



# Los Angeles Unified School District

## School Review

SUMMARY WRITE UP  
SUPPORT PLAN  
FOR SUBMISSION TO THE SUPERINTENDENT

### **South Region High School #2 Public Service Community School Local District 7**

Principal: Angela Brathwaite, Ed.D.  
Dates of Review: April 12-13, 2012

SCHOOL REVIEW TEAM COMPOSITION  
Team Leader - Christopher Downing, Principal Leader  
Angela Brathwaite, Ed.D. Principal

#### **Review Team**

David Carr, LD7	Maria Luis Cadenas, Parent
Ashley Dale, Teacher	Patricia Manzano, Parent
Cecilia Duenas, Ed.D, LD7	Genoveva Quetz, Parent
Sonia Flores, LD7	Karina Roldan, Parent
Nancy Grab, Teacher	Elvia Rosales, Parent
Irma Lemus, Teacher	Maria Sanchez, Community Representative

## The School Context

### South Region High School #2 Public Service Community (PSCS), 8867, Local District 7

Grade Levels Served: 9-11  
Principal(s) names: Angela Brathwaite, Ed.D.

The Public Service Community School has 13 classrooms teacher positions (including a Resource teacher and an SDC teacher). The school has one Principal, one Counselor, a Parent Community Representative and one Office Technician. PSCS shares the following positions with 3 other school sites: Site Operations Coordinator, SAA (School Administrative Assistant), Librarian, Financial Manager, Dean, Athletic Director, PSA, Psychologist, Nurse, Parent Resource Liaison, Bridge Coordinator and custodial staff.

### Student Demographics 2011-2012

<i>Total students enrolled:</i>	<i>292</i>	<i>Latino</i>	<i>98.0%</i>
<i>African American</i>	<i>2.0%</i>	<i>White</i>	<i>0%</i>
<i>Asian</i>	<i>0%</i>	<i>Students with Disabilities</i>	<i>8.0%</i>
<i>American Indian/Alaska Native</i>	<i>0%</i>	<i>Economically Disadvantaged</i>	<i>85%</i>
<i>Filipino</i>	<i>0%</i>	<i>English Learners</i>	<i>32%</i>
<i>Pacific Islander</i>	<i>0%</i>	<i>Re-classified (RFEP)</i>	<i>9%</i>

*Achievement data of enrolled students on page 3.*

### Mission

PSCS will graduate students with the skills, attitude, and knowledge required to be responsible and respectful members of society.

### Vision

PSCS students will demonstrate school-wide academic and social expectations:

- Critical Thinking
- Problem Solving
- Leadership
- Citizenship

### School Description:

Public Service Community School (PSCS) opened on September 7, 2011 as a new school under the pilot school model. It is located in Local District 7, in the Los Angeles Unified School District. PSCS follows the traditional calendar. We are identified as a PHBAO school in a low socio-economic area.

Many of our students came from, Edison Middle School, Los Academy Middle School, Drew Middle School, Bethune Middle School, and Fremont High School. One reason for opening Public Service Community School was to relieve the overcrowding of Fremont High School.

Classes at Public Service Community School are 83 minutes long, with a 30 minute advisory period. The school has an alternate-day blocked schedule, where students have 8 classes over 2 days. The purpose for this schedule is to provide students access to a learning environment where students can acquire academic and social skills in extended class periods and where students can have access to ELA and math intervention classes in the academic school day. The purpose of advisory is to provide a safe and low-pressure environment for students to learn Habits of Mind and reinforces academic and social skills.

As of October 5, 2011, Public Service Community School had 19 classrooms and shared the following facilities with other 3 school sites: Multipurpose Room, Library, Cafeteria, Gymnasium and Parent Center. PSCS classrooms have LCD projectors, audio/video system, access to laptop carts and a MAC computer. Teachers have a laptop computer and an iPad.

The Public Service Community School is working on having an active parent center. Our parents and guardians have opportunities for involvement such as ELAC Advisory Committee meetings, monthly School Governance Council Meetings and ongoing meetings with various faculty members, such as with the principal, counselor, teachers and librarian. These meetings are to provide parents feedback on their child's academic and behavioral progresses as well as support parents in goal development with students.

The Public Service Community School sponsors several other community events throughout the year including a Community Barbeque, monthly Coffee with the Principal, Back-to-School Night, two PHABO evenings, Open House and awards ceremonies. Although we have a strong and active group of parent volunteers, they represent a small percentage of our parent population. We continue to work toward increasing our parent involvement.

The Public Service Community School promotes school culture through progressive discipline and school-wide instructional strategies. Progressive discipline is a multi-layered, collaborative discipline plan where teachers first address behavior problems individually with students in the classroom, then with parents, and, if needed, work together as an intervention team with parents, students and shared teachers. To support student learning and achievement, teachers implement school-wide instructional strategies in reading, writing and checking for understanding. To increase reading comprehension, teachers in PSCS incorporate reflection strategies after students complete SSR (Sustained-Silent Reading). To increase opportunities for students to write in class, teachers in PSCS use the Cornell notes taking system. To increase teachers checking for student understanding, PSCS teachers embed the strategies of think-pair-share and exit tickets.

## Public Service Community School Data

### ATTENDANCE AVERAGE ENROLLMENT

	Monthly Attendance Rate
SEPTEMBER	99.20%
OCTOBER	94.40%
NOVEMBER	93.70%
DECEMBER	91.80%
JANUARY	93.30%
FEBRUARY	92.60%
MARCH	91.50%
APRIL	90.70%
MAY	91.20%
<b>Overall</b>	<b>93.30%</b>

### PERIODIC ASSESSMENT, MATH

Content Strand	# of Items	Avg # Correct	Avg % Correct
ALGEBRA 1*	72	<u>29.3</u>	41%

\*Geometry was not offered for the 2011-12 academic year.

Assessment	Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>1</b>	20	22	40	17	1
<b>2</b>	40	30	27	3	0
<b>3</b>	33	25	31	11	0

### Performance Meter Data

Currently there is no performance meter data for Public Service Community School. However, Algebra Periodic Assessment Data show that the school is below the district goal of 38% for proficient and advanced students.

Preliminary Findings

**Overall Summary**

The school review team, composed of school site and local district staff observed all of the classrooms. Each observation lasted approximately 15 minutes. Evidence was gathered using a protocol developed from “Instructional Rounds in Education” (City, et.al, 2009). Following the observations, we debriefed the evidence using the School Review Rubric and School Review Summary Tools. Each team visited approximately 4 to 5 classrooms, including Advisory.

**Key Findings**

**Commendations and Recommendations**

Category	Commendations	Recommendations
<b>Academic Achievement</b>	<ul style="list-style-type: none"> <li>School has fully implemented common lesson and themes across all Advisory classes</li> <li>Teachers use technology with efficiency in the classroom (roll call, checking for student participation, transitions during the class)</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development for teachers on increasing student opportunities to engage in authentic, academic talk.</li> <li>Consistently incorporate various ways for checking for understanding, including but not limited to exit tickets and think-pair-share.</li> <li>Benchmark student work so that posted student work represents elements of specific and constructive feedback.</li> <li>Increase rigor so that students are cognitively challenged, possibly through multilayered, public serviced-based projects.</li> </ul>
<b>School Culture</b>	<ul style="list-style-type: none"> <li>Students, parents, and teachers all agree that the school is clean &amp; free of graffiti</li> <li>Minimal to zero interruptions during instructional time (i.e., no students in hallways, no Public Announcements)</li> <li>Transitions between classes is smooth – teachers stand by door in classroom (observed more than 80% of the time)</li> </ul>	<ul style="list-style-type: none"> <li>While PSCS has policies in place to minimize interruption from students in the hallways, complex wide implementation on discipline policies may minimize interruptions to zero</li> <li>Provide more opportunities for student-led activities (i.e., prom, afterschool events, lunch time activities)</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>Evidence that leadership team participates in data analysis via Diagnostic Assessment Rescue Translations Story Problems (DARTS)</li> <li>Student-, Parent-, Teacher- focus group data indicate that PSCS has a culture of respect and trust where concerns and issues are addressed with expediency and fairness.</li> <li>School has support of the Pilot Schools via school <i>walk throughs</i> and immediate attention to school issues</li> </ul>	<ul style="list-style-type: none"> <li>Seek ways to engage other Community Schools to work through issues that deal with School-wide concerns.</li> <li>Seek alternative or create ways to alleviate funding issues(i.e., sharing dean with other Community Schools)</li> <li>Continue to look for ways to provide opportunities for community and parent involvement and engagement</li> </ul>

## Support Plan

### Goal 1

School: PSCS LD: 7 Principal: Angela Brathwaite Date: 4/13/12

#### Brief description of the goal:

By December 2012, provide professional development for teachers on increasing student opportunities to engage in authentic, academic talk marked by critical thinking and questioning.

**Rubric category the goal is related to:** Academic Achievement

#### Concerns/Action items related to this goal:

While PSCS teachers have embraced Cornell note taking, teachers have varying levels of comfort with modeling and implementing Cornell note taking as an instructional strategy to engage students in promoting authentic, academic talk and critical thinking and questioning. Classroom observations did not support the full implementation of the practices.

Steps to address these concerns/action items:	Time of Completion:	Lead person or person providing support:
Provide follow-up PD on Cornell note taking to PSCS teachers.	December, 2012	Principal Lead Teachers
Provide follow-up PD on students creating higher-order questioning (Blooms Taxonomy/Costa's Levels of Inquiry)	December, 2012	Lead Teachers
Classroom observations to determine level of implementation of Cornell note taking as an instructional strategy to engage students in promoting authentic, academic talk and critical thinking and questioning.	Ongoing	Principal Lead Teachers
Professional Development during Tuesday Teacher meetings – review student work as it relates to Cornell Notes evidencing authentic, academic talk and critical thinking and questioning.	Ongoing	Principal Teacher Leaders

## Goal 2

### Brief description of the goal:

By December 2012, provide more opportunities for PSCS to be engaged in student-led activities (i.e., prom, afterschool events, lunch time activities, clubs, etc.).

**Rubric category the goal is related to:** School Climate and Culture

### Concerns/Action items related to this goal:

Both teachers and students have noted students need more opportunities for organized, student-led social activities, which will increase student involvement and connection to the school community.

Steps to address these concerns/action items:	Time of Completion:	Lead person or person providing support:
Review and revise Elect to Work Agreement with teachers to add language that reflects teachers will help plan and supervised extra-curricular activities.	May 2012	Principal Teacher Leaders
Survey teachers to gage capacity on the number and types of student-led activities that can be supported by PSCS staff.	August, 2012	Principal
Survey students to gage in which types of student-led activities they are willing to participate.	August, 2012	Principal Teacher Leaders
Create PSCS announcements shared during Advisory to solicit student support and publicize student-led activities and events.	September, 2012	Teacher Leaders Teachers

### Goal 3

#### Brief description of the goal:

By December 2012, increase opportunities for parent and the community engagement.

**Rubric category the goal is related to:** Leadership

#### Concerns/Action items related to this goal:

Parents have noted a need for more opportunities to learn about school-site events and become involved in students' education.

Steps to address these concerns/action items:	Time of Completion:	Lead person or person providing support:
Twice a semester, engage parents and the community in <i>Coffee With the Principal</i> meetings.	December, 2012	Principal
Create monthly parent newsletter	Beginning August, 2012	Principal Teacher Leaders
Engage parents through student-led PLBAO Conferencing	November, 2012	Principal Content Leads
Create parent workshops on family issues and college admissions processes.	Beginning September, 2012	Principal Counselor Content Leads