



Accrediting Commission for Schools

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INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: Dec 16, 2011

School:	Public Service Community School		
Address:	6100 S. Central Ave	Los Angeles, CA	90001
	Number and Street	City and State	Zip Code
Mailing Address (if different):			
	Number and Street	City and State	Zip Code
Telephone #:	323-846-2000 ext. 2125	Fax #:	323-846-2122
Email Address:	Adb9995@lausd.net		
Chief Administrator:	Dr. Angela Brathwaite, Principal		
School District:	Los Angeles Unified School District		
Enrollment:	Current Grade Span to be Reviewed: 9-11		
County:	Los Angeles		

Check any of the following that apply to your school:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Comprehensive | <input type="checkbox"/> Community Day School | <input type="checkbox"/> Alternative Education/ Continuation |
| <input type="checkbox"/> Independent Study | <input type="checkbox"/> Charter School | <input type="checkbox"/> Home Study |
| <input type="checkbox"/> Online Distance Learning | <input checked="" type="checkbox"/> Other: Explain: Pilot School | |

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 0%, and the percentage of students utilizing the online delivery system _____%.

Briefly describe:

Note: If enough space is not available on the following pages, please append additional sheets.

Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the “description” below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Public Service Community School (PSCS) is a traditional calendar pilot school of approximately 300 students, and it is located in the Florence-Firestone Community. The school resides within the boundary of the Los Angeles Unified School District, Local District 7. The school opened in September 2011 with grades 9—11. The community of Florence-Firestone is predominately comprised of blue collar and unskilled workers. Approximately 98% of our school population is comprised of Latino/Hispanic students.

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.
- When the school was opened
- Initial location of the school and any location changes
- Enrollment by grade level

Public Service Community School resides in South Los Angeles, in the Florence-Firestone Community. Although fewer than 3% of residents 25 and older have a four-year degree, residents within the community proudly support efforts to provide students opportunities educational opportunities. With a population of 86.1%, the community is predominately Latino/Hispanic; however, it also has approximately 12.8% of African-American residents, 0.8% of Caucasian residents and 0.3% of Other. Within the Latino/Hispanic community, 45.5% were born outside of the United States.

Florence-Firestone Community Demographics

Ethnicity	Population
Latino/Hispanic	86.1%
African-American	12.8%
Caucasian	0.8%
Other	0.3%

Public Service Community School opened September 7, 2011 to relieve the overcrowding of nearby Fremont High School. It is located on the complex of South Region High School, #2, which also hosts 3 other pilot high schools. Many of our 9th grade students came from Edison Middle School,

Los Academy Middle School, Drew Middle School, Bethune Middle School; and most 10th and 11th grade students came from Fremont High School.

Public Service Community School has the following enrollments by grade-level compositions:

PSCS Grade-Level	Enrollment
9 th	151
10 th	90
11 th	48

Give demographic information regarding the students, including the following:

- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)
- English proficiency
- Gender/age mix
- Special populations
- Mobility of students
- Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.
- Student follow-up

The ethnicity at Public Service Community School is as follows:

PSCS Ethnicity Demographics

Ethnicity	Population
American Indian or Alaska Native	0%
African-American of non-Hispanic Origin	2%
Filipino	0%
Hispanic	98%
Pacific Islander	0%
Caucasian or White	0%

The English proficiency at Public Service Community School is listed below:

PSCS English Proficiency Rates

Clasification	Percentages
English Proficient	70.5%
Limited English Proficient	29.5%

Gender demographics for Public Service Community School is listed below:

PSCS Gender Demographics

Gender	Percentages
Female	56.2%
Male	43.8%

Public Service Community School students receiving special education services:

PSCS Students Receiving Special Education Services

Service	Percentages
Resource	3.6%
Special Day Program (SDP)	3.9%

Mobility of Public Service Community School students based on self-reporting by parents/guardians on the Student Residency Questionnaire:

PSCS Student Mobility Rates

Mobility Status	Percentages
Non-Traditional Residency Status	3.9%
Traditional Residency Status	96.1%

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

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. Students also 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* through *The 7 Habits of Highly Effective Teens* as well as reinforce academic and social skills.

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

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 Principal, SAA (School Administrative Assistant), Teacher-Librarian, Financial Manager, Dean, Athletic Director, PSA, Psychologist, Nurse, Parent Resource Liaison, Bridge Coordinator and custodial staff.

The Public Service Community School is actively working on increasing parent participation in our 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 teacher 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 PHBAO evenings, Open House Meetings 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.

The Public Service Community School uses data from teacher-made and district created formative assessments to inform instructional practices. Teachers use district periodic assessments to measure student achievement and determine student gaps in knowledge related to content area standards. Teachers and staff review attendance data to ensure students attend classes daily and schedule parent

conferences based on attendance data. Teachers and staff review discipline data to determine the effectiveness of behavioral interventions and revise progressive discipline plans.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions with one to two paragraphs. Please refer to the rubrics in the *WASC Initial Visit Procedures Manuals for California Public Schools* (www.acswasc.org/pdf_cde/InitialVisitProcedures_WASCCDE_manual.pdf) for areas to review prior to responding to the questions below.

Category A Organization

A1. Vision and Purpose Criterion: Does the school have a clearly stated vision or purpose based on its *student needs, current educational research, and the belief that all students can achieve at high levels*? Supported by the governing board and the central administration, to what extent is the school's purpose further defined by expected schoolwide learning results and the academic standards? Do the expected schoolwide learning results stress attainment of the academic standards?

As a new school, Public Service Community School was designed with a mission and vision meant to provide students with experiences that contribute to a solid foundation of knowledge, skills and attitudes in which students can build responsible and fulfilling lives.

Mission

Public Service Community School will graduate students with the skills, attitude, and knowledge required to be responsible and respectful members of society.

Vision

Public Service Community School students will demonstrate school-wide academic and social expectations:

- Critical Thinking
- Problem Solving
- Leadership
- Citizenship

Following a series of collaborative professional development activities, a vision statement and school-wide academic and social expectations were developed. Based on current research and practice, teachers, parents and students in the Public Service Community School support a theme-based instructional focus that enables students to prepare for careers in fields such as government, education, health care, human services, fire protection, and law enforcement. Public Service Community School teachers are developing ways to utilize common teaching strategies and practices: Cornell note taking, reflections after SSR (Sustained Silent Reading) and checking for understanding (think-pair-share and exit tickets) to promote the school's mission and vision.

A2. Governance Criterion: Does the governing board (a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegate implementation of these policies to the professional staff; and (c) monitor results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

Public Service Community School (PSCS) is part of the Los Angeles Unified School District, and it is under the supervision of the Board of Education and Superintendent, Dr. John Deasy. PSCS is located in Local District 7 under the leadership of Local Superintendent, Dr. George McKenna, and direct supervision of Principal Leader, Dr. Russ Thompson. One school site administrator, Dr. Angela Brathwaite, Principal, leads the Public Service Community School. The school site administrator is responsible for implementing policies and procedures of LAUSD, included but not limited to academic progress monitoring for students. Public Service Community School participates in District testing and monitoring of students through California's STAR testing program, California High School Exit Exam program, and standards-aligned periodic assessments. Additionally, content area teachers review students' assessment data and reflect on next steps towards increasing students' proficiencies status.

Public Service Community School governance board carries out recommendations set forth in the Single Plan for Achievement so that decisions reflect a school-wide agreement. After the faculty-at-large, Instructional Leadership Committee and Advisory Committee study student achievement data, they make recommendations to the School Governing Council (SGC) concerning students' academic needs. The SGC considers these recommendations along with their own examination of the school's academic data. The SGC was elected in accordance with State law and includes parents, students, teachers, school staff, and administration. SGC meetings are held monthly and decisions regarding the expenditure of categorical monies, general school program improvements, and the Single Plan for Student Achievement are approved by the Council.

Teachers use data from District Periodic Assessments and analyze data for formative results. Content teachers meets weekly to discuss and develop lessons and share best practices to support students. Goals surrounding increasing student achievement are created based on data generated from the Office of Data and Accountability. To support the school's efforts in providing targeted instruction for at-risk and low performing students, PSCS collaborates with Local District 7 instructional specialist to support teachers in creating and implementing strategies that will raise student achievement.

A3. Leadership and Staff Criterion: Based on student achievement data, to what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

Public Service Community School (PSCS) has been in operation since September 7, 2011. Due to this being the school's first year of operation, PSCS has used data from Edison Middle School, Los Academy Middle School, Drew Middle School, Bethune Middle School and Fremont High School in addition to data from teacher-made formative assessment and District Periodic Assessments to make instructional decisions and initiate activities for all students. Types of data being used to inform instructional decisions include formative/summative course assessments, teacher-made diagnostic

assessments, periodic assessments, prior CST scores and CELDT data. Much of the data used by PSCS teachers and staff comes from district information systems: MyData and CoreK12.

Available data is used to place students appropriate ESL classes and special education classes. Data is also used to place students in intervention math and English classes. Within math intervention classes, teachers use progress-monitoring data to determine for which standards students need additional support. However, English intervention classes and other core content classes are still in the initial phases of using progress monitoring to collect data on student progresses towards learning content knowledge.

Public Service Community School (PSCS) teachers and staff have self-selected participation on several decisions-making committees. These committees include the School Governing Council, Advisory Lesson Committee, WASC Committees, and Instructional Committee.

Public Service Community School (PSCS) teachers meet weekly to discuss data related to areas of concerns related to student achievement. Some of these concerns include student academic deficiencies, strategies to provide access to EL and low achieving students, student truancy, student tardiness, student behavior and using the advisory program to personalize relationships with students. At weekly content meetings, teachers spend additional time discussing data and creating action plans to improve student achievement.

The School Governance Committee (SGC) meets monthly to review student achievement data and student attendance data to make recommendations to the staff on how to allocate resources to improve student achievement. The school's English Learner Advisory Committee (ELAC) also reviews student data to assist in the school in addressing student deficiencies in attendance and academic achievement.

Does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

The Instructional Committee is in the process of formulating monthly meetings during protected professional development time to focus specifically on the analysis of CAHSEE, CST, Periodic Assessment and other achievement data used to create the school's Single Plan for Student Achievement. Public Service Community School (PSCS) developed its Single Plan for Student Achievement and had it approved in December, 2011. This document addresses the educational services provided to improve student performance, alignment of fiscal and human resources, and measurable objectives for attaining "Adequate Yearly Progress" as outlined in the federal No Child Left Behind Act. PSCS is mandated to revise this plan annually to address identified student needs. Because of the approved plan, PSCS can operate as a Title I school. PSCS will use data to create, assess and refine instructional and intervention programs.

Describe the process used to make educational decisions and to initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

The process used to make educational decisions and to initiate activities that focus on all students achieving the school-wide academic and social expectation and academic standards is a multilayered process. Public Service Community School (PSCS) has divided educational responsibilities into committees: the School Governing Council, Advisory Lesson Committee, WASC Committees, and Instructional Committee. An additional committee that assists in making decisions is the English Learner Advisory Committee (ELAC). Each committee reviews student data to assist in addressing student deficiencies in attendance and academic achievement. The Advisory Lesson Committee, WASC Committee and Instructional Committee include teachers, the teacher librarian, staff members and the principal. These committees review student data, create instructional foci and collaborates with the School Governing Council. ELAC is primarily a parent committee that reviews data to support the instructional program for English Language Learners. It makes recommendations to the School Governing Council. The School Governing Council includes elected teachers, staff and parents. It reviews student achievement and attendance data, instructional plans created by the Advisory Lesson Committee, WASC Committee and Instructional Committee and recommendations from ELAC to ensure that all students have equity and access to research-based instruction geared towards increasing student achievement and addressing student attendance.

A4. Qualified Staff Criterion: To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

The Public Service Community School has 13 classroom 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 Principal, SAA (School Administrative Assistant), Teacher Librarian, Financial Manager, Dean, Athletic Director, PSA, Psychologist, Nurse, Parent Resource Liaison, Bridge Coordinator and custodial staff.

Public Service Community School (PSCS) and the Los Angeles Unified School District makes all efforts to hire the most qualified personnel per No Child Left Behind and the CDE. The balance of the staff is already trained in their qualifying areas and holds appropriate credentials for their subject areas. The Urban Teacher Residency (UTR) Program and the Transition to Teaching (TTT) Program through California State University, Dominguez Hills along with the District supported BTSA program are actively utilized to support teachers who are new or who might be in need of clearing a special area of qualification. Some of the teaching staff hold master's degrees, as well as administrative credentials, and all staff hold CLAD credentials or are merely waiting for a formal issuing of the credential by the state. Qualified staff facilitation includes faculty certification rosters and a quality interview and selection process that is designed to be fair and equitable.

List by course those instances where teachers are not teaching in their areas of major or minor

preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

Public Service Community School has one position as of December 2011 that has not been filled by a certificated member within the teacher's major/minor preparation. The position has been filled by a District approved substitute. However, the school is actively working with the District to hire a highly qualified fulltime teacher with content major or minor preparation. Despite frequent communication with Human Resources, the school has not been able to hire a teacher, in part, due to District Reduction In Force (RIF) parameters that have limited the pool of available teachers. Of the teachers who are eligible, many have found employment, wishing not to return to the District. Others have articulated a preference for employment in other geographical areas within the district.

The list of courses where a teacher is not teaching in their areas of major or minor preparation include the following:

- English 10A, section 4327
- English 9A, section 4325
- English 9A, section 4323
- Academic Literacy (Intervention class), section 4326
- Academic Literacy (Intervention class), section 4324
- Academic Literacy (Intervention class), section 4322

Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

Describe any use made of regularly employed instructional assistants.

Public Service Community School has budgeted for four instructional assistances. As of December 2011, none have been hired. Once they are hired, instructional assistants will assist instruction in numerous ways: 1.) school-wide support, by aiding in monitoring the overall learning environment and in helping students increase academic achievements; 2) classroom instructional support, by helping students directly with their learning of instructional material including helping to explain ideas or give accommodations in the classroom; 3.) teacher support, by their efforts to support teacher functions of photocopying, printing, and organizing materials needed by teaching staff.

Describe any regular use made of community volunteers.

Public Service Community School's community volunteers are primarily organized through the Parent and Family Center, which works with all four schools on campus. The Parent and Family Center recruits community volunteers for the school by ensuring all volunteers are eligible to work with the school. Those who would work to help students directly have been fingerprinted and have undergone security scrutiny of the proper level to admit them to such tasks without due concern.

Community volunteers contribute by working with the school to institute programs for students and families. For example, they have collected supplies from grocery store vendors during the holidays for our most needy families. Additionally, Title I funds have been used to some extent to pay for a Community Representative, who assists with the coordination and regulation of volunteer activities.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

The current ration of students to teachers at Public Service Community School is approximately 27 to 1.

Describe the staff evaluation process.

Following LAUSD policy and state law, an administrator using the California Standards for the Teaching Profession evaluates certificated staff and uses District guidelines to evaluate classified staff. Because Public Service Community School is a new school, certificated staff participates in the Stull Evaluation process this year. Each certificated member is responsible for completing an Initial Planning Sheet. Certificated staff identifies objectives and strategies for meeting the six professional standards. An administrator conducts formal and informal observations throughout the year. A final evaluation is given to evaluated staff members no later than thirty days prior to the end of the academic school year.

A5. Ongoing Professional Development Criterion: How does the school ensure that the leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

Public Service Community School engages in ongoing opportunities for staff to receive professional development to support student achievement and address student learning needs. The school offered 10 days of workshops and trainings in the summer prior to the opening of school to identify needs and strategies to implement best teaching practices. Once school opened, the school offered 3 additional professional development opportunities on Saturdays to reinforce and build on summer professional development themes.

Since summer professional development, the principal and teachers initiate and oversee the development of faculty trainings in instructional areas, all of which have been based on extensive educational research that demonstrates that they promote student engagement, critical thinking, and active cross-curricular applications. These include but are not limited to the following: Cornell Note-taking, Habits of Mind, Project Based Learning and lesson planning based on Understanding By Design.

The principal and faculty analyze student data to identify student learning needs during professional development. Faculty and administration then discuss possible reasons why there are gaps in student learning and how to diminish the gaps. An action plan is created to diminish specific student learning gaps. Action plans include staff members creating interventions for students and/or using specific research-based instructional strategies to address student gaps in learning. Faculty and administration re-evaluate data to see if student learning gaps have diminished.

Describe the ongoing professional development at the school? How is it initiated?

Professional development is initiated in several possible ways: school district or state mandate, administrative need, departmental or teacher request. In all instances, a concern of maintaining a data-driven culture is of paramount importance. During professional development, faculty analyze and assess the results of data: Periodic Assessments, CAHSEE, report-card grades, CST scores and School Performance Meter data. Data is used to determine student needs as well as identify what types of professional development may be useful in supporting students in decreasing educational gaps.

Ongoing professional development is connected to two primary areas of school focus: outcomes from instructional plans outlined in the Single Plan for Student Achievement and the Pilot School Review Process. The Single Plan for Student Achievement is the school's plan for increasing student academic achievement and attendance for failing students or students most at-risk of failing to meet the state academic achievement standards. It was created based on the collaborative efforts of staff, faculty members and parents and provides research-based direction for professional development related to supporting low performing and at-risk students.

The Pilot School Review Process also provides the school with direction for professional development. Based on data gathered from classroom observations and student interviews, the Pilot School Review Process provided the school with 3 instructional goals that direct professional development:

1. By March 2012, teachers will participate in professional development on Cornell note taking and create clear expectations on using Cornell note taking as an instructional strategy evidencing student higher-order thinking skills.
2. 100% of the teachers will implement school-wide instructional strategies in reading, writing, and checking for understanding by March 2012.
3. PSCS teachers will be provided with protected time to share lessons, discuss best practices, and create tasks that are cognitively demanding.

A6. Resources Criterion: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?

The resources of Public Service Community School (PSCS) are utilized to support school-wide goals for student achievement. Qualified staff members are employed to meet student needs, and currently more than 90% of PSCS Title I funds are used to directly address aspects of student achievement, including but not limited to research-based professional development for teachers and hiring additional personnel.

As outlined in the Single Plan for Student Achievement, PSCS has allocated resources to send teachers to AVID Conferences and to take students on fieldtrips to local colleges and universities. PSCS has also allocated funds to compensate teachers who teach and tutor beyond the traditional school day and on weekends. PSCS has purchased supplemental instructional materials for classes, including intervention classes and Saturday classes.

PSCS has contributed funds to support the purchase of complex-wide personnel to support improving student learning results. These personnel include the following: Dean of Students, Athletic Director, Bridge Coordinator, Nurse, School Psychologist, Parent Liaison and Teacher Librarian. Additionally, the school has allocated Title I funding for the following personnel: Fulltime Counselor, Community Representative, Teacher Assistants, and a Limited Contract Teacher. State, district, and school funds are directed towards the purchase of material resources for student education. The district uses funds to maintain the physical plant, and the school has various activities to support the aesthetic appearance of the school.

NOTE: Only Charter Schools should respond to the following two criteria (A7 and A8).

A7. Resource Planning and Fiscal Health Criterion: To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future. Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

A8. Operational Standards and Procedures Criterion: Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Category B

Standards-based Student Learning: **Curriculum**

B1. Standards-Based Curriculum Criterion: How does the school ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

Students in Public Service Community School (PSCS) are enrolled in A-G mandatory courses and all courses are structured according to a standards-based curriculum that adheres to the California Content Standards. Curriculum maps, which serve a dual role of providing pacing plan guidelines, are being developed for core courses and elective classes. Student learning is enhanced with project-based activities that embrace multiple standards.

Technology is being added to the curriculum from two perspectives. Teachers incorporate technology such as laptops, computers, iPads, and projectors to set up engaging and multi-sensory lessons for the students to learn content. A plan is being formulated where students will also have access to technology such as iPads for exploration and research of various subjects. Additionally, all PSCS classrooms have LCD projectors, audio/video system, and a Macintosh computer. PSCS teachers also have access to laptop carts

After school tutoring is offered for students who need assistance in meeting academic goals. Online courses through APEX will be available in the spring semester for credit recovery and to provide content courses not currently available through PSCS.

The curriculum of the courses helps students prepare for standardized testing such as the CST and CAHSEE. Preparation begins in the 9th grade, where students learn basic Algebra and English skills and build to higher levels of proficiency so that a strong subject foundation is established. Intervention courses offered during the regular school day in math and English are required for students scoring far below basic, below basic and basic. Although teachers focus on differentiation of universal core instruction as the primary support for students, teachers are also working toward interweaving the *Habits of Mind* instruction from the advisory curriculum into core and intervention classes to further support student comprehension of academic expectations and school-wide expectations for learning. Teachers are developing ways for students to record and monitor formative and standardized test results so they can determine where they have knowledge gaps and create goals to decrease these gaps.

B2. Student Access Criterion: How does the school ensure that all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Public Service Community School (PSCS) has Advisory classes that provide instruction in goal setting, character development and personal responsibility using the *16 Habits of Mind*. Students develop short-term and long-term action plans to help them achieve academic and personal successes. Follow-up

lessons and instructional support through advisory, core and elective classes is being developed so students can monitor their progress in achieving their goals and modify their plans as needed. These personal and academic goals will facilitate academic success during students' years in Public Service Community School, while providing important skills for the transition to careers and colleges.

Students will remain with the same advisory peers and teachers from 9th to 12th grade, enabling vertical continuity within the advisory curriculum. Furthermore, students' advisory teachers will receive professional development on matriculation challenges for students and provide students research opportunities on matriculation options for college and careers. Advisory teachers will serve as advisors and support providers to students by having knowledge of and contact with students throughout their high school careers. Along with the counselor, advisory teachers and curriculum will support students in developing Individual Graduation Plans (IGPs).

Tenth grade advisory students will be provided with additional support through advisory to prepare them for taking standardized tests such as the CAHSEE, and eleventh grade advisory students will receive guidance with SAT preparation, including test-taking skills and strategies. Furthermore, eleventh and eventually twelfth grade students will be guided through the difficult process of applying for college and exposed to career opportunities with activities such as Career Day in the spring to encourage students to plan for futures beyond high school. Students will also be encouraged to take college courses when they are ready for the challenge. Online courses through the APEX program will be offered for credit recovery courses, as well as courses not currently offered on campus.

B3. Graduation Criterion: How does the school ensure that upon completion of the high school program, students will be able to meet all the requirements of graduation? List (or attach) the graduation requirements of the school.

Students need to complete all the requirements of graduation. Counseling services and the advisory curriculum will support students in performing semester review of the credits in students' transcripts and records to ensure that students meet all the requirements to graduate. In the event that students are not meeting requirements, the counselor will meet with students to discuss opportunities for credit recovery.

In order to facilitate the semester reviews, several procedures and controls will be established to ensure students are meeting credit requirements and completing District requirements. Advisory teachers will assist students in tracking their progress for meeting graduation requirements. Additionally, the counselor will provide students with documentation (Individual Graduation Plans) and advisory teachers will help students update the IGPs to indicate student progress in completing school requirements.

During 9th grade orientation, students and parents are given an overview of graduation requirements. As students move to higher grades, they will be reminded of the requirements at the beginning of each school year and throughout the year within their advisory classes. Juniors and seniors will take part in college programs and advisory lessons that will assist them in planning and completing requirements for post-high school education and careers.

Graduation Requirements (Minimum credits = 230/160 in core requirements)

English – 4 years	40 credits
Math – 2 years (3 rd year for CSU/UC)	20 credits
Social Studies – 3 years	30 credits
Science – 2 years w/lab	20 credits
PE – 2 years w/Fitnessgram	20 credits
Fine Arts – 1 year of same discipline	10 credits
Technical Art – 1 year of same discipline	10 credits
Foreign Language – 1 years (2+ for CSU/UC)	10 credits
Electives/Career Pathway Courses	70 credits
Service Learning Project Completion	Pass Only
CAHSEE English/Math	Pass Both
Computer Literacy Requirement	Complete

Category C

Standards-based Student Learning: **Instruction**

C1. Challenging Learning Experiences Criterion: To achieve the academic standards and the expected schoolwide learning results, how does the school ensure that all students are involved in challenging learning experiences?

Public Service Community School (PSCS) ensures that all students are involved in challenging learning experiences by aligning classroom instruction and assignments with state content standards and district performance assessments. Additionally, the textbooks that are used in PSCS are aligned to state content standards. Teachers use Bloom's Taxonomy and/or Costa's Levels of Questioning by posing higher-level questions and by emphasizing instructional strategies in order to promote direct and individualized instruction for students. The Los Angeles Unified School District provides guidelines for instruction that emphasize content standards and performance assessments to create a high level of student engagement.

PSCS also has an Advisory Lesson Committee to develop a curriculum for the advisory period that is specific for grade level and for our school. PSCS also has an Instructional Committee that reviews data and make recommendations on ways to increase student achievement. Suggestions from both committees are shared with the school's governance council, which ensures the school's instructional expectations are aligned and supported with the necessary resources to improve student achievement.

Our PSCS mission is to graduate students with the skills, attitude, and knowledge required to be responsible and respectful members of society. The school's vision is that students will demonstrate school-wide academic and social expectations based on ESLRs, which include critical thinking, problem solving, leadership and citizenship. Because PSCS teachers plan lessons based on the *Understanding by Design* methodology with a focus on the end result of what students should be learning, PSCS teachers have agreed to create learning environments based on the Four Fundamentals of Classroom Teaching: 1.) provide professional and engaging learning environments with relevant subject matter displays; 2.) provide effective discipline with high standards for student conduct; 3.) implement standards-based, well-planned, rigorous, bell-to-bell instruction; 4.) use effective methods to check for that all students have obtained understanding. With common expectations regarding school-wide learning and classroom teaching, PSCS has created a foundation of collaborative professionalism whereby teachers discuss formally in professional development and informally in conversations challenges surrounding engaging all students to increase achievement.

C2. Strategies and Resources Criterion: How does the school ensure that all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the

classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Public Service Community School (PSCS) teachers work collaboratively to plan and design standards-based lessons, and they use a wide variety of technology to engage students. Teachers project power point presentations as part of instructional lessons, use laptops carts with students for research and instructional intervention strategies, use iPads and laptops to access classroom operational and instructional materials and incorporate audio/visuals technology into lessons.

PSCS administration and teachers conduct peer walk-through and classroom observations. Strategies that are evident in classrooms include the following: cognitively challenging tasks where students are asked open-ended questions and higher order thinking questions, incorporation of reflections after students complete SSR (Sustained-Silent Reading), use of the Cornell notes taking system to increase note taking and writing in class, and checking for understanding through the strategies of think-pair-share and exit tickets. However, PSCS teachers recognize that more instructional time needs to be devoted to students completing public service focused project-based learning tasks.

Category D

Standards-based Student Learning: **Assessment and Accountability**

D1. Data Collection and Analysis Criterion: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Public Service Community School uses multiple assessments to measure the achievement of our students. Teacher-designed tests, core content periodic assessments, and classroom exit tickets give teachers information on the progress of each student and of the class as a whole. Exit tickets are presented in a variety of ways, depending on the subject content. These short, formative assessments are used to guide instruction and analyze student performance.

Teachers analyze the data provided by the California Standards Test (CST), the California High School Exit Exam (CAHSEE), and the core content performance assessments provided by LAUSD, to drive instruction and intervention. Data is reviewed in content teams, in committees and as a whole staff. Teachers also access their students' scores by using MyData and CoreK12. This data serves to guide instruction and differentiation in the classroom.

Math teachers in particular use formative assessment data to inform instructional practices. Math teachers participate in DARTS (Diagnostic Assessment Rescue Assignment Translations Story Problems). As a content group, they create, score and analyze results from teacher-made standards-based diagnostic assessments. English teachers use District Periodic Assessment data and CST results when planning instruction. However, English teachers are beginning to implement DREAM (Diagnostic, Rescue, Editing Assignment, MAZE), which will support their efforts to uniformly create formative assessments and use the data to inform instructional practices.

PSCS teachers share student achievement data with parents. When students are struggling in classes, teachers reach out to parents by making phone calls home. During Back-to-School night, parents are able to set up conferences with teachers by signing up in each teacher's classroom. Grades are sent home every 5 weeks to inform the parents of the progresses of their children. Advisory teachers, the counselor and administration counsel students on their progress in school. With the guidance of the advisory teachers, students set academic goals and steps to meet these goals. When students are excessively absent or truant, advisory teachers contact parents to check in and find ways to improve students' attendance.

D2. Variety of Assessment Strategies Criterion: How does the school ensure that all teachers employ a variety of strategies to evaluate student learning? How does the school ensure that the students and teachers use these finding to modify the teaching/learning process for the enhancement of the educational progress of every student?

Public Service Community School (PSCS) uses data to report and review student academic trends and patterns. PSCS teachers attend content meetings where teachers discuss data regarding classroom observations, periodic assessment results, work samples, and teacher-made, formative assessments. Teachers also collaborate to develop appropriate rubrics to determine student success in accessing grade-level standards. Addition, teachers attended summer professional development to plan how to incorporate SDAIE strategies, RtI², and checking for understanding into lessons.

Teachers regularly use Think-Pair-Share, reflections after Sustained Silent Reading (SSR), Cornell Notes, exit tickets, and other strategies to check for understanding and inform teaching practices within the classroom. To support teachers in implementing these agreed upon strategies, teachers and administration are beginning to conduct informal classroom observations and discuss implementation successes and challenges.

How is assessment data used at the school?

Public Service Community School (PSCS) uses assessment data to plan instruction and instructional practices. Teachers use qualitative data, such as student surveys, to gage student perceptions about their education. Also, teachers use data to create targeted interventions and determining the effectiveness of the interventions in supporting students to improve learning. This is currently being done in math classes though the use of the DARTS (Diagnostic Assessment Rescue Assignment Translations Story Problems) program, a formalize method that teachers have developed whereby they create formative assessments, analyze results and re-teach standards that students have not mastered. Similar to the math program, English teachers are beginning to create a similar system for English content. Called DREAM (Diagnostic, Rescue, Editing Assignment, MAZE), the English teachers' program will also support teachers in creating formative assessments, analyzing results and re-teaching standards, including addressing and increasing student reading comprehension.

Other core contents use Core-K12 to support progress monitoring of data. The District internet application allows teachers to enter assessment data, track CST scores and monitor periodic assessment results. Additionally, elective teachers are working collaboratively to create common lessons and assessments, which will provide data for teachers to use to determine instructional trends and create interventions.

D3. Review of Student Progress Criterion: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Public Service Community School (PSCS) is implementing periodic assessments and progress monitoring systems (DARTS, DREAM and teacher-made formative assessments), which are supported by the District. Teachers also use the following summative test data to determine student progress toward achievement of academic standards: CSTs, EOCs, CAHSEE and CELDT.

Using data from progress monitoring systems, teachers disaggregate data and analyze results. Result are shared in weekly core content meetings and professional development meetings, where teachers also

collaborate to make lesson plans, set observation schedules, and reflect on challenges that impact student learning. Students' standardized test scores, formative assessment scores and grades are used to determine the progress of the students and determine whether students need additional interventions.

D4. Assessment of Student Achievement Criterion: Does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

Every student at Public Service Community School (PSCS) is expected to earn his/her high school diploma. By looking at an array of assessment results and other data, students are given an opportunity to develop the skills necessary to meet graduation requirements. Student needs are determined by teachers and students reviewing and analyzing various student assessment results. These results both guide and drive decision-making with regards to the allocation and usage of resources.

The school's master schedule is created and refined based on students' academic needs. With combined proficiency and advanced rates in English at 18.7% and Math at 15%, approximately 85% of the student body is taking intervention classes in Math and English during the regular school day. By offering intervention classes during the day, PSCS has allocated resources to help students improve academically through the school's Per Pupil Spending Budget and Single Plan for Student Achievement.

Student assessment data has been used to determine that low performing students and Limited English Proficiency students need additional CAHSEE instruction and preparation. Therefore, PSCS will offer Saturday school for Juniors who need to pass one or both parts of the CAHSEE and Limited English Proficiency 10th grade students who score basic, below basic or far below basic standardized assessments.

Category E

School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Involvement Criterion: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Public Service Community School (PSCS) administration, staff and teachers have and will continue to invite participation from parents and community members. Parents and community members are stakeholders in the school's decision-making process; they are members of our School Governing Council (SGC), English Learners Advisory Council (ELAC) and Pilot School Review Process.

The Parent Center serves as an important link between parents, the community and the school. Workshops and informational meetings are also held in the Parent Center. These services and meetings are coordinated by the Parent Center liaison and PSCS staff members. PSCS administration, staff and teachers collaborate with the Parent Center liaison to conduct outreach to increase parental involvement and inform community members.

PSCS has also partnered with the Los Angeles Educational Partnership (LAEP) Florence - Firestone Neighborhood Collaborative. This partnership allows the school to engage parents and community members in order to bring resources to the school. PSCS student clubs collaborate and partner with community organizations in order to offer students new learning opportunities. Community members also volunteer their time by coaching our school's afterschool athletic teams.

PSCS hosted a summer community orientation meeting and tour prior to the start of the academic school year. Parents and community members were invited to tour the school complex. PSCS has hosted and will continue to host Back-to-School Night, PHBAO Conferencing and Open House events where parents and community members can visit the school and conference with teachers regarding student academic progresses. PSCS has also hosted a barbeque for parents and ribbon-cutting ceremony where District officials, parents, community members, teachers, staff and students attended.

E2. Safe, Clean, and Orderly Criterion: How does the school ensure that it is a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement?

In order to have a safe campus, Public Service Community School (PSCS) recognizes it needs a clean, safe and orderly environment. School safety is a top priority for Public Service Community School. In order to have a safe campus, there are two school police that address the most severe discipline challenges. There are also two deans that service students when there are behavior issues. The School-wide Discipline Policy outlines documentation protocols for student discipline, monitoring systems for

student behavior and details protocols for students who display inappropriate conduct on campus. Having high expectations and clearly defined procedures ensures that students, parents, teachers and staff are aware of the school's expectations for maintaining a safe, clean and orderly campus.

Administration, deans and counselors help monitor the campus before school, during passing periods, lunch, and after school. Teachers are encouraged to stand at their doors during passing periods in order to welcome students into the classroom and make sure order is maintained in hallways. Tardy sweeps are conducted during the first 15 minutes of each class period, and tardy students receive lunch detention for violating school expectations of being on time to classes. Hall passes with the student's name, date, time of departure from class or offices and destination are used in conjunction with students being required to wear an orange vest. These hall pass requirements promote positive behavior outside the classroom and holds students to high expectations of positive behavior.

The campus gates open at 7:30 am. Administrators greet students as they enter school and conduct random backpack searches to promote safety on campus. Administration also checks to ensure students meet dress code expectations: white collar polo shirt and khaki pants, shorts or skirts. The Parent Center supports the dress code by logging students who have dress code violations and calling home to remind parents about the school's dress code.

To maintain a clean campus, there is a day and evening custodial staff. The custodial staff ensures that classrooms, hallways, restrooms and cafeteria meet cleanliness standards. Additionally, students who need Tier III discipline supports are offered campus beautification projects after school to promote campus cleanliness. These projects include sweeping stairwells, paper pick up and wiping scuff marks off walls.

Indicate the procedures that are used for general communication among staff, between staff and students, and between staff and parent, etc.

Public Service Community School (PSCS) utilizes email as a primary tool to communicate with staff. Staff members are sent emails informing them of professional development and campus policies, procedures and expectations. Teachers communicate with parents by making phone calls home and by holding teacher-student-parent conferences, both of which are documented by teachers. Teachers also communicate with students by holding informal and formal teacher-student conferences, which are documented by teachers. PSCS communicates with parents via personal phone calls to parents and automated phone calls that are delivered in the parents' home language. To inform students about other students' academic achievements, PSCS has held awards assemblies with invited parents recognizing students who have outstanding attendance, grades and/or citizenship.

E3. Student Academic Support Criterion: Do all students receive appropriate support along with

an individualized learning plan to help ensure academic success?

The Public Service Community School (PCSC) provides unbiased academic support for all students including English Language Learners (ELL) and those with Individualized Education Plans (IEPs). Every teacher has committed him/herself to providing a minimum of one hour per week of tutoring and enrichment services for students, allowing those students who need additional support in any subject a weekly option for assistance.

The Library, which is part of the shared school campus, is open from 7:30 a.m. to 4:00 p.m. It provides resources and academic assistance for classes during the instructional day and for individual students before school, during lunch, and after school. As part of the Los Angeles Unified School District, the Library also provides access to subscription services and online databases through the LAUSD Digital Library, as well as campus eReference materials and eBooks.

South Region High School #2 has a Special Education Bridge Coordinator who coordinates all SDC and RSP programs for students who have IEPs among all four schools. PSCS has 1 baseline Paraprofessional that assists the SDC teacher with instruction and monitoring student behavior.

All 10th and 11th grade PSCS students are required to complete at least one Service-Learning project during the school year through their Social Studies courses. These projects are designed to encourage public service through actions and provide a greater awareness of community, national, and international needs. Students research areas of need, create plans on how to provide a specific service, conduct the service and report the results.

Each student has the opportunity to participate in physical education and on-campus extracurricular activities. For sports, these extracurricular activities include soccer, basketball, baseball/softball and track. More sports will be added next year. Through the Associated Student Body (ASB), students are able to form on-campus clubs designed to provide personal support, community outreach, and academic enrichment.

The Advisory class teacher, along with the counselor, develops a rapport with the students and takes every opportunity to communicate on a one-on-one basis with students. Students meet four days a week in their Advisory class to work on setting academic goals, study skills, test preparation, and *Habits of Mind*. Students also collaborate with their counselor and Advisory teachers in creating Individualized Graduation Plans (IGPs), which help students to plan their 4-year high school course sequences and graduation plans.

E4. Student Personal Support Criterion: Do all students have access to a system of personal support services, activities and opportunities at the school and within the community?

The Public Service Community School (PCSC) has created opportunities for students to access personal support services to ensure that their academic success, personal growth, and career planning goals are met. PSCS does this in a variety of ways, which includes partnering students with Advisory teachers, establishing relationships with parents through various forms of communication including home visits, offering personalized counseling services, and following the RTI² model in modifying interventions to address behavior and academic challenges.

Advisory classes meet four days a week for a total of 2 hours every week. Each Advisory teacher serves as both a mentor and as an advocate for students. The *Habits of Mind* curriculum used in the class helps foster a relationship between the Advisory teacher and students and among students themselves. The curriculum also helps students understand their role in taking responsibility for their learning. Advisory teachers communicate with parents about student's successes. Teachers call home, make home visits, and when necessary, collaborate with students and parents in teacher-parent-student intervention meetings. Advisory teachers also consult with students about their academic progress with the use of data. Success regarding the effectiveness of Advisory is measured by student surveys.

As stipulated by the teachers' Election to Work Agreement, teachers are expected to make home visits. Home visits benefit teachers in that they are able to gain a more holistic view of their students' support system, their students' home life, and the community in which they work. Many of the home visits have led to a follow up teacher-group parent conferences as a means of intervention. In these conferences parents, teachers, and students create goals and discuss ways to support the academic and personal goals of students. Some teacher-group conferences have led to behavior contracts upon which behavioral goals, rewards, and consequences are created. Follow-up support to this intervention for our students is offered, such as tutoring services, allowing the student to turn in late work to improve grades and recognition awards for improvement.

The PSCS counselor and school psychologist offer services to students to assist in providing students opportunities in becoming capable and confident learners. Both align their approach to working with students in accordance with LAUSD's and PSCS's mission and vision. They require students to think about their actions in relationship to being respectful to others and taking responsibility for their actions. Both the counselor and the school psychologist track student progress through consultation logs and follow up services with students and parents.

PSCS has held awards ceremonies for students and their parents. Students who have a GPA of 3.5 or higher, perfect attendance, and those that have responded to interventions have been recognized with awards. Along with receiving school wide recognition, students have received various prizes such as front of the line passes, Golf 'n Stuff certificates, and gift cards. The awards ceremonies are meant to serve as a positive reinforcement for desired behaviors and encouragement for other students to strive for excellence. Students' Advisory teachers present students with award(s), and parents and community members have attended to celebrate student accolades.

PSCS teachers offer after school tutoring to students Monday, Tuesday, and Friday. Listening to the input of parents, PSCS teachers decided that tutoring was a required service that must be offered to students, particularly to those struggling in mathematics. Students who attend tutoring are offered the opportunity for remedial tutoring (re-teaching), options to complete missing/make-up work, and offered extra credit assignments.

PSCS is seeking to offer students additional support services from the community. Homework Help, a live online tutoring program, is available to students through LA County Library, one of the school's community-based partners. The Sheriff's Activity League, another one of the school's partners, also offers after school computer access so that students can use the live, online tutoring service. PSCS is currently seeking to partner with other organizations, such as the LAPD and LA Fire Department.

Community partners will be invited to participate in a Public Service Career Day, which is being planned during the spring semester.

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Develop a list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

Despite being open only one year, Public Service Community School has made some major achievements, which includes the following:

- Created a master schedule that allows students to receive interventions for Math and English during the instructional day.
- Developed both a School Governance Council (SGC) and English Language Advisory Council (ELAC), both of which have established by-laws and organized monthly meetings.
- Collected approximately 50% of School Experience Surveys from parents.
- Received approval for the school's Single Plan for Student Achievement, which guides resource allocations to increase student performance, attendance and achievement.
- Created an Advisory curriculum that focuses on the school's mission and vision through students learning about *Habits of Mind*.
- Successfully completed the Pilot School Review process with teacher, parent, student and District participation.
- Created teacher-generated list of agreed upon instructional strategies that will be used school wide to address and increase student achievement.

Major School Needs: Develop a list of major school needs, focusing on student achievement.

- Increase student participation in community-based instructional services.
- Increase teacher implementation and benchmarking of agreed upon instructional strategies.
- DREAM (Diagnostic, Rescue, Editing Assignment, MAZE) intervention implementation for English teachers.
- Provide for students the opportunity to complete public service related projects.
- Weaving the *Habits of Mind* instruction from the advisory curriculum into core and intervention classes to further support student comprehension of academic expectations and school-wide expectations for learning.

Signed: _____

Position: _____

Please return your responses to:

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APPEN
DIX

- A. Bell Schedule
- B. Organizational Chart
- C. Administrative Responsibilities
- D. Fall Master Schedule
- E. RTI2, Improving Learning In Every Classroom
- F. PSCS Four-Year Instructional Course Sequence Plan
- G. Summer Professional Development Plan
- H. Code of Conduct
- I. Student Locker Contract
- J. Progressive Discipline Plan
- K. 16 Habits of Mind
- L. Parent Survey
- M. Parent Survey Data
- N. Elect-to-Work Agreement
- O. Comprehensive Needs Assessment (School Performance Meter)
- P. Comprehensive Needs Assessment
- Q. School and Parent Compact
- R. Parental Involvement Policy and Compact
- S. Single Plan for Student Achievement with Budget Justifications