these hard copies.</p> <p>There are Class-sets of novels; Dear Mr. Henshaw, Percy Jackson and the Olympians Lightning Thief, and Wonder for 5th and 6th graders, The Keeper, The Giver, the Absolute True Story of a Part-time Indian, Diary of Anne Frank, and The Hobbit for the 7th graders. House on Mango Street, Return to Sender, Diary of Anne Frank and Lord of the Flies for the 8th Graders.</p> <p>Each student also has use of copies of various Evan-Moor workbooks, that were handed out to parents when Distance Learning commenced.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Each student has 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 have a copy each of Connected Math, Concepts and Rational (5th and 6th graders).</p> <p>However, during Distance Learning the students have been using Math Sync a Math core curriculum on line.</p> <p>All students have access to Study Island (Math), through their own login. Study Island is supplemental to Math Sync which is the core curriculum.</p>	Yes	0
Science	<p>Each Student has SEPUP Science books for Earth Science, Life Science and Physical Science.</p> <p>Additionally, each 5th grader has Foss science books.</p> <p>Since the hands-on science "labs" at the school can't be accessed by students during Distance Learning, the school has purchased and handed out individual "Bill Nye Science kits" for each student.</p>	Yes	0
History-Social Science	<p>Civics - 8th Grade students have a login to icivics (that gives them access to the site from home and school).</p> <p>The students each (8th Graders) have a copy of Project Citizenship Level 1 books, the Constitution and the Bill of Rights. For Distance Learning each student will also be give his/her own copy of "This is what Democracy Looks Like" A graphic guide to Governance by Center Cartoon Studies.</p> <p>History -To accommodate Distance Learning each student currently has an electronic copy (based on his/her grade level) of History Alive! US through Industrialism, History Alive! Medieval World and Beyond, History Alive! Ancient World, or Social Studies Alive! depending on his/her grade level. Prior to Distance Learning each student had access to a hard copy of the History text books.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	In 2019-20 and 2020-21 the Emerging students use Duo Lingo.	Yes	0
Health	All students have a copy of McGraw Hill - Teen Health Grades 6-8 Text. However, during Distance Learning the students use various online resources provided by the teachers. Moreover, each student will receive a copy of "Let's Talk About It" A Graphic Guide to Mental Health by the Center for Cartoon Studies.	Yes	0
Visual and Performing Arts	The students who do Visual Arts are provided with handouts from the Getty Visual Arts curriculum.	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The school received 100% in 7 of the 8 sections and a 93.75% in 1 of the sections, of the Facilities Inspection Test (FIT). The overall score for the school was also 99.22% which is an overall EXEMPLARY!

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 11, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	One rod on the fence has been broken off by a possible intruder. The school is in the process of contracting a welder to repair it.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	23	N/A	40	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	30	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

There are a variety of opportunities that avail themselves to parents who want to be involved in school activities; Oversee/Supervise the students during nutrition and lunch, assist in the office, decorate bulletin boards, work with the instructional aides in the classroom with guidance from the teachers, volunteer to accompany students on field trips (field lessons), join the School Site Council (SSC) and English Learner Advisory Committee (ELAC), attend Parent Town Halls, attend Parent Conferences and workshops and work with the Student Council on fundraisers and event planning. 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. Unfortunately, in 2020-21, and from March - June in 2019-20, Coffee with the Executive Director or Principal is virtual (based on request) due to Covid-19 and the necessity to reduce contact.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	.7%	.6%				
Expulsions	0.00	0.00				

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The 2019-20 Safe School Plan was completed by the School Safety Committee on December 10th, 2020 and a meeting for public input was held on the same day. The 2019-2020 Safe School Plan was Board Approved as presented on January 7th, 2020.

The current version of the Safe School Plan (2020-2021 version) is available on the school's website www.publicpolicycharterschool.org. Whenever the plan is updated, the more current version will be uploaded on to the website. The 2020-2021 Safe School Plan was completed by the Safe Schools Committee on 7/17/2020 and was Board approved after a public hearing on 8/20/2020. The 2020-2021 version included an addendum that included Covid-19 related precautionary measures.

School Safety Committee Mission

Public Policy Charter School is committed to providing a safe and positive learning environment for its students. PPCS believes safety is central to the daily operation of productive schools. In order to be, and do their best, PPCS will provide a safe and healthy school community to our students that is 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 campus, 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
 Disaster Response Procedures
 Suspension and Expulsion Policies
 Procedures for Notifying Teachers about Dangerous Pupils
 Anti Discrimination and Anti Harassment Policy including Sexual Harassment
 Schoolwide Dress Code prohibiting gang related apparel
 Procedures for Safe Ingress and Egress from school
 Procedures to Ensure a Safe and Orderly Environment
 The social climate- the people and programs (Component 1)
 The physical environment- places (Component 2)
 Rules and Procedures on School Discipline
 Hate Crime Policies and Procedures
 Bullying Prevention Policies and Procedures
 Campus evacuation plan (Attachment)
 Covid-19 Safety Measures (Attachment)

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	25		4		25	2		1	28		2	1
Mathematics	20	2	3		25	2		1	23	2	2	1
Science	25		4		25	2		1	33			1
Social Science	25		7		23	4		1	23	2	1	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,096.00	1990.00	12,106	59,647
District	N/A	N/A	9,056	\$78,962
Percent Difference - School Site and District	N/A	N/A	28.8	-27.9
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	43.9	-32.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

The Services listed below were provided virtually from March 2020 onwards once the pandemic necessitated Distance Learning.

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

A fully credentialed teacher and one Instructional Aide offer daily after school English Language Arts and Math tutoring 4 days a week, to support low performing students.

For students who are At Standard or Exceed Standard, the same tutors, offer further support afterschool to help them maintain and further Exceed Standards in ELA and Math.

The school has a part-time social worker who works with students on various issues. This Social Worker also offers parent workshops on topics related to student well being and success.

All services required to support the school's Special Needs population is completely funded; the school has an onsite full time RSP coordinator, and RSP aide. Psychologists, Occupational Therapists, Speech and Language Therapists, and Nurses are contracted as needed.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	31	33	36

The school has 5 days of Professional Development at the start of each Academic year.

In 2016-17 it also had 3 days of PD before Thanksgiving, and 3 days before students returned from Winter-Break.

In 2017-18, 2018-19 and 2019-20 the 3 days before Thanksgiving were eliminated and PD was held on 2 days before students returned to school after Winter-Break, and one day after the last day of school.

Additionally, each Wednesday (the school's short day) the teachers meet for PD from 1:30-3:30.

In 2020-21 during Distance Learning (due to Covid-19) the teachers attended virtual PD for 5 days prior to the start of the school year, 2 days prior to students returning to school after the Winter-Break (virtual PD) and every Wednesday (virtual PD) as well as (hopefully) the day after the last day of school to evaluate successes, challenges and best practices.

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.