

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template



Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

This school plan, developed by the William Workman High School School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school's programs and how you may become involved locally, please contact:

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
William Workman High School	050583	May 3, 2022	June 22, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Targeted Assistance School Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement is written to outline William Workman High School's programs and interventions for the 2023-2024 school year. The plan focuses on implementing instructional strategies to support students in making progress towards meeting the content standards, while also targeting resources for students who are not meeting the content standards. Based on 2021-2022 CA School Dashboard data, Workman High School is eligible for Additional Targeted Support and Improvement (ATSI) based on the following student groups and indicators: SWD in the areas of English Language Arts, Mathematics and Suspensions.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

William Workman High School's plan is aligned to the requirements of the ESSA and the district's Local control and Accountability Plan (LCAP). The schools goals and outcomes are aligned to the goals and outcomes in the LCAP. The development of the plan included a comprehensive needs assessment taking into account information of academic achievement of students, in particular, the needs of student groups that are falling and not meeting the state and standards on CAASPP. The plan includes a description of the strategies and interventions that will be used to bring about school improvement, including, how the strategies will provide opportunities for all students, including each student group. Based on 2021-2022 CA School Dashboard data, Workman High School is eligible for Additional Targeted Support and Improvement (ATSI) based on the following student groups and indicators: SWD in the areas of English Language Arts, Mathematics and Suspensions.

School Vision and Mission

Vision: Workman High School will develop leaders who positively impact their community

Mission: Workman Lobos will develop essential skills through activities that require rigor, relevance and relationships.

School Profile

- The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society
- The Hacienda La Puente Unified School District is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district curriculum is based on the California State Frameworks. Classroom instruction is integrated, thematically applied, technologically integrated, and sensitive to the individual learning styles of students and the needs of the multicultural community we serve.

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District Adopted Core Curriculum 2023-24

District Adopted Core Curriculum 2023-24

Curricular Area	Publisher	Grade Level
<u>Language Arts/Literacy</u>	McGraw Hill Education, <i>Wonders</i>	K-5
	McGraw Hill Education, <i>Study Sync</i>	6-12
	ERWC	12
<u>English Language Development</u>	McGraw Hill Education, <i>Wonders ELD</i>	K-5
	McGraw Hill Education, <i>Study Sync with Designated ELD</i>	6-12
<u>Supplementary</u>	National Geographic, <i>Inside</i>	6-8
	National Geographic, <i>Edge</i>	9-12
<u>Mathematics</u>	Houghton Mifflin Harcourt, <i>Go Math!</i>	K-8
	Houghton Mifflin Harcourt, <i>Integrated 1,2,3</i>	9-12
	McDougal Littell, <i>Algebra 2</i>	
	Larson/Hostetler/Edwards, <i>Precalculus with Limits</i>	
	Larson/Hostetler/Edwards - <i>Calculus</i>	
<u>History/Social Science</u>	McGraw Hill Education, <i>IMPACT</i>	K-8
	Pearson, <i>World History-The Modern World</i>	10-12
	Pearson, <i>US History-The 20th Century</i>	
	Pearson, <i>American Government</i>	
	Pearson, <i>Economics Principles in Action</i>	
<u>Science</u>	Twig Education, <i>Twig Science</i>	TK-5
	Discovery Education, <i>Discovery Science</i>	6-8
	Savvas Learning, <i>Savvas Science</i>	9-12

School and Student Performance Data

Student Enrollment Enrollment By Student Race/Ethnicity

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0%	0%	0%	0	0	0
African American	1.5%	1.04%	0.7%	14	10	6
Asian	3.3%	3.85%	5.47%	31	37	47
Filipino	3.4%	2.60%	2.91%	32	25	25
Hispanic/Latino	89.1%	90.12%	89.19%	842	867	767
Pacific Islander	0.6%	0.42%	0.23%	6	4	2
White	1.6%	1.56%	1.05%	15	15	9
Multiple/No Response	0.1%	0%	0.23%	1	0	2
Total Enrollment				945	962	860

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	242	252	197
Grade 10	229	237	243
Grade 11	267	230	208
Grade 12	207	243	212
Total Enrollment	945	962	860

Conclusions based on this data:

1. Student population declined between the 19-20 school year to the 20-21 school year. There was a slight increase in student population in the 21-22 school year.
2. There continues to be an increase in our Hispanic/Latino student population.
3. There are significant losses in student population from 11-12 from one year to the next. This may be attributed to students being transferred to district continuation school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	125	145	141	13.20%	15.72%	16.4%
Fluent English Proficient (FEP)	450	426	353	47.60%	46.30%	41.0%
Reclassified Fluent English Proficient (RFEP)	2	17		1.6%	10.20%	

Student Enrollment “At-Risk” and Long Term English Learner (LTEL) Enrollment

2019-20

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	13	0	8	7	28	96	124
10	14	1	19	6	40	92	132
11	13	4	11	5	33	97	130
12	8	1	19	3	31	111	142

2020-21

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	10	2	37	0	49	82	131
10	7	1	21	0	29	104	133
11	10	7	15	1	33	89	122
12	10	4	23	1	38	83	121

2021-22

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	10	2	37	0	49	82	131
10	7	1	21	0	29	104	133
11	10	7	15	1	33	89	122
12	10	4	23	1	38	83	121

Conclusions based on this data:

1. We continue to have an increase of English Learners enrolled at Workman High School
2. There has been an dramatic increase of students who are being reclassified from 8% to 38%
3. There has been an increase of At-Risk and LTELs from the 19-20 school year to the 21-22 school year. This may be attributed to the COVID-19 Pandemic, when students were attending school virtually.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
962	79.6	15.5	2.0
Total Number of Students enrolled in William Workman High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	15.5
Foster Youth	19	2.0
Homeless	51	5.3
Socioeconomically Disadvantaged	766	79.6
Students with Disabilities	175	18.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.0
American Indian		
Asian	37	3.8
Filipino	25	2.6
Hispanic	867	90.1
Two or More Races		
Pacific Islander	4	0.4
White	15	1.6

Conclusions based on this data:

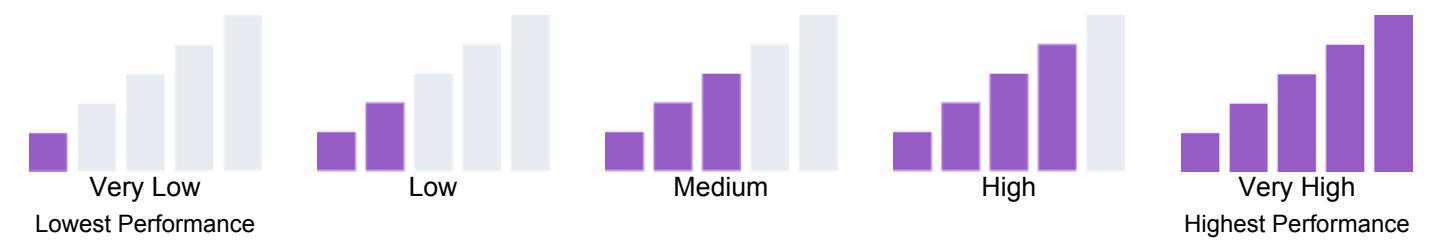
- | | |
|----|---|
| 1. | Workman serves a diverse population of students |
| 2. | Workman provides educational services for a high number of at-risk students, with SED being the greatest at 79.6%, SWD at 18.2% and ELs at 15.5%. |
| 3. | Workman has experienced a decline of approximately 15% from the 2021-22 school year to the 2022-23 school year. |

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Graduation Rate</div> <div>High</div>	<div>Suspension Rate</div> <div>High</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Medium</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

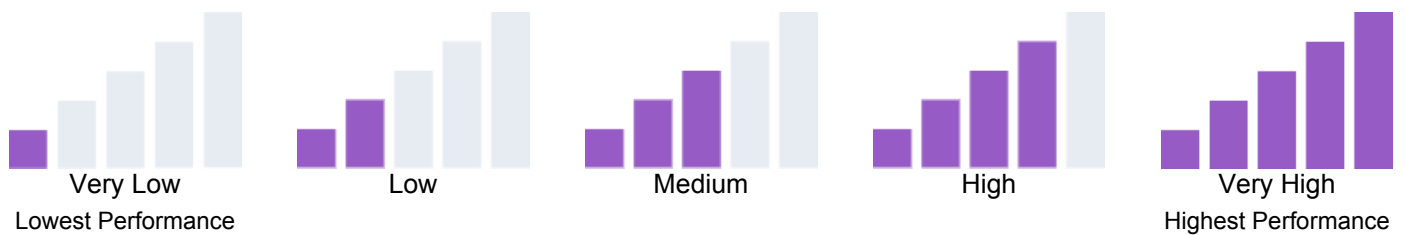
- | | |
|----|---|
| 1. | Workman continues to have a high suspension rate |
| 2. | Workman has maintained a high graduation rate |
| 3. | Workman students continue to need support in the areas of mathematics and English Language Arts |
| 4. | ELs are making good progress towards reclassification |

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



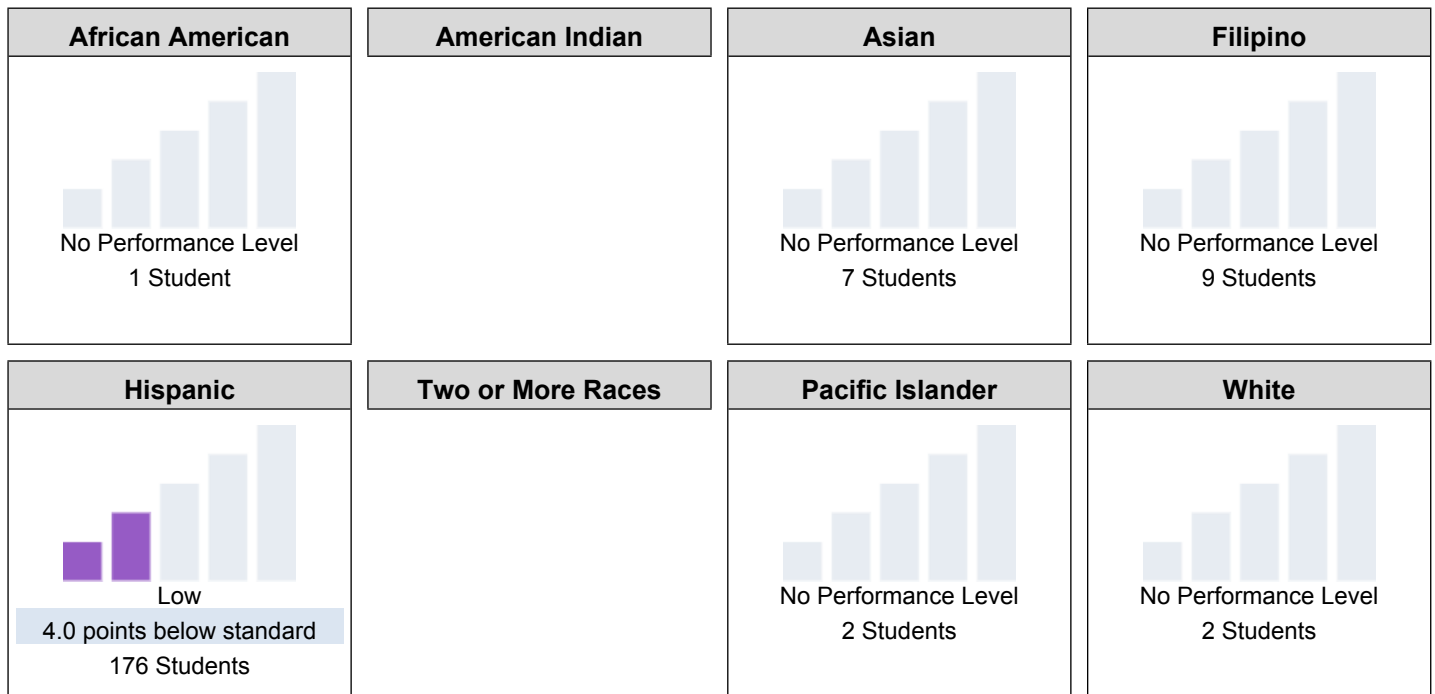
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>3.7 points below standard</p> <p>196 Students</p>	<p>No Performance Level</p> <p>102.9 points below standard</p> <p>27 Students</p>	<p>No Performance Level</p> <p>2 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>9 Students</p>	<p>Low</p> <p>5.7 points below standard</p> <p>157 Students</p>	<p>Very Low</p> <p>118.5 points below standard</p> <p>35 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.4 points below standard 23 Students	4 Students	13.9 points above standard 78 Students

Conclusions based on this data:

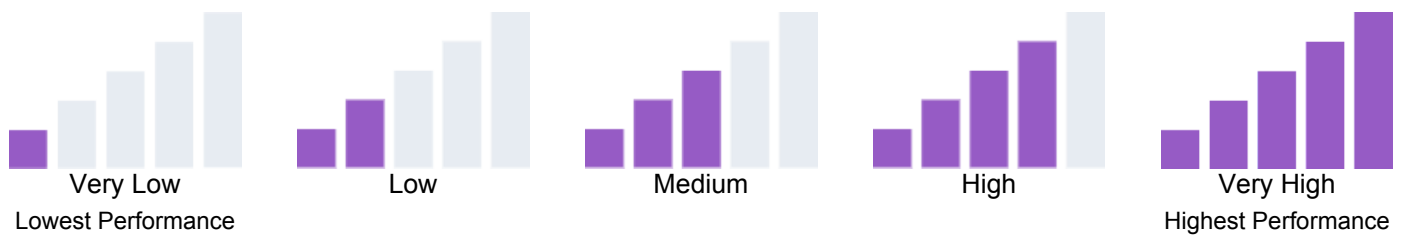
1. Due to low student numbers in certain subgroups, data was not taken for 7 out of 8 ethnic groups
2. Our SED students are performing similarly to students who are not SED
3. SWD continue to have low performance in the area of English Language Arts being 118.5 points below standard (ATSI)

School and Student Performance Data

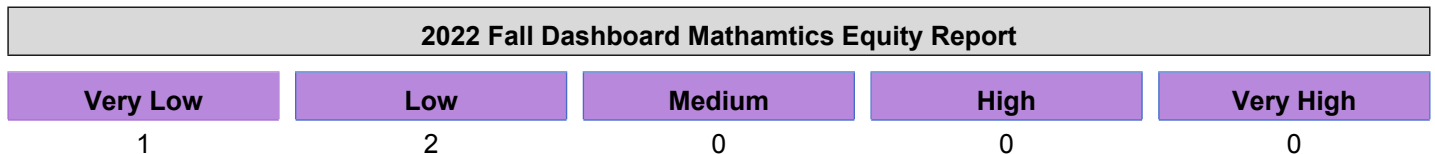
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

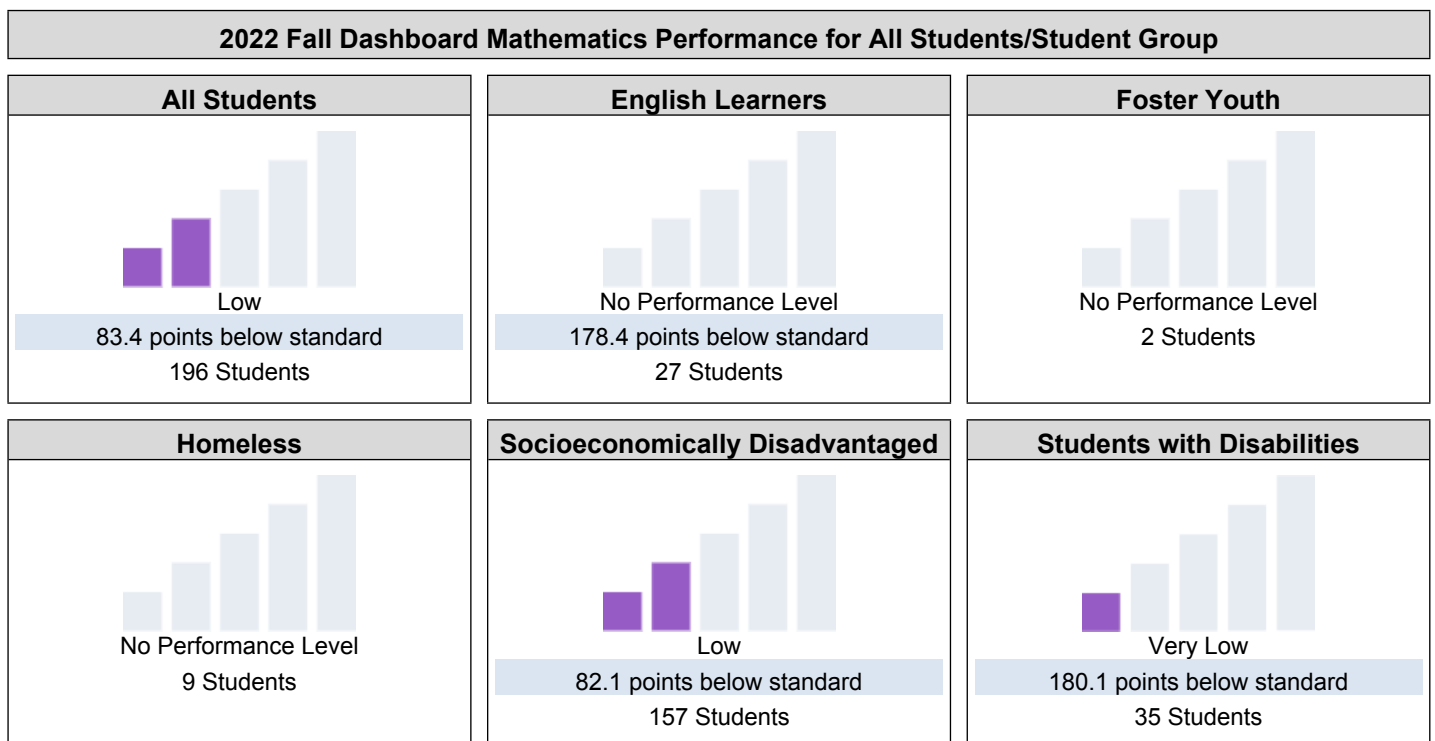
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



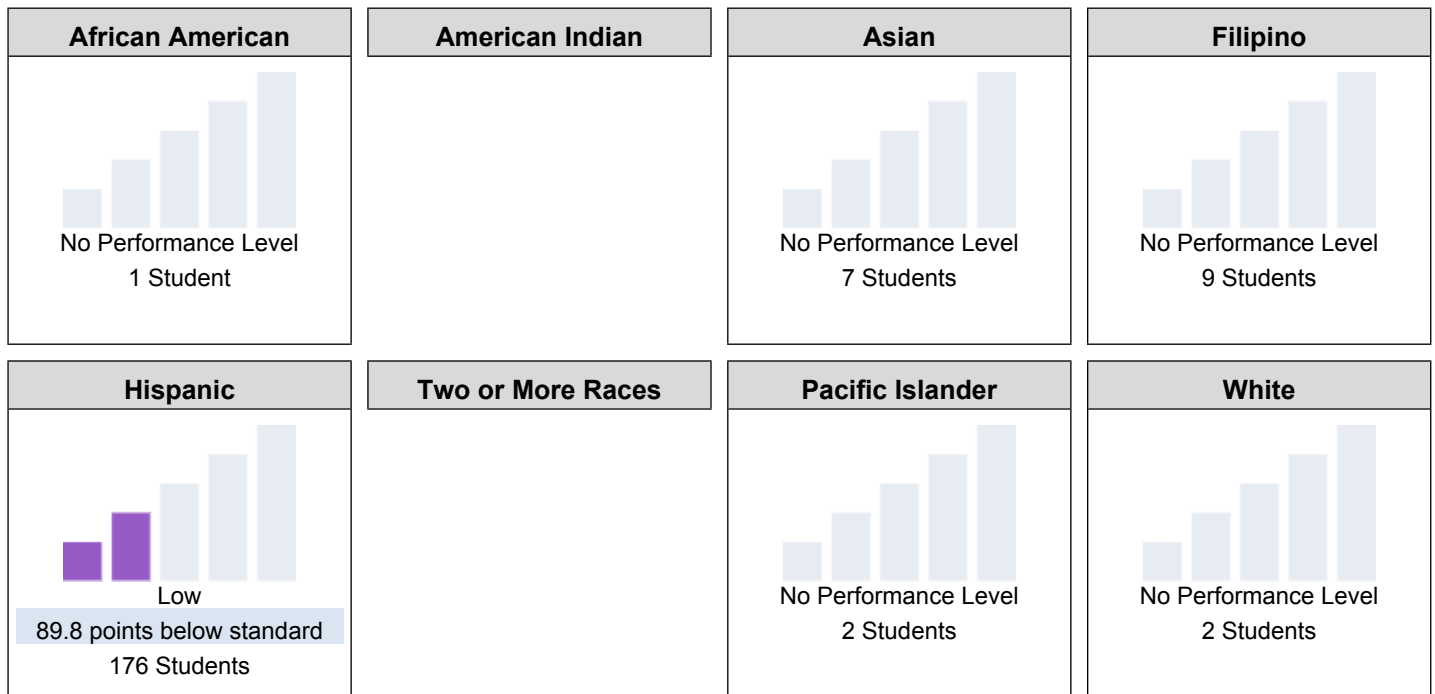
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
187.9 points below standard 23 Students	4 Students	70.2 points below standard 78 Students

Conclusions based on this data:

1. Due to low student numbers in certain subgroups, data was not taken for 7 out of 8 ethnic groups
2. Our SED students are performing similarly to students who are not SED
3. SWD continue to have low performance in the area of Mathematics being 180.1 points below standard

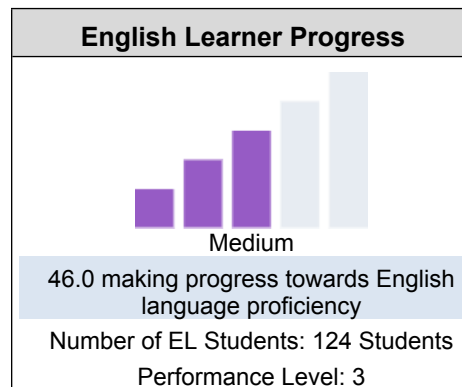
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.0%	29.0%	11.3%	34.7%

Conclusions based on this data:

1. 46% of EL students either maintained an ELPI Level 4 or progressed at least one ELPI Level.
2. The 25% of students who decreased one ELPI level will be identified and provided additional support to assist them in advancing to the next ELPI level.
3. Continue to work with the 11.3% of students who maintained an ELPI level for and identify additional barriers for reclassification.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

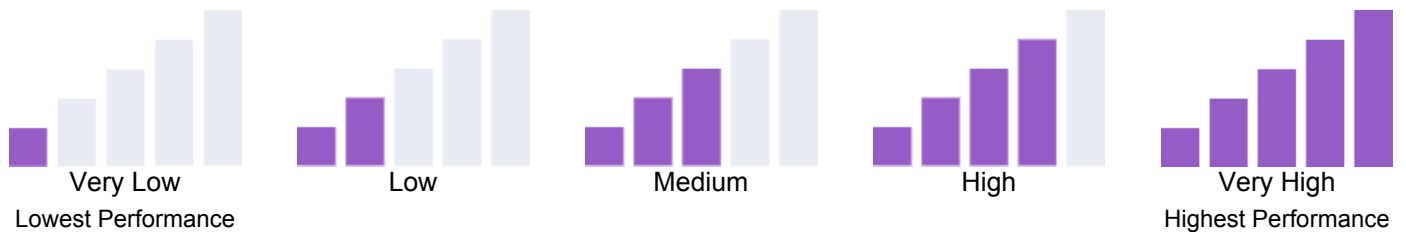
Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



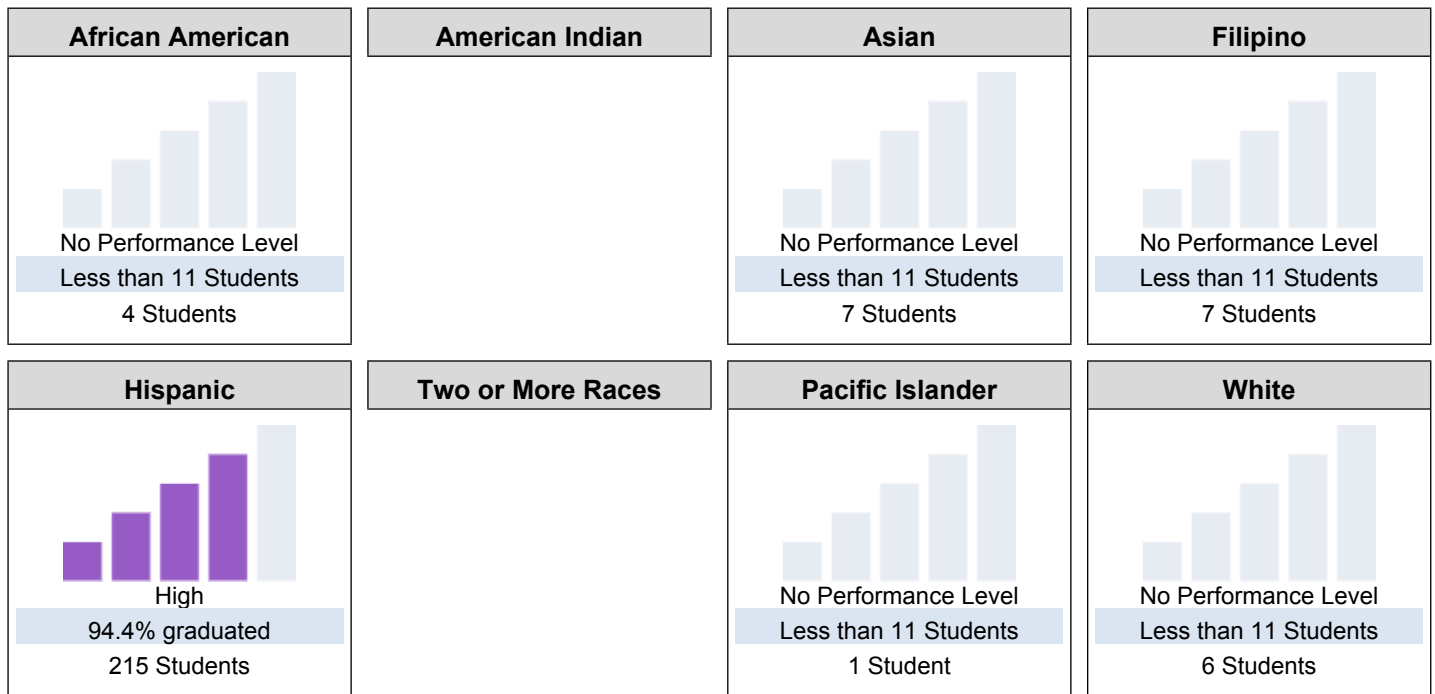
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	3	2	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>High</p> <p>94.6% graduated</p> <p>242 Students</p>	<p>Medium</p> <p>87.5% graduated</p> <p>40 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Medium</p> <p>87.9% graduated</p> <p>33 Students</p>	<p>High</p> <p>94.4% graduated</p> <p>232 Students</p>	<p>Medium</p> <p>87.8% graduated</p> <p>41 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

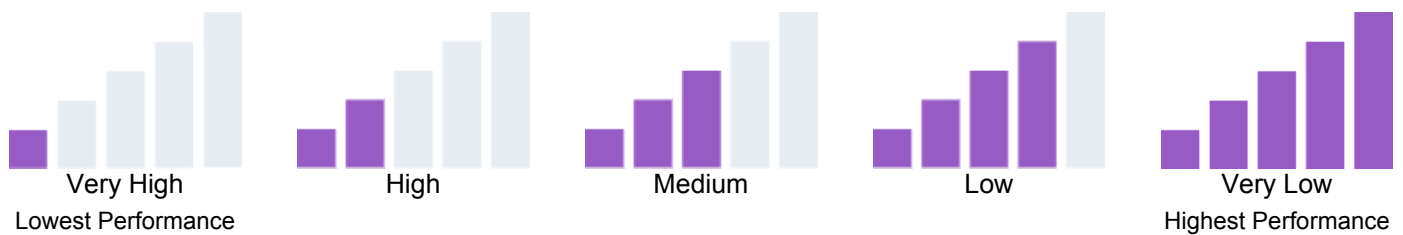
1. Workman has maintained a high graduation rate
2. Workman's SED students are graduating at a similar rate to their peers who are not SED
3. Workman's EL, Homeless, and SWD are all graduating at a similar rate of 87%
4. Although the SWD graduation rate is 7% lower than all other students, this is attributed to Workman's students who are on a non-diploma track.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



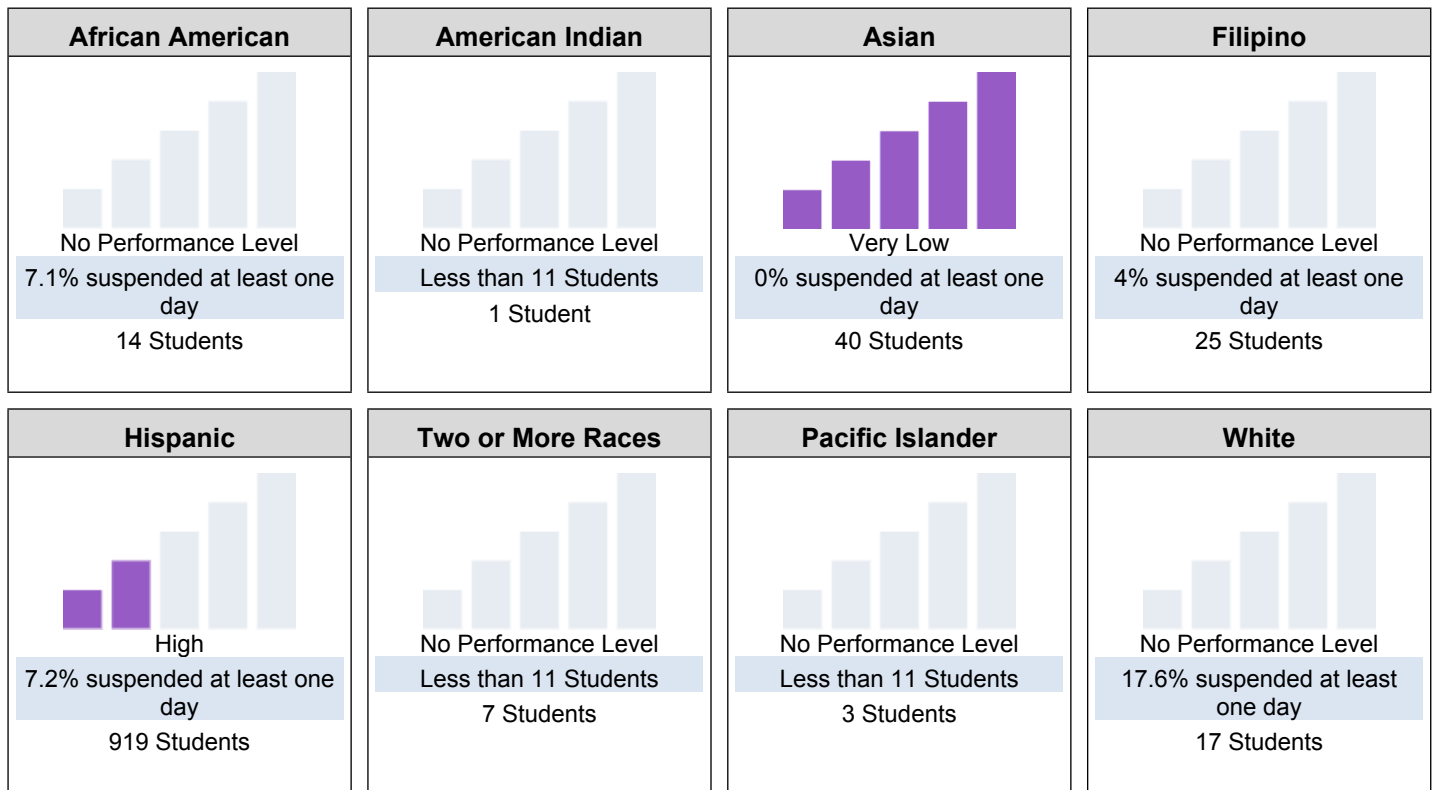
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	4	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>High</p> <p>6.9% suspended at least one day</p> <p>1026 Students</p>	English Learners <p>High</p> <p>6.5% suspended at least one day</p> <p>169 Students</p>	Foster Youth <p>No Performance Level</p> <p>21.4% suspended at least one day</p> <p>28 Students</p>
Homeless <p>High</p> <p>8.1% suspended at least one day</p> <p>62 Students</p>	Socioeconomically Disadvantaged <p>High</p> <p>7.7% suspended at least one day</p> <p>842 Students</p>	Students with Disabilities <p>Very High</p> <p>11.4% suspended at least one day</p> <p>184 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. As a whole, Workman has a high suspension rate with 6.9% of students being suspended at least one day.
2. At-promise students are being suspended at a high rate
3. SWD have the highest rate of suspension of student subgroups, this population of students have been identified on the ATSI indicator

School and Student Performance Data

CAASPP Results English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	240	208	172	0	201	164	0	201	164	0.0	96.6	95.3
All Grades	240	208	172	0	201	164	0	201	164	0.0	96.6	95.3

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2574.	2533.		22.39	10.98		29.35	23.17		20.90	25.61		27.36	40.24
All Grades	N/A	N/A	N/A		22.39	10.98		29.35	23.17		20.90	25.61		27.36	40.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		20.40	12.80		51.74	53.05		27.86	34.15
All Grades		20.40	12.80		51.74	53.05		27.86	34.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		27.86	12.80		48.26	51.22		23.88	35.98
All Grades		27.86	12.80		48.26	51.22		23.88	35.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.45	6.71		74.13	71.95		16.42	21.34
All Grades		9.45	6.71		74.13	71.95		16.42	21.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		17.91	9.76		63.18	68.90		18.91	21.34
All Grades		17.91	9.76		63.18	68.90		18.91	21.34

Conclusions based on this data:

1. Workman continues to assess over 95% of students for CAASPP.
2. 52% of students are meeting or exceeding the standard in ELA on the CAASPP
3. Between 16-28% of our students are performing below standard in the different ELA domains
4. SWD were identified in ATSI and will be provided additional support to meet state standards and close the achievement gap

School and Student Performance Data

CAASPP Results Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	240	208	172	0	203	170	0	203	170	0.0	97.6	98.8
All Grades	240	208	172	0	203	170	0	203	170	0.0	97.6	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2540.	2530.		7.88	7.65		20.20	14.71		20.20	29.41		51.72	48.24
All Grades	N/A	N/A	N/A		7.88	7.65		20.20	14.71		20.20	29.41		51.72	48.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		13.30	14.12		39.90	40.59		46.80	45.29
All Grades		13.30	14.12		39.90	40.59		46.80	45.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.85	7.65		58.62	55.29		31.53	37.06
All Grades		9.85	7.65		58.62	55.29		31.53	37.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.37	7.06		67.00	61.18		24.63	31.76
All Grades		8.37	7.06		67.00	61.18		24.63	31.76

Conclusions based on this data:

1. Workman continues to assess over 95% of students for CAASPP.
2. 72% of students continue to not meet math standards

3. Approximately 50% of students have difficulty with Concepts & Procedures, applying mathematical concepts and procedures
4. SWD were identified in ATSI and will be provided additional support to meet state standards and close the achievement gap

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1520.6	1518.2	1536.1	1520.2	1500.5	1524.5	1520.5	1535.4	1547.3	26	52	28
10	1545.7	1552.8	1560.1	1543.7	1544.3	1566.4	1547.0	1560.7	1553.4	27	30	39
11	1564.9	1517.8	1514.0	1570.5	1511.4	1493.8	1558.8	1523.7	1533.7	37	34	23
12	1525.8	1574.7	1518.3	1522.5	1588.2	1502.4	1528.5	1560.8	1533.8	29	38	32
All Grades										119	154	122

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.38	7.69	10.71	42.31	32.69	42.86	19.23	36.54	28.57	23.08	23.08	17.86	26	52	28
10	22.22	23.33	23.08	33.33	36.67	35.90	22.22	30.00	25.64	22.22	10.00	15.38	27	30	39
11	29.73	11.76	4.35	29.73	26.47	34.78	18.92	20.59	17.39	21.62	41.18	43.48	37	34	23
12	3.45	28.95	12.50	31.03	34.21	31.25	44.83	18.42	9.38	20.69	18.42	46.88	29	38	32
All Grades	18.49	16.88	13.93	33.61	32.47	36.07	26.05	27.27	20.49	21.85	23.38	29.51	119	154	122

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	34.62	9.62	28.57	34.62	53.85	25.00	11.54	13.46	32.14	19.23	23.08	14.29	26	52	28
10	40.74	20.00	51.28	25.93	56.67	15.38	18.52	13.33	15.38	14.81	10.00	17.95	27	30	39
11	48.65	26.47	21.74	24.32	20.59	26.09	13.51	14.71	13.04	13.51	38.24	39.13	37	34	23
12	20.69	50.00	28.13	48.28	26.32	21.88	13.79	7.89	9.38	17.24	15.79	40.63	29	38	32
All Grades	36.97	25.32	34.43	32.77	40.26	21.31	14.29	12.34	17.21	15.97	22.08	27.05	119	154	122

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	7.69	0.00	38.46	11.54	35.71	19.23	44.23	46.43	42.31	36.54	17.86	26	52	28
10	14.81	6.67	2.56	22.22	33.33	30.77	18.52	43.33	43.59	44.44	16.67	23.08	27	30	39
11	10.81	2.94	0.00	18.92	5.88	17.39	37.84	47.06	34.78	32.43	44.12	47.83	37	34	23
12	3.45	10.53	3.13	3.45	23.68	15.63	51.72	31.58	34.38	41.38	34.21	46.88	29	38	32
All Grades	7.56	7.14	1.64	20.17	17.53	25.41	32.77	41.56	40.16	39.50	33.77	32.79	119	154	122

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.85	7.69	14.29	65.38	63.46	67.86	30.77	28.85	17.86	26	52	28
10	14.81	6.67	25.64	48.15	83.33	51.28	37.04	10.00	23.08	27	30	39
11	8.11	5.88	4.35	64.86	50.00	43.48	27.03	44.12	52.17	37	34	23
12	0.00	13.16	6.25	68.97	55.26	50.00	31.03	31.58	43.75	29	38	32
All Grades	6.72	8.44	13.93	62.18	62.34	53.28	31.09	29.22	32.79	119	154	122

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	73.08	54.90	59.26	11.54	27.45	25.93	15.38	17.65	14.81	26	51	27
10	74.07	70.00	76.92	11.11	20.00	5.13	14.81	10.00	17.95	27	30	39
11	78.38	51.52	43.48	8.11	15.15	21.74	13.51	33.33	34.78	37	33	23
12	62.07	86.49	40.63	20.69	0.00	18.75	17.24	13.51	40.63	29	37	32
All Grades	72.27	64.90	57.02	12.61	16.56	16.53	15.13	18.54	26.45	119	151	121

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.54	13.46	14.29	46.15	46.15	50.00	42.31	40.38	35.71	26	52	28
10	18.52	23.33	15.38	37.04	46.67	56.41	44.44	30.00	28.21	27	30	39
11	18.92	2.94	0.00	43.24	44.12	47.83	37.84	52.94	52.17	37	34	23
12	3.45	21.05	3.13	34.48	42.11	46.88	62.07	36.84	50.00	29	38	32
All Grades	13.45	14.94	9.02	40.34	44.81	50.82	46.22	40.26	40.16	119	154	122

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.85	1.92	0.00	69.23	61.54	89.29	26.92	36.54	10.71	26	52	28
10	7.41	3.33	2.56	70.37	76.67	76.92	22.22	20.00	20.51	27	30	39
11	2.70	8.82	13.04	72.97	50.00	39.13	24.32	41.18	47.83	37	34	23
12	6.90	15.79	6.25	75.86	55.26	53.13	17.24	28.95	40.63	29	38	32
All Grades	5.04	7.14	4.92	72.27	60.39	66.39	22.69	32.47	28.69	119	154	122

Conclusions based on this data:

1. Between 2020-2021 and 2021-2022, there was a 20% increase of ELs.
2. Overall language, there has been a decrease in students scoring level 3 or 4 and an increase of students scoring level 1 or 2 on the ELPAC.
3. Student performance on the ELPAC declined since returning back from the COVID-19 pandemic.

School and Student Performance Data

Reclassification Rate

2020-21

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
William Workman High	19734451939925	1,003	132 (13.2 %)	486 (48.5 %)	11 (8.0 %)
<u>District Total:</u>		17,826	3,259 (18.3 %)	4,763 (26.7 %)	614 (17.5 %)
<u>County Total:</u>		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
<u>State Total:</u>		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

2021-22

2021-22 HLPUSD Reclassification Rate by School			
School	# of new RFEP (from Ellevation 10/5/ 2021-10/4/ 2022)	# of EL (from 2021-22 DataQuest)	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Workman HS	17	149	10.20%
HLPUSD	348	3315	9.50%

Conclusions based on this data:

1. Since returning back to the COVID -19 pandemic, our reclassification rate has drastically declined.
2. We are reclassifying at a lower rate than the district, county and state average.
3. Between the 2020-2021 to 2021-2022 there was a 12% increase our English learner student population

K-12 ELA SMAP Results for 2022-23

2022-23 ELA (Reading) SMAP #1 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
William Workman HS	All Students	195	157	155	135	53	695
	9	39	29	31	42	15	156
	10	62	50	46	43	8	209
	11	60	36	36	30	15	177
	12	34	42	42	20	15	153

2022-23 ELA (Reading) SMAP #1 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
William Workman HS	English Learners (ELs)	48	30	12	3	0	93
	Student with Disabilities (SWD)	77	30	13	7	2	129
	Socio-economically Disadvantaged (SED)	164	135	129	116	48	592
	Homeless	15	*	*	*	*	41
	Foster	*	*	*	*	*	13

* Data for less than 11 students is not displayed to protect the anonymity of the students.

2022-23 ELA (Reading) SMAP #2 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
William Workman HS	All Students	166	133	150	145	46	640
	9	42	35	32	35	14	158
	10	50	37	37	35	12	171
	11	41	28	37	30	9	145
	12	33	33	44	45	11	166

2022-23 ELA (Reading) SMAP #2 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
William Workman HS	English Learners (ELs)	43	29	7	2	1	82
	Student with Disabilities (SWD)	69	24	12	1	1	107
	Socio-economically Disadvantaged (SED)	147	114	117	131	40	549
	Homeless	14	*	*	*	*	36
	Foster	*	*	*	*	*	12

* Data for less than 11 students is not displayed to protect the anonymity of the students.

Conclusions based on this data:

1. In ELA, between 50-53% of students assessed are performing in the average to high range.
2. There are more students from the 10th and 11th grade that are performing at the low to low average range.

3. 50% of our SED students are performing at the average to high range.
4. 82% of SWD are performing between the low and low average range (ATSI).

K-12 Math SMAP Results for 2022-23

2022-23 Math SMAP #1 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
William Workman HS	All Students	197	187	146	112	83	725
	9	59	47	38	30	14	188
	10	62	50	50	33	23	218
	11	54	54	23	28	20	179
	12	22	36	35	21	26	140

2022-23 Math SMAP #1 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
William Workman HS	English Learners (ELs)	52	26	15	4	2	99
	Student with Disabilities (SWD)	69	37	10	4	4	124
	Socio-economically Disadvantaged (SED)	159	163	119	100	69	610
	Homeless	28	20	16	10	3	77
	Foster	*	*	*	*	*	14

* Data for less than 11 students is not displayed to protect the anonymity of the students.

2022-23 Math SMAP #2 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
William Workman HS	All Students	224	170	136	111	89	730
	9	64	41	29	25	15	174
	10	59	52	34	29	20	194
	11	57	40	24	24	25	170
	12	44	37	49	33	29	192

2022-23 Math SMAP #2 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
William Workman HS	English Learners (ELs)	62	25	8	7	5	107
	Student with Disabilities (SWD)	87	19	7	3	1	117
	Socio-economically Disadvantaged (SED)	188	146	123	97	73	627
	Homeless	19	12	5	5	4	45
	Foster	*	*	*	*	*	12

* Data for less than 11 students is not displayed to protect the anonymity of the students.

Conclusions based on this data:

1. Approximately 50% of our assessed students are performing at the average range or above.
2. Between 70-85% of our ELs and SWDs are performing in the low to low average range (ATSI).

3. 50% of our SED students are performing in the low to low average range, while the other half is performing between the average to high ranges.

RFEP Monitoring Report

(To upload files, convert to .bmp, .png, .gif, .jpg, or .jpeg)

1	William Workman HS											
2	Current School											
3											Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1	
4												
5	Monitoring Years:											
6	2018-19											
7	2019-20											
8	2020-21											
9	2021-22											
10												
11												
12												
13												
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Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI, support on RFEP Monitoring Tool.

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's

Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or 1

		Test Scores		Criteria 3	
		Criteria 1	Criteria 2 (Most Recent DIA)	Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	
		2022	2022	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No
Last Name	First Name	CAASPP 2022 Level	DIA #2		
		2	N/A	yes	yes
		3	N/A	yes	yes
		1	N/A	yes	yes
		3	N/A	yes	no
		3	N/A	yes	yes
		2	N/A	yes	no
		2	N/A	yes	yes
		2	N/A	yes	no
		2	N/A	yes	yes
		2	N/A	yes	yes
		2	N/A	yes	yes
		1	N/A	yes	yes
		3	N/A	yes	yes
		4	N/A	yes	yes
		3	N/A	yes	yes
		3	N/A	yes	yes
		3	N/A	yes	yes

1	William Workman HS									
2	Current School									
3										
4										
5	Monitoring Years:									
6	2018-19									
7	2019-20									
8	2020-21									
9	2021-22									
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11										
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41										
42										
43										

Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI, support on RFEP Monitoring Tool.

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or 1

Test Scores

Criteria 1	Criteria 2 (Most Recent DIA)
2022	2022

Criteria 3	
Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	

1	William Workman HS									
2	Current School									
3										
4										
5	Monitoring Years:									
6	2018-19									
7	2019-20									
8	2020-21									
9	2021-22									
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Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI, support on RFEP Monitoring Tool.

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or 1

Test Scores

Criteria 1	Criteria 2 (Most Recent DIA)
2022	2022

Criteria 3	
Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	

1	William Workman HS											
2	Current School										Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1	
3												
4												
5	Monitoring Years:										Grades Monitoring:	
6	2018-19										Write Yes if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's	
7	2019-20										Write No if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or I's	
8	2020-21											
9	2021-22											
10												
11												
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Conclusions based on this data:

- 37.73% of students in RFEP monitoring are scoring between level 3-4 on the 2022 CAASPP
- 8 out of 56 students passed their English class in Spring of 22 but did not pass English Fall of 22
- There is no current data tracked for DIAs due to the switch from DIA to NWEA Map Growth

D, F, I By Most Current Grading Period (Middle & High Schools only)

Summarize by subject and grade level. Please refer to example in Instructions.

	ELA	Math	Social Science	Science	Elective	PE	SWD	SED	Migrant	Homeless	Foster	EO	EL	FEP	RFEP
William Workman HS	278	485	219	353	402	93	235	1443	1	0	54	728	400	51	624
9	95	179	1	137	160	36	87	491	0	0	28	247	155	14	179
D	30	28	1	40	63	14	28	139	0	0	10	70	34	6	60
F	65	151		97	97	22	59	352	0	0	18	177	121	8	119
10	85	127	81	98	86	41	96	416	0	0	18	214	95	8	190
D	50	37	32	18	45	22	47	165	0	0	9	87	38	3	70
F	35	90	49	80	41	19	49	251	0	0	9	127	57	5	120
11	55	113	58	66	61	4	44	279	1	0	4	125	78	22	131
D	14	33	36	20	34	3	21	108	0	0	2	56	21	9	53
F	41	80	22	46	27	1	23	171	1	0	2	69	57	13	78
12	43	66	79	52	95	12	8	257	0	0	4	142	72	7	124
D	21	21	62	17	57	8	2	139	0	0	2	80	30	6	68
F	22	45	17	35	38	4	6	118	0	0	2	62	42	1	56

Conclusions based on this data:

1. Mathematics continues to be the subject matter with the greatest amount of D's and F's
2. Workman's 9th and 10th grade students have the highest number of D/F grades earned during the current grading period.
3. Between 17-22 seniors are in jeopardy of not graduating with failing grades in Social Science and English. This would account for 7-10% of senior students not graduating on time.

Resource Inequities (Required - CSI, TSI, ATSI)

All Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) schools must conduct a review of Resource Inequities with the school's educational partners as part of the required Comprehensive Needs Assessment. LEA and school-level budgeting may be considered in the review. Resource Inequities shall be addressed through implementation of the SPSA. Schools may use Resource Inequities Suggested Reflection Questions as a resource. Note that responses to questions 1 through 3 must be actionable at the school site.

Identify and describe any resource inequities identified as a result of the required needs assessment using the following prompts.

1. What actionable inequities were identified by the school?

There is a need to develop instruction that supports general education classrooms for students with disabilities in English Language Arts and Mathematics. Additionally, we need to develop a systematic intervention to support students with disabilities in meeting grade level standards. We also need to address the disparities with our MTSS system to decrease the number of students with disabilities being suspended from school. There is a need to increase the number of staff available during unstructured times to assist with decreasing suspensions for students with disabilities.

2. Which inequities are priorities for the school to address?

Workman has created structures to support students with disabilities in the areas of mathematics and English Language Arts with embedded supports, our resource rooms that are staffed by education specialist and after school tutoring. Workman needs to provide PD to support general education teachers in supporting students with disabilities. We need to create reinforcements to increase students accessing existing supports. Workman has well-established social emotional supports for all students. We need to proactively evaluate systems in place to support the social-emotional needs of students with disabilities.

3. How will the school address these inequities?

Workman will work collaboratively with the special education department in providing ongoing PD on effective instructional practices to support students with disabilities in English Language Arts and Mathematics. The school will increase the number of staff available during unstructured times to reduce the number of suspensions for all students, specifically for students with disabilities. Workman will continue to reevaluate and refine current social-emotional practices to support students with disabilities.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

NA

Comprehensive Needs Assessment Components

Please refer to Instructions for additional guidance.

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A variety of surveys and activities were conducted to obtain input from our educational partners at Workman High School. These included surveys (LCAP, Pulse Checks, CHKS), which evaluated school safety, cleanliness, supports, programs, and interventions. The data gathered from these surveys are used to guide the necessary changes to maximize student support and achievement. Discussions have occurred with staff and students about the bell schedule, school culture and climate, and program offerings at Workman. Again, this information is used to guide us to make necessary changes to improve, programs, supports, climate, and culture. One identified area of concern are the interventions offered for students struggling academically. Additionally, there continues to be a need for continued mental health support and more student activities.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Workman High School began the school year one administrator short. This impacted the frequency in which classroom observations were conducted. At the beginning of the year, it was agreed upon to reestablish learning walks. The administration team schedule two learning walks. These walks were intended to be conducted together to collaborate on what is being observed in the classrooms and identify areas of strength and areas for growth to improve instructional practices. We were able to conduct one learning walk. Additionally, each administrator informally visited classrooms. Informal visits were scheduled based on the availability of each administrator. Lastly, each administrator conducted their annual evaluations which included a pre-observation conference, a post observation conference, two additional informal observations and a summative evaluation.

The following is a summary of findings from the classroom observations that were conducted during the 2022-23 school year:

- * Teachers have done a great job of building positive relationships with their students
 - * Teachers understand the importance of students' social emotional needs and support students in the classroom or make referrals for additional supports.
 - * There is an inconsistency of implementing supports (modifications/accommodations) for students with 504s/IEPs.
 - * Students are not entering high school with the prerequisite skills needed to be successful in high school.
 - * There is inconsistency with the rigor/DOK level from department to department, and in some cases within departments.
 - * There is a need to improve teacher knowledge on integrated ELD for low achieving ELs.
- There is a need to improve teacher knowledge on best instructional strategies for all students with disabilities

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

ELPAC data continues to show that approximately 50% of ELs are performing at a Level 1 or 2. With Workman having only 27 students who are ELs taking the CAASPP testing, there is no performance level indicated. However, in ELA, ELs performed 103 points below the standard and 178 points below standard in mathematics. The results were similar for ELs on the SMAP testing with 78/93 students performing in the low-low average range in ELA and 78/99 students performing in the low-low average range in mathematics.

SWD continue to fall short of meeting the standard as evident on the CAASPP ELA (118 points below standard) and Mathematics (180 points below standard) assessments. There are similar trends of performance on the SMAP testing with 106/124 of students performing at the low-low average range in mathematics and 107/129 students performing at the low-low average range in ELA. Workman High School is eligible for Additional Targeted Support and Improvement (ATSI) based on the following student groups and indicators: SWD in the areas of English Language Arts, Mathematics and Suspensions.

For the 2023-24 school year, teachers will work in their departmental PLCs and evaluate student data and their instructional practices. Teachers will identify instructional strategies and supports to improve student achievement for students with disabilities, English learners, Foster/Homeless Youth and all other student groups. Through the supports and interventions provided students will increase their performance on CAASPP ELA and Mathematics between 3-4% respectively.

There continues to a need for more training on differentiated instructions and evidence-based interventions specifically focused on supporting English learners and students with disabilities in ELA and mathematics. Continued training on utilizing SMAP data to guide instruction is needed to support teachers with next steps.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Every year, Workman High School teachers administer the CAASPP assessment for 11th grade students in the areas of English Language Arts, Mathematics, and Science. In addition to CAASPP assessments, during the 2022-23 school year, the district replaced District Interim Assessments with NWEA S-MAP Growth assessment. This assessment is given out 3 times per year, with the exception of 11th grade students who will be taking the CAASPP assessment for the third installment. Many of Workman High School Departments have developed common assessments that are also used to monitor student progress. Each of these tools are used to guide instruction and improve upon the materials and resources that are utilized.

For the 2023-24 school year, teachers will work in their departmental PLCs and evaluate student data and their instructional practices. Teachers will identify instructional strategies and supports to improve student achievement for students with disabilities, English learners, Foster/Homeless Youth and all other student groups. Workman will develop a plan to bridge the learning gap, through remediation and intervention. For the 2023-24 school year, Workman work on creating opportunities for students to demonstrate mastery of the content standards.

Workman will continue to work with District TOSAs to train staff on how to access the data and how the data can be used to drive instruction to address learning that has not taken place yet. Teachers will then work in there PLC teams to collaborate on best instructional practices, identify trends from multiple data points and develop a departmental plan on how to support students with disabilities, English learners and Foster/Homeless Youth who are not meeting state standards.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

The 2022-23 school year started with some limitation on professional development opportunities for teachers. At the beginning of the second semester, restrictions were lifted and additional opportunities was available. Through the WASC process, a self identified area for growth and recommendation from the visiting team was identifying school-wide instructional foci and provide intentional professional develop opportunities for teachers. Workman will work collaboratively with the special education department in providing ongoing training to support students with disabilities. Additional trainings will also be explored to support the academic growth for our English learners.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Workman High School continues to feel the effect of the Covid-19 pandemic. The 2022-23 school year started off with some restrictions with limited sub availability. During the second semester, restrictions were lifted and teachers we able to attend different professional development opportunities. Throughout the school year, district TOSAs have provided training, specifically on the administration of NWEA testing. Teachers work collaboratively with their departmental colleagues to support one another. There continues to be a need to provide targeted/intentional ongoing instructional support to assist in the bridging the educational gap of students with disabilities, English learners, and other student groups who are not performing at grade level.

Teacher collaboration by grade level (K–8) and department (grades 9-12)

For the 2022-23, Workman High School staff voted to continue to support Late Start Monday meetings. This has been voted on again for the 23-24 school year as well. Teachers typically meet with their departmental colleagues at least twice a month to collaborate on best practices, pacing and sequencing, and reviewing data. With the implementation of NWEA testing, teachers will also conduct deeper data dives to determine how to better support students. Intentional professional development trainings will be offered at least once a month to provide ongoing support for teachers, focusing on students with disabilities, English learners and other student subgroups who are not meeting grade level standards. There continues to be a need to train the staff on the PLC process in an effort maximize collaboration on how to bridge the achievement gap of students with special needs and English learners.

Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

The transition from middle school to high school is a big transition for many students, especially for students with disabilities, English learners, and other students groups who are not meeting the state standards. Workman High School Special Education Case Carriers, collaborate with middle school special education teams for a transition IEP meeting to ensure a smooth transition to high school. Outside of the special education teams collaborating for transition planning, there continues to be a need to create a system that fosters transition planning for all students not meeting state standards or at risk of failing.

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified.

Workman's English learners continue to demonstrate an achievement gap when compared to other student populations. Due to the low number of English learners who took the CAASPP testing, there was no performance level indicated on the Dashboard, but are performing approximately 180 points below the standard. There was a significant increase in reclassification from the 20-21 (2) school year to the 21-22 (17) school year. Our LTEL population remained the same between the 20-21 and 21-22 school year, 96 students who were classified as LTELs. Workman schedules ELD classes in the same two periods to maximize flexibility in scheduling when a student moves from one level to the next. Interventions, specifically for our English learners needs to established to support reclassification. This should include embedded interventions and supplemental interventions such as tutoring before or after school. Additional PD for integrated and designated ELD strategies and supports is needed so teachers are up-to-date regarding best practices to support English learners. Also, special education case carriers should monitor interventions used for LTELs.

Extended learning activities

There continues to be a need to provide extended learning activities to support student learning. Due to limited sub availability, opportunities for extended learning opportunities were minimal during the first semester. More opportunities were made available during the second semester. In addition to fieldtrip opportunities, two new clubs were established during the 2022-23 school year, giving more students to become involved in school activities. Although tutoring was made available during the 2022-23 school year, it began well into the school year. Workman will continue to evaluate how to offer extended learning activity opportunities and create student desired clubs to keeps students engaged, lowering suspension rates.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards

There continues to be a need to improve student performance in the areas of English Language Arts and Mathematics. Workman's students with disabilities and their English learners disproportionately under perform in meeting grade level standards. The district continues to fund site use of Achieve 3000, a program that differentiates and remediates learning, to support students in English Language Arts. As a supplement to the adopted curriculum for mathematics, the math department utilizes E-math instruction to support students diverse learning needs. In addition to utilizing this supplemental program, students are also programmed into C-STEM math, which integrates coding into lessons, bringing the lessons to life. The school provides tutoring after school and some teachers provide support before school begins. In addition to these resources, there continues to be a need develop a site MTSS structure that will specifically identify students, specifically students with disabilities and English learners, who are underperforming and provide targeted supports to bridge the achievement gap. There continues to a need for interventions that are embedded within the school day to support students with disabilities, English learners and other identified student groups.

Evidence-based educational practices to raise student achievement of identified student groups

Teachers at Workman High School differentiate and scaffold their instruction to meet the needs of our students with disabilities, English learners and other student groups who are not academically performing. Teachers use a variety of evidenced based instructional strategies to support student achievement of all student groups. Some strategies include inquiry based learning, cooperative learning, and common assessments. According to the identified areas for growth from our WASC report, Workman can benefit from identifying school-wide specific instructional strategies. On going instructional strategies training, along with professional development in servicing students with disabilities and English learners can bridge the achievement gap for students not meeting state standards. In order to best support our students identified in ATSI, Workman High School will utilize "What Works Clearinghouse" and "Evidence for ESSA" to identify instructional strategies to bridge the achievement gap.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students

Workman is the only school in the City of Industry. During the 2022-23 school year, through collaboration with the district and Workman High school, time has been dedicated into building a relationship with the City of Industry and the Industry Business Council. Collaboration has ensued, and with the support of our community partners, plans are being developed to support our underachieving students, by identifying ways to incentivize them and create unique opportunities to extend their learning. The district has created a variety of committees for parents to collaborate and identify resources and strategies to support under-achieving students. The district has provided all high school students with a laptop to support their learning. A substantial percentage of students at Workman High School are considered At-Promise. Due to the amount of students with disabilities, English learners, Foster Youth, and McKinney-Vento, Workman High School funded an additional counselor to work with our At-Promise populations. Workman made multiple attempts in trying to recruit additional members for our parent groups (ELAC, Parent Pack, SSC). Workman High school continues to provide parents with the PIQE program and will explore other options to support parent engagement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

With a new administration team for the 2022-23 school year, Workman High School dedicated time to developing strong relationships with all educational partners and continues to nurture these partnerships. There are many different systems which provide our educational partners and opportunity to be involved in the planning, implementation and evaluation of student support programs. These opportunities include Parent Pack (coffee with the principal), ELAC, DELAC, and SSC. Workman provides other opportunities for educational partners to come together such as Back to School Night, parent conferences, Dia De Los Lobos (Open House), Leader of the Pack, PIQE, and parent informational meetings. Although there are ample opportunities for our educational partners to come together, there continues to be a need for parent involvement. Workman needs to explore how and when these opportunities for collaboration are offered to maximize parent participation.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

There is a need to provide services and supports for students with disabilities, English learners, and other subgroups of students who are at risk of not meeting state standards. Our CAASPP, S-MAP, ELPAC, reclassification, and DFI data provides evidence that students continue to struggle in English Language Arts and Mathematics. There is a need to provided ongoing training/support for teacher on how to support students with 504s/IEP and English learners. Additionally, pull-out days for the special education, English, and mathematics departments to collaborate on how to best support students with disabilities. Lastly, there is a need to create systems/teams for the following structures: MTSS and PBIS, which will help in creating and maintaining a positive school culture.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update? Please include:

1. Date that the activity occurred
2. Group(s) involved (e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)
3. Activities related to the collection and analysis of data (e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on SMAP or common assessments, using an analysis protocol to analyze academic performance data, organizing district benchmark assessment data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data
9/21/22, 10/26/22, 02/01/23, 02/15/23, 03/22/23, 04/12/23, 05/03/23	School Site Council	Reviewed and developed SPSA goals; looked at data, discussed how to improve student academic performance and support the social emotional needs of students and families
10/28/22, 11/09/22, 02/01/23, 03/08/23, 04/19/23	ELAC	Review of school data and SPSA goals with the purpose of supporting English language learners. Provide suggestions and recommendations to be shared with SSC.
10/28/22, 11/09/22, 02/01/23, 03/08/23, 04/19/23, 05/10/23	Parent Pack	Parents meet with principal to discuss a variety of topics. This years focus was on building partnerships and planning on how to increase parent engagement at Workman High School. School safety and student social-emotional well-being was also discussed.
08/30/22	Senior Night	School team meets with the parents of 12th grade students to review the graduation expectations and the important dates to remember during their senior year.
09/01/22	Conference night	Families were invited to meet with their students teachers to discuss current progress and how they can support them at home.
08/18/22	Back to School Night	Parents are invited to tour the campus and meet with teachers to understand the academic and behavioral expectations of all their teachers.
01/24/23	Leader of the Pack	Parents of the to students from the Workman Quad feeder schools are invited to Workman High School to learn about the programs we have to offer and be recognized for their academic accomplishments.

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline

Timeline	SPSA Life Cycle
January/ February 2023	<ul style="list-style-type: none"> Review current status of 2022-23 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Conduct 2023-24 Needs Assessment & summarize conclusions for all students & student groups Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, & WASC for HS Budget development for 2023-24 SPSA (preliminary budget estimates) Engage educational partners in the process – SSC, ELAC, staff, LT, PLCs, students, community
March	<ul style="list-style-type: none"> Continue to review 2022-23 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Alignment of 2023-24 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development Align 2023-24 Title I and LCFF S&C fiscal resources to address priorities, goals and actions Develop 2023-24 SPSA Planned Improvements/Goals to address identified needs with evidence-based actions/strategies ELAC advisement to SSC regarding development of the EL Plan in 2023-24 SPSA
April	<ul style="list-style-type: none"> Continue to review 2022-23 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Continue March activities to write/update 2023-24 SPSA to ensure educational partners' engagement and legal SSC approval SSC to approve 2023-24 SPSA 2023-24 SPSA completed in DTS and SPSA Synopsis emailed to MESBP by Friday, April 28, 2023
May	<ul style="list-style-type: none"> MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	<ul style="list-style-type: none"> Recommend 2023-24 SPSAs for Board of Education Approval –June 8, 2023
August/ Sept	<ul style="list-style-type: none"> Recommendation: Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting Implement and monitor 2023-24 SPSA Begin 2022-23 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2023 CAASPP, Summative ELPAC and SMAP results
October	<ul style="list-style-type: none"> Complete 2022-23 Annual Evaluation in DTS with SSC Based on 2022-23 Annual Evaluation, revise 2023-24 SPSA actions/expenditures in DTS as needed to reach goals for student achievement Email MESBP when DTS revision is completed – by October 27, 2023
November/ December	<ul style="list-style-type: none"> Continue 2023-24 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

2. Description of SSC and ELAC/Other Advisory Group Involvement in SPSA Process:

California *Education Code (EC)* Section 64001 requires that an SSC develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually. **All HLPUSD Schools utilize the above SPSA timeline to guide their annual process.**

The SPSA involves a continuous development, implementation, and monitoring cycle. The SSC develops a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. **SSC and ELAC meeting agendas and minutes include the following steps of this continuous cycle:**

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. ELAC and other advisory groups/stakeholders provide input to the SPSA and district LCAP.
4. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp Title I allocations match SPSA planned Title I expenditures.
5. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
6. Recommend the SPSA to the local governing board.
7. Receive local governing board approval and implement the plan.
8. Monitor and evaluate effectiveness of the implementation.

Annual Evaluation

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal.

ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

English Language Arts

School Goal

Provide a strong Tier 1 for ELA and strengthen Tier 2 and Tier 3 academic supports.

Metric Indicator and Expected Outcome	Data Results & Analysis
ELA CAASPP 2023 Increase ELA CAASPP by 5%	34.2% of students met or exceeded standards. Goal not met (21-22: 51.8% met/exceeded)
ELA CAASPP 2023- ELs Increase by 5%	0% of EL students met or exceeded standards. Goal not met (11.1% EL met/exceeded 21-22)
ELA CAASPP 2023- SWDs Increase by 5%	8.6% of SWD met or exceeded standards. Goal not met (10% SWD met/exceeded 21-22)
2022-23 District ELA Interim Assessments (SMAP Reading)- Increase the percent of 9-12 grade students that meet/exceed ELA standards of all grade levels meeting/exceeding benchmarks	<p>Below is the baseline data taken from the Winter 2023 Administration of the NWEA Assessment</p> <p>9th Grade Students: 49% performed in the 1st-40th percentile 21% performed in the 41st-60th percentile 30% performed in the 61st and above percentile</p> <p>10th Grade Students 53% performed in the 1st-40th percentile 21% performed in the 41st-60th percentile 26% performed in the 61st and above percentile</p> <p>11th Grade 49% performed in the 1st-40th percentile 26% performed in the 41st-60th percentile 25% performed in the 61st and above percentile</p> <p>12th Grade 42% performed in the 1st-40th percentile 26% performed in the 41st-60th percentile 32% performed in the 61st and above percentile</p>

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although we did not meet our goals for the 2022-23 school year, there was growth in student performance on the SMAP Language district interim assessment, in all grade levels, with the greatest gains with 11th grade students. SWD had a decrease in scores but the student group had

the lowest drop in scores. Departments are beginning to implement targeted interventions to support students in bridge the learning gaps, providing students greater access to the grade level curriculum. Teachers are given time to meet with their departmental PLC to analyze student data to inform instructional practices to better support student learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2022-23 school year, monies needed to be directed to specific targeted interventions (programs/personnel/collaboration time) in order to better support all students who are not meeting the state standards.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 2023-24, based on the analysis of data, a section of ELA review was created to support students who were identified as students who did not meet grade level standards during their eighth grade year. District TOSAs has met several times with all teachers to better understand SMAP and how the data gathered from this data point can guide instruction. TOSAs/DPS will continue to support the school site to support student groups (SWD) identified in ATSI. School site leadership team will meet with fidelity as scheduled to evaluate instructional practices and identify by departments, specific student needs that will be address to support students in having greater access to the curriculum. Departments are provided time to collaborate and review student data to guide instruction. Departments will work on specific tasks as directed by administration to support student learning. Lastly, students will continue to have access to tutoring services with site teachers.

In an effort to provide additional support for students, for the 2023-24 school year, we created an English intervention class to support students' achievement in ELA. Additional hours have been allocated for teachers to provide after school tutoring. Additionally, we have contracted services with Moving Mindz to provide an additional layer of support to increase student achievement.in ELA.

Math

School Goal

Provide a strong Tier 1 for Mathematics and strengthen Tier 2 and Tier 3 academic supports.

Metric Indicator and Expected Outcome	Data Results & Analysis
Math CAASPP 2023 Increase Math CAASPP by 5%	23.1% of students met or exceeded standards. Goal Not Met. (21-22: 28.1% met/exceeded standard)
Math CAASPP 2023- ELs Increase by 5%	0% of EL students met or exceeded standards. Goal Not Met. (21-22: 10.3% met/exceeded standard)
Math CAASPP 2023- SWDs Increase by 5%	2.9% of SWD met of exceeded standards. Goal Not Met. (21-22: 3.3% met/exceeded standard)
2022-23 District Math Interim Assessments (SMAP Math)- Increase the percent of 9-12 grade students that meet/exceed ELA standards of all grade levels meeting/exceeding benchmarks	Below is the baseline data taken from the Winter 2023 Administration of the NWEA Assessment 9th Grade Students 59% performed in the 1st-40th percentile

	17% performed in the 41st-60th percentile 24% performed in the 61st and above percentile 10th Grade Students 60% performed in the 1st-40th percentile 17% performed in the 41st-60th percentile 23% performed in the 61st and above percentile 11th Grade Students 58% performed in the 1st-40th percentile 14% performed in the 41st-60th percentile 28% performed in the 61st and above percentile 12 Grade Students 42% performed in the 1st-40th percentile 26% performed in the 41st-60th percentile 32% performed in the 61st and above percentile
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Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although we did not meet our goals for the 2022-23 school year, there was growth in student performance on the SMAP Math district interim assessment, in all grade levels, with the greatest gains with 9th grade students. SWD had a decrease in scores, but experienced the smallest decrease in scores from one year to the next. Departments are beginning to implement targeted interventions to support students in bridge the learning gaps, providing students greater access to the grade level curriculum. Teachers are given time to meet with their departmental PLC to analyze student data to inform instructional practices to better support student learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2022-23 school year, monies needed to be directed to specific targeted interventions (programs/personnel/collaboration time) in order to better support all students who are not meeting the state standards.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 2023-24, based on the analysis of data, students who did not meet grade level standards and pass their IM1 class were presented with an opportunity to experience math from a different perspective, through the C-STEM curriculum. District TOSAs has met several times with all teachers to better understand SMAP and how the data gathered from this data point can guide instruction. TOSAs/DPS will continue to support the school site to support student groups (SWD) identified in ATSI. School site leadership team will meet with fidelity as scheduled to evaluate instructional practices and identify by departments, specific student needs that will be address to support students in having greater access to the curriculum. Departments are provided time to collaborate and review student data to guide instruction. Departments will work on specific tasks as directed by administration to support student learning. Lastly, students will continue to have access to tutoring services with site teachers and tutoring services have been contracted with an emphasis in mathematics.

In an effort to support students in mathematics, additional hours have been allocated for teachers to provide after school tutoring. Additionally, we have contracted services with Moving Mindz to provide an additional layer of support to increase student achievement in mathematics.

English Learner

School Goal

Increase the number (percentage) of students being reclassified.

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 Annual Reclassification Rates- Increase by 5%	2023 Annual Reclassification Rate - 9.94% which demonstrates and increase of 7.6% from 2021-22. Goal was Met.
2023 Summative ELPAC - Increase Level 4 by 5%	2022-23 Summative ELPAC Overall Level 4 - 14.2% (2022 Summative ELPAC- 16.88%) Goal not Met.

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the 2022-23 school year, Workman met its goal of an increase of 5% in its Annual Reclassification Rates. Our goal of an increase of 5% in the Summative ELPAC score of 4 was not met. Although we did not meet this goal, the decrease in performance was 2.6%. The master schedule was built with supporting English Language. Students receive consecutive ELD classes to support students language acquisition. Students also have access to Achieve 3000 to assist with bridging the learning gaps so student can access the general education curriculum. More collaboration is taking place to better support students to ensure students are improving their progress on the summative ELPAC and continuing to increase our reclassification rate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2022-23 school year, monies needed to be directed to specific targeted interventions (programs/personnel/collaboration time) in order to better support all students who are not meeting the state standards.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2023-24 school year, based on the analysis of data, students will continue to be strategically placed in ELD classes to support their language acquisition and academic achievement. ELA teacher have attended specialized training for our intervention curriculum, Achieve 3000. Additional hours have been allocated to provide after school tutoring to support students with their assignments/homework. Workman has contracted services with Moving Mindz to provide additional support to improve academic achievement for our ELs.

School Climate

School Goal

Increase students' academic and extra-curricular engagement to improve graduation and attendance rates of all student populations and decrease student suspensions.

Metric Indicator and Expected Outcome	Data Results & Analysis
2023 Suspension Rate- Decrease by 5%	36 students were suspended at least one time in 2022-23. 59 students were suspended at least once in 2021-22. Goal met. Decrease of 38.9%
2023 Attendance Rate - Increase by 5%	In 2021-22, 32.4% of students were chronically absent. In 2022-23, 21.1% of students were chronically absent. Goal was met with a 10.3% improvement in student chronic absenteeism.
2023 California Dashboard Graduation Rate - Increase EL Grad Rate by 5%	2023 CA Dashboard Data will be released December 15, 2023

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the 2022-23 school year, Workman made great strides in improving school climate. We continue to maintain a graduation rate in the mid-90s. Continued conversations about graduation rates will be revisited to reflect attainable goals towards improving our graduation rate. 2023 CA Dashboard Data will be released on December 15, 2023. We also had a significant improvement in our attendance rate. Between 2021-22 and 2022-23, there was a decrease of 10.3% in students who were chronically absent. Lastly, our greatest success was a 38.9% decrease of student suspension. Workman was reintroduced to following parts of a PBIS system and restorative justice practices.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2022-23 school year, monies needed to be directed to support positive reinforcement of student behaviors and academic growth. Allocating money to specific supports and interventions can assist with improving school culture and improving school graduation rate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2023-24 school year, the school site team is working towards taking a proactive approach to support students academically, behaviorally, and social-emotionally by systematically implementing a PBIS system and restorative justice practices. Also, we will be reevaluating our graduation rate goal. Workman provides services for students who are on a Certificate of Achievement program. Students in this program will not earn a diploma which will impact the school's graduation rate. We will look at improving the graduation rate for our English Learners and SWD. Counselors will meet with their students who are ELs and SWD to ensure they are making progress towards graduation. A school-wide token economy system has been implemented to reinforce student behavior and student achievement.

In an effort to reduce chronic absenteeism, our intervention counselor makes contact with our students most at risk of not meeting grade level standards and graduating from high school. Counselor established communication with students/families to inform them of the importance of attending school and the possible outcomes of being a chronic absent. Counselor works collaboratively with district office for support with the SART/SARB process. Additionally, students are incentivized through positive reinforcement on an individual and grade level basis.

Similarly to our supports for chronic absentees, positive reinforcement is used to change student behavior. We are taking steps to employee restorative practices and exploring alternative means to suspension, such as Youth Court and Y-Vape programs.



GOALS FOR IMPROVING STUDENT ACHIEVEMENT

HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Conditions of Learning: Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster...) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Pupil Outcomes: Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral RtI & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral Rtl/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

SPSA Strategies:

- Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups
- Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials
- Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff
- Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)
- Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).
- Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)
- Strategy 7: Extended learning activities
- Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.
- Strategy 9: Evidence-based educational practices to raise achievement of identified student groups
- Strategy 10: Resources available from family, school, district, and community to assist under-achieving students
- Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs
- Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards



Hacienda La Puente Unified School District
District Goals for Student Achievement
School Plan for Student Achievement (SPSA)
2023-24

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard ELA- All Students	2.5 above standard	Increase by 3 pts or more
School Dashboard ELA- Low Income	11.7 below standard	Increase by 3 pts or more
School Dashboard ELA- English Learner	29.8 below standard	Increase by 4 pts or more
School Dashboard ELA- Foster Youth	98.6 below standard	Increase by 5 pts or more
School Dashboard ELA- SWD	93.5 below standard	Increase by 5 pts or more
School Dashboard ELA- Homeless	53.6 below standard	Increase by 4 pts or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA- All Students	51.68% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	46.25% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	21.59% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	17.08% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- SWD	14.27% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Homeless	30.44% Met/Exceeded	Increase by 3% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMAP Reading- All Students	33% scored >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Reading- Low Income	27.3% scored >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Reading- English Learner	10.1% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- Foster Youth	9.7% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- SWD	8.4% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- Homeless	16.7% scored >= 61% of peers in national norm reference test	Increase by 3% or more

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Math- All Students	43.6 below standard	Increase by 3 pts or more
School Dashboard Math- Low Income	58.2 below standard	Increase by 3 pts or more
School Dashboard Math- English Learner	61.4 below standard	Increase by 3 pts or more
School Dashboard Math- Foster Youth	132.8 below standard	Increase by 5 pts or more
School Dashboard Math- SWD	143.1 below standard	Increase by 5 pts or more
School Dashboard ELA- Homeless	53.6 below standard	Increase by 3 pts or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math- All Students	35.62% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	29.99% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	18.01% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	17.07% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	6.78% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Homeless	14.10% Met/Exceeded	Increase by 4% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMAP Math- All Students	31% scored >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Math- Low Income	25.7% scored >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Math- English Learner	16% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- Foster Youth	9.6% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- SWD	7.7% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- Homeless	11.7% scored >= 61% of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: ENGLISH LEARNERS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS: All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	55.1%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Level 4	24.4%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	9.5%	14% or higher

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Suspension Rate- All Students	3.2%	Decrease by 0.3% or more
School Dashboard Suspension Rate- Low Income	3.8%	Decrease by 0.3% or more
School Dashboard Suspension Rate-English Learner	3%	Decrease by 0.3% or more
School Dashboard Suspension Rate- Foster Youth	15.7%	Decrease by 2% or more
School Dashboard Suspension Rate- SWD	6.4%	Decrease by 0.5% or more
School Dashboard Suspension Rate- Homeless	6%	Decrease by 0.5% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rate	0.05%	Maintain or decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS "Safe or Very Safe" Overall Perception- Grade 5	72%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 7	74%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 9	57%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 11	74%	Increase by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 5	69%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 7	67%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 9	52%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 11	48%	Increase by 1%

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Graduation Rate- All Students	96%	Increase or Maintain
School Dashboard Graduation Rate- Low Income	95.9%	Increase or Maintain
School Dashboard Graduation Rate- English Learner	92.3%	Increase or Maintain
School Dashboard Graduation Rate- Foster Youth	87%	Increase by 1% or more
School Dashboard Graduation Rate- SWD	85.5%	Increase by 1% or more
School Dashboard Graduation Rate- Homeless	91.8%	Increase or Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DataQuest 5yr Cohort Graduation Rate- All Students	92.6%	Increase or Maintain
DataQuest 5yr Cohort Graduation Rate - Low Income	92.5%	Increase or Maintain
DataQuest 5yr Cohort Graduation Rate – English Learner	80.8%	Increase by 1% or more
DataQuest 5yr Cohort Graduation Rate - Foster Youth	69%	Increase by 1% or more
DataQuest 5yr Cohort Graduation Rate - SWD	79.5%	Increase by 1% or more
DataQuest 5yr Cohort Graduation Rate - Homeless	86.4%	Increase or Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS Dropout Rate	1.92%	Maintain or Decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TK-8 Attendance Rate- All Students	90.8%	Increase by 1%
TK-8 Attendance Rate- Low Income	87.1%	Increase by 2%
TK-8 Attendance Rate- English Learner	88.6%	Increase by 2%
TK-8 Attendance Rate- Foster Youth	85.3%	Increase by 2%
TK-8 Attendance Rate- SWD	81.5%	Increase by 3%

TK-8 Attendance Rate- Homeless	83.3%	Increase by 3%
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
9-12 Attendance Rate- All Students	91.1%	Increase by 1%
9-12 Attendance Rate- Low Income	89.8%	Increase by 1%
9-12 Attendance Rate- English Learner	89.3%	Increase by 1%
9-12 Attendance Rate- Foster Youth	85.0%	Increase by 2%
9-12 Attendance Rate- SWD	82.7%	Increase by 3%
9-12 Attendance Rate- Homeless	85.6%	Increase by 2%

Metric/Indicator K-8	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate- All Students	35.1%	Decrease by 5% or more
Chronic Absenteeism Rate- Low Income	38.2%	Decrease by 5% or more
Chronic Absenteeism Rate- English Learner	32.1%	Decrease by 5% or more
Chronic Absenteeism Rate- Foster Youth	33%	Decrease by 5% or more
Chronic Absenteeism Rate- SWD	49.4%	Decrease by 6% or more
Chronic Absenteeism Rate- Homeless	51.6%	Decrease by 6% or more

Metric/Indicator 9-12	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate- All Students	28.4%	Decrease by 5% or more
Chronic Absenteeism Rate- Low Income	31.2%	Decrease by 5% or more
Chronic Absenteeism Rate- English Learner	33%	Decrease by 5% or more
Chronic Absenteeism Rate- Foster Youth	42%	Decrease by 6 % or more
Chronic Absenteeism Rate- SWD	46%	Decrease by 6% or more
Chronic Absenteeism Rate- Homeless	48.8%	Decrease by 6% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LANGUAGE ARTS

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - ELA

All students, particularly Students with Disabilities and English Learners, will increase their student achievement in English Language Arts performance assessments as measured by the California Dashboard, CAASPP, SMAP, and Achieve 3000.

Identified Need

- Increasing student and parent engagement
- Focusing on the overall achievement of English Language Learners and students in Special Education
- Developing an evaluation system which clearly assesses the degree to which standards and skills have been mastered
- Focus on increasing academic rigor by implementing meaningful higher-level thinking activities and assignments both in and out of classrooms
- Increase the a-g completion rates
- Continue to develop and implement AVID and other school wide instructional strategies that increase the level of rigor in the classroom

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP 2022	Grade 11 All Students 14% Exceeded Standard 33% Met Standard 28% Standard Nearly Met 25% Standard Not Met SED 14% Exceeded Standards 33% Met Standard 28% Nearly Met 25% Not Met EL 35% Nearly Met 65% Not Met SWD	All students will increase by 3% or more SED students will increase by 3% or more EL students will increase by 4% or more SWD will increase by 4% or more Foster Youth will increase by 4% or more Homeless Youth will increase by 3% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>8% Met 29% Nearly Met 61% Not met</p> <p>Foster 8% Exceeded 8% Met 17% Nearly Met 67% Not Met</p> <p>Homeless 10% Exceeded 23% Met 32% Nearly Met 35% Not Met</p>	
S-MAP Winter Assessment 2022-23	<p>SMAP Reading All Students 29% \geq 61 percentile of peers in national norm referenced test</p> <p>Student Groups: Foster 6% \geq 61 percentile of peers in national norm referenced test</p> <p>Homeless 22% 61 percentile of peers in national norm referenced test</p> <p>SWD 3% 61 percentile of peers in national norm referenced test</p> <p>EL 5% 61 percentile of peers in national norm referenced test</p> <p>SED 29% 61 percentile of peers in national norm referenced test</p>	<p>All students will increase by 3% or more</p> <p>SED students will increase by 3% or more</p> <p>EL students will increase by 4% or more</p> <p>SWD will increase by 4% or more</p> <p>Foster Youth will increase by 4% or more</p> <p>Homeless Youth will increase by 3% or more</p>
Achieve 3000		Increase usage to 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	All Students - 3.7 points below standard SWD - 35 students are 118.5 points below standard Hispanic - 176 students are 4 points below standard SED - 157 students are 5.7 points below the standard EL - 27 students are 102.9 points below the standard	Decrease the achievement gap between all student and ATSI group (SWD) by 10 points

Complete a Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All Students

Activity

*1.1 - Departments will meet at least 2 times per month during their departmental PLC times to review student data and plan instruction for students who are not making progress towards the content standards. They will meet to review formative assessment data determine alignment of skills. Teachers will also analyze data from departmental common assessments and SMAP and plan instruction and classroom interventions to support students not making progress towards content standards. Teachers will also work towards identifying a uniformed process to measure the outcomes of professional development in order to support and improve student learning.

*1.2 - Teachers and admin will attend conferences to identify best practices to improve student achievement in ELA for SWD, ELs and other underperforming student groups.

*1.3 - Provide additional time after school for teachers to evaluate student achievement as measured by grading reports, common assessments and other data points for SWD, ELs, Foster youth/homeless and at promise student population to provide tier 2/3 supports. Teachers will attend professional development opportunities for teachers to support student achievement for SWD, ELs, Foster youth/homeless and at promise student population.

*1.4 - Additional hours will be provided to teachers to collaborate after school and during the summer and education specialist will be provided additional hours to support transition of middle school students to high school. During all meeting times, collaboration between all educational partners will take place, reviewing student data, identifying areas for growth and plan for focus areas for instruction. The team will explore best practices to incorporate for students not meeting the content standards.

*1.5 - Teachers will provided after school tutoring for students needing tier 2/3 supports.

*1.6 - Provide sub coverage for teachers to attend conferences, professional development, and other school business

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 1.1- PLC Time/Teacher Meetings
10640	LCFF S&C Professional Development (Conferences & Workshops) 1.2- conferences to identify best practices to improve student achievement in ELA
1842	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 1.3 - Collaboration time to support tier 2/3 student groups
26915	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 1.4 Additional Hours for teacher collaboration
18705	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 1.5 Teacher after school tutoring
9740	LCFF S&C Teacher Release Time-Subs (Including benefits) 1.6 Sub coverage for Conferences and other school business

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

Foster Student Group, Special Education Student Group, SED Student Group, ELL Student Group

Activity

2.1- Intervention Counselor (IC) will monitor monthly/semester data, progress reports and feedback forms for all students. IC will conduct workshops/student groups during lunch or designated school hours regarding social emotional well-being and attendance. IC will as a liaison between school and SWD and ELs students' environment by providing and receiving verbal and written information in students' and families' primary language. IC will collaborate with counseling team, school psychologist, teachers, administration and other support staff on identifying additional interventions, supports, and resources for all students outside the classroom setting.

2.2 - Intervention Counselor (IC) will maintain student records for all grade levels of intervention identified for Tier 2/3 at-promise students, including SWD, ELs, foster youth, McKinney-Vento, and probation. Provide interventions, supports, and resources to Tier II/III at-promise student populations. Student progress will be monitored via attendance, grades, and intervention plan participation. Coordinate parent outreach for Tier II/III students identified as at-promise. Progress will be shared with the student's parents/guardians/caregivers. Collaborate with all educational partners to identify Tier 2/3 interventions, supports and resources to bridge the achievement gap for students identified as at-promise. Monitor SWD and EL students by sharing individual intervention plans with parents/guardians/caregivers. Work collaboratively with school team to support students in grades 9-12 who are identified as at-promise and are at risk of not meeting graduation and post-graduation plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
78444	LCFF S&C Certificated Staff (Including benefits) 2.1 Interventionist
52296	Title I, Part A Certificated Staff (Including benefits) 2.2 Interventionist

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All Students

Activity

*3.1 - Teacher will attend Professional Development during the school day from District TOSA with a focus on supporting academic success of SWD, NPD, and instructional strategies to support all students.

* 3.2 - Teachers and administration will attend the AVID conference to gain information on best practices to support student achievement for SWD, ELs and other student groups identified as at-promise.

*3.3 - Identify educational partners to work collaboratively on the MTSS/PBIS team to support the academic and behavioral needs of SWD, ELs and all other student groups identified as at-promise to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 3.1 Teacher Training
7000	Title I, Part A Professional Development (Conferences & Workshops) 3.2 Teacher/Admin Conferences
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 3.3 See Goal 1 - 1.4

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

4.1-All Students

Activity

*4.1 - Supplemental supplies, materials, and resources to support all students and programs.

*4.2 - District TOSAs will provide PD to support teachers during late start days in closing the achievement gap for SWDs, ELs, and other student groups identified as at-promise. TOSA will support analyzing student data and share resources that help guide instruction.

*4.3 - Supplemental supplies, materials, and resources to support students identified as Tier 2/3: Interactive View Board

* 4.4 - Printing of supplemental instructional material to support SWD, ELs, and other student groups who are underperforming

*4.5 - District will provide intervention resources (Achieve 3000) to support SWD, ELs and other student groups who are underperforming.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
48809	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.1 Classroom supplies and materials
0	4.2 no cost
2032	Title I, Part A Supplemental Supplies 4.3 View Board to improve student engagement
2500	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.4 Printing
0	District Funded Contracted Services 4.5 District Funded Interventions

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

5.1-All Students

Activity

5.1 - Departmental PLC meet during the school year. Teams review data from multiple data points and identify students' area(s) for growth and develop a plan on how support them in meeting the content standards. Teachers will continue to work towards having departmental common assessments to get a true measure of student progress. Teachers will discuss best teaching practice and collaborate about what's working in their classes. They will evaluate student work and regularly monitor student progress from work samples, informal/formal assessments and teacher observation.

5.2 - Leadership team will meeting monthly to discuss current trends within departments and collaborate on instructional strategies to support student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 5.1 Teacher Meetings
0	None Specified 5.2 No Cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

6.1-All Students

Activity

- *6.1 - Feed middle schools will visit Workman High School to support transition from middle to high school. Counselors will visit each feeder school to assist students with enrolling in classes for their Freshman Year. Supplies for registration material and middle school orientation presentations.
- *6.2 - Provide transportation for fieldtrips, recruitment and other school events.
- *6.3 - Education Specialist will meet with middle school special education teams to support student's transition from middle to high school ensuring that students are enrolled in the appropriate classes and programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 6.1 See Goal 1 - 4.1
3000	LCFF S&C Contracted Services 6.2 Transportation
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 6.3 See Goal 1 - 1.4

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

7.1- All Students

Activity

- *7.1 - AVID tutors will support all students in Workman's AVID program by providing additional support during their AVID classes.
- *7.2 - Teachers will provide tutoring after school for SWD, ELs, and all other student groups identified as at-promise to assist with increasing student achievement.
- *7.3 - Field trips and assemblies will support and enhance students' understanding of the content standards, while increasing students' knowledge of the subject matter through firsthand experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
25318	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 7.1 Avid Tutors
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 7.2 See Goal 1 - 1.4
0	LCFF S&C Contracted Services 7.3 See Goal 1 - 6.2

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

8.1 - All Students

Activity

- *8.1 - Contracted services (interventions: Achieve 3000 and Frecklemath) to increase student achievement at all levels. These are evidence based interventions that all students can access and students identified as at-promise can access the core.
- *8.2 - Site based intervention counselor will support students identified as at-promise, receiving Tier 2/3 interventions to decrease the achievement gap.
- *8.3 - School will support students with technology access and purchase other technology accessories that give students and teachers access to technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	8.1 No Cost
0	Title I, Part A Certificated Staff (Including benefits) 8.2 See Goal 1 - 2.2
0	LCFF S&C 8.3 See Goal 1 - 4.1

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

10.1-All Students

Activity

10.1-Parent Workshops and Parent Conferences including PIQE, parent institute for quality education *10.2 - Essential classroom instructional materials and resources that teachers use daily to increase student engagement and achievement to allow students to access instruction in a variety of ways. Teachers will include the use of technology to support underperforming students in ELA, including SWD, ELs, and other student groups identified as at-promise.
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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
10,000	Title I Parent Involvement Contracted Services 10.1 Parent Workshops and Parent based conferences including PIQE
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.2 See Goal 1 - 4.1

0

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

11.1-All Students

Activity

*11.1 - School will provide opportunities for families to attend Parent Institute for Quality Education (PIQE) so parents can support the education of their student.

*11.2 - Home to School Communication will be provided by Parent Square, School Website, School Marquee, social media, and Canvas to provide the community regular updates about events and important things to know for Workman High School.

*11.3 - School Site Council meets regularly during the year to review data on student progress, provide feedback and make recommendations for the SPSA, approve the SPSA, and monitor progress throughout the year.

*11.4 - ELAC meets regularly during the year to review data related to ELs achievement and provide input to SSC regarding the needs of ELs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

0

Title I Parent Involvement

11.1 See Goal 1 - 10.1

0

None Specified

11.2 No Cost

0

None Specified

11.3 No Cost

0

None Specified

11.4 No Cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

MATHEMATICS

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - Math

All students, particularly Students with Disabilities and English Learners, will increase their student achievement in Mathematics performance assessments as measured by the California Dashboard, CAASPP, and SMAP.

Identified Need

- Increasing student and parent engagement
- Focusing on the overall achievement of English Language Learners and students in Special Education
- Developing an evaluation system which clearly assesses the degree to which standards and skills have been mastered
- Focus on increasing academic rigor by implementing meaningful higher-level thinking activities and assignments both in and out of classrooms
- Increase the a-g completion rates
- Continue to develop and implement AVID and other school wide instructional strategies that increase the level of rigor in the classroom

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP 2022	Grade 11 All Students 10% Exceeded Standard 18% Met Standard 30% Standard Nearly Met 42% Standard Not Met SED 10% Exceeded Standards 18% Met Standard 30% Nearly Met 43% Not Met EL 4% Met 29% Nearly Met 67% Not Met	All students will increase by 3% or more SED students will increase by 3% or more EL students will increase by 4% or more SWD will increase by 4% or more Foster Youth will increase by 4% or more Homeless Youth will increase by 4% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SWD 2% Met 16% Nearly Met 82% Not met</p> <p>Foster 0% Exceeded 8% Met 17% Nearly Met 75% Not Met</p> <p>Homeless 12% Exceeded 12% Met 14% Nearly Met 62% Not Met</p>	
2022-23 S-MAP Data Winter	<p>SMAP Winter Data Math All Students 27% \geq 61 percentile in norm referenced test</p> <p>Foster 6% \geq 61 percentile in norm referenced test</p> <p>Homeless 20% \geq 61 percentile in norm referenced test</p> <p>SWD 5% \geq 61 percentile in norm referenced test</p> <p>EL 11% \geq 61 percentile in norm referenced test</p> <p>SED 27% \geq 61 percentile in norm referenced test</p>	<p>All students will increase by 3% or more</p> <p>SED students will increase by 3% or more</p> <p>EL students will increase by 4% or more</p> <p>SWD will increase by 4% or more</p> <p>Foster Youth will increase by 4% or more</p> <p>Homeless Youth will increase by 4% or more</p>
CA Dashboard	<p>All Students - 83.4 points below the standard</p> <p>SWD - 35 students are 180.1 points below the standard</p> <p>Hispanic - 176 students are 89.8 points below the standard</p> <p>SED - 157 students are 82.1 points below the standard</p> <p>EL - 27 students are 178.4 points below the standard</p>	<p>Decrease the achievement gap between all student and ATSI group (SWD) by 20 points</p>

Complete a Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)

3.1-All Students

Activity

- *3.1 - Teacher will attend Professional Development during the school day from District TOSA with a focus on supporting academic success of SWD, NPDL, and instructional strategies to support all students.
- * 3.2 - Teachers and administration will attend the AVID conference to gain information on best practices to support student achievement for SWD, ELs and other student groups identified as at-promise.
- *3.3 - Establish a team to work collaboratively on MTSS/PBIS to support the academic and behavioral needs of SWD, ELs and all other student groups identified as at-promise to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	3.1 No Cost
0	Title I, Part A 3.2 See Goal 1 - 3.2
0	None Specified 3.3 See Goal 1 - 1.4 Additional hours for collaboration for MTSS/PBIS team

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)

4.1 - All Students

Activity

- *4.1 - Supplemental supplies, materials, and resources to support all students and programs.
- *4.2 - District TOSAs will provide PD to support teachers during late start days in closing the achievement gap for SWDs, ELs, and other student groups identified as at-risk. TOSA will support analyzing student data and share resources that help guide instruction.
- *4.3 - Supplemental supplies, materials, and resources to support students identified as Tier 2/3: Interactive View Board
- * 4.4 - Printing of supplemental instructional material to support SWD, ELs, and other student groups who are underperforming
- *4.5 - District will provide intervention resources (Frecklemath) to support SWD, ELs and other student groups who are underperforming.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C 4.1 See Goal 1 - 4.1 Supplemental classroom supplies and resources
0	None Specified 4.2 No Cost
0	Title I, Part A Supplemental Supplies 4.3 See Goal 1 - 4.3
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.4 See Goal 1 - 4.4
0	District Funded 4.5 District Funded Interventions
0	

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

6.1-All students

Activity

- *6.1 - Feed middle schools will visit Workman High School to support transition from middle to high school. Counselors will visit each feeder school to assist students with enrolling in classes for their Freshman Year. Supplies for registration material and middle school orientation presentations.
- *6.2 - Provide transportation for fieldtrips, recruitment and other school events.
- *6.3 - Education Specialist will meet with middle school special education teams to support student's transition from middle to high school ensuring that students are enrolled in the appropriate classes and programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 6.1- See Goal 1 - 4.1
0	LCFF S&C Contracted Services 6.2 See Goal 1 - 6.2
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 6.3 See Goal 1 - 1.4

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

7.1-All Students

Activity

- *7.1 - AVID tutors will support all students in Workman's AVID program by providing additional support during their AVID classes.
- *7.2 - Teachers will provide tutoring after school for SWD, ELs, and all other student groups identified as at-risk to assist with increasing student achievement.
- *7.3 - Field trips and assemblies will support and enhance students' understanding of the content standards, while increasing students' knowledge of the subject matter through firsthand experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 7.1- See Goal 1 - 7.1
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 7.2- See Goal 1 - 1.5
0	LCFF S&C Contracted Services 7.3 - See Goal 1 - 6.2
0	
0	

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)

10.1-All students

Activity
*10.1-Parent Workshops and Parent Conferences including PIQE, parent institute for quality education
*10.2 - Essential classroom instructional materials and resources that teachers use daily to increase student engagement and achievement to allow students to access instruction in a variety of ways. Teachers will include the use of technology to support underperforming students in mathematics, including SWD, ELs, and other student groups identified as at-promise.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement

	Contracted Services 10.1 See Goal 1 - 10.1
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.2 See Goal 1 - 4.1
0	
0	

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

11.1-All Students

Activity

- *11.1 - School will provide opportunities for families to attend Parent Institute for Quality Education (PIQE) so parents can support the education of their student.
- *11.2 - Home to School Communication will be provided by Parent Square, School Website, School Marquee, social media, and Canvas to provide the community regular updates about events and important things to know for Workman High School.
- *11.3 - School Site Council meets regularly during the year to review data on student progress, provide feedback and make recommendations for the SPSA, approve the SPSA, and monitor progress throughout the year.
- *11.4 - ELAC meets regularly during the year to review data related to ELs achievement and provide input to SSC regarding the needs of ELs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Contracted Services 11.1- See Goal 1 - 10.1
0	None Specified 11.2- No Cost

0	None Specified
	11.3- No Cost
0	None Specified
	11.4- No Cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LEARNERS

LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - English Learners

All English Language Learners will increase their English acquisition and increase their student achievement as measured by ELPI, reclassification rates, ELPAC, CAASPP, CA Dashboard, SMAP and Achieve 3000.

Identified Need

- Increasing student and parent engagement
- Focusing on the overall achievement of English Language Learners and students in Special Education
- Developing an evaluation system which clearly assesses the degree to which standards and skills have been mastered
- Focus on increasing academic rigor by implementing meaningful higher-level thinking activities and assignments both in and out of classrooms
- Increase the a-g completion rates
- Continue to develop and implement AVID and other school wide instructional strategies that increase the level of rigor in the classroom

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-23 SMAP Math Winter	5% of EL Students \geq 61 percentile in norm referenced test	increase by 4% or more
2022-23 - SMAP Reading Winter	11% of EL Students \geq 61 percentile of norm referenced test	increase by 4% or more
2023 Summative ELPAC	9th grade overall ELPAC Score Level 1 - 7% Level 2 - 30% Level 3 - 35% Level 4 - 28% 10th grade overall ELPAC Score 1 - Not Met = 13% 2 - Nearly Met = 29% 3 - Met = 35%	Increase 4 level students by % or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4 - Exceeded = 23%</p> <p>11th grade overall ELPAC Score</p> <p>1 - Not Met = 40%</p> <p>2 - Nearly Met = 21%</p> <p>3 - Met = 26%</p> <p>4 - Exceeded = 13%</p> <p>12th grade overall ELPAC Score</p> <p>1 - Not Met = 19%</p> <p>2 - Nearly Met = 34%</p> <p>3 - Met = 18%</p> <p>4 - Exceeded = 19%</p>	
APPEL 2022-23	<p>insert data from multilingual for each genre - ELD Facilitator will have</p> <p>Informative</p> <p>Argumentative</p> <p>Narrative</p>	
Reclassification Rate of Students	10.2% of ELs were reclassified	Increase reclassification rate to 14% or higher
2022-23 CAASPP EL Student Group	<p>EL Student Group ELA</p> <p>65% of EL Students Not Met</p> <p>35% of EL Students Nearly Met</p> <p>EL Student Group Math</p> <p>4% of EL Students Met</p> <p>29% of EL Students Nearly Met</p> <p>67% of EL Students Not Met</p>	
CA Dashboard	<p>EL progress is medium (46%) making progress towards English Language Proficiency</p> <p>25% of ELs who decreased at least one ELPI level</p> <p>29% of ELs who maintained ELPI levels 1, 2, 2H, 3L, 3H</p>	Increase the number of students making progress towards English Language Proficiency to greater than 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11.3% of ELs maintained an ELPI level of 4 34.7% of ELs who progressed at least one ELPI level	

Complete a Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

English Learner Planned Improvements must include evidence-based activities to address Designated and Integrated ELD, LTELs, EL and RFEP monitoring and reclassification.

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

2.1 - ELs, SED, SWDs and other at-promise populations

Activity

*2.1 - Intervention Counselor (IC) will work collaboratively with alpha counselors and other educational partners to identify and provide resources for at-promise students in meeting the content standards

*2.2 - Teachers will meet in their PLC teams to review EL data, identify areas for growth, and implement instructional strategies/interventions to support ELs and other at-promise populations to meet the content standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Certificated Staff (Including benefits) 2.1- See Goal 1 - 2.2
0	None Specified 2.2- No Cost

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

3.1 - ELs, SED, SWDs and other at-promise populations

Activity

*3.1 - District TOSA will provide PD and individual support for teachers to support ELs in making the curriculum accessible and meeting the content standards.

*3.2 - Teachers and admin will attend conferences geared towards ELs and how to best support them in making progress towards reclassification and meeting the content standards.

*3.3 - School will provide subs for teachers to attend conferences that are intended for supporting our EL population.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

0

None Specified

3.1 - No Cost

0

LCFF S&C
Professional Development (Conferences & Workshops)

3.2- Conferences See Goal 1 - 1.2

0

LCFF S&C
Teacher Release Time-Subs (Including benefits)

3.3 - Teacher Sub See Goal 1 - 1.5

0

0

0

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)**Students to be Served by this Strategy**

(Identify All Students and/or one or more specific student groups)

4.1 - ELs, SED, SWDs and other at-promise populations

Activity

*4.1 - District TOSAs will provide PD to support teachers during late start days in closing the achievement gap for SWDs, ELs, and other student groups identified as at-promise. TOSA will support analyzing student data and share resources that help guide instruction.

*4.2 - Counselor Interventionist will work collaboratively with teachers and alpha counselors in meeting the social emotional and academic needs of ELs to make progress towards reclassification and meeting the content standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified
	4.1
0	LCFF S&C Certificated Staff (Including benefits) 4.2 - See Goal 1 - 2.1
0	
0	
0	
0	

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

5.1 - ELs, SED, SWDs and other at-promise populations

Activity

5.1 - Teachers will meet in their departmental PLCs to discuss ELs progress in their classes and identify and implements instructional strategies that support ELs in making progress towards reclassification and meeting the content standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified
	5.1 No Cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

6.1 - ELs, SED, SWDs and other at-promise populations

Activity

*6.1 - Counselor Interventionist will collaborate with teachers to explore, identify, create and print supplemental resources to support ELs in making progress towards reclassification and meeting content standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C
	6.1 - See Goal 1 - 2.1

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

7.1 - ELs, SED, SWDs and other at-promise populations

Activity

*7.1 - AVID tutors will support all students in Workman's AVID program by providing additional support during their AVID classes.
 *7.2 - Teachers will provide tutoring after school for SWD, ELs, and all other student groups identified as at-promise to assist with increasing student achievement.
 *7.3 - Field trips and assemblies will support and enhance students' understanding of the content standards, while increasing students' knowledge of the subject matter through firsthand experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 7.1 - See Goal 1 - 7.1
0	None Specified 7.2 - See Goal 1 - 1.4
0	None Specified 7.3 - See Goal 1 - 6.2
0	
0	

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

9.1 - ELs, SED, SWDs and other at-promise populations

Activity

*9.1 - Teachers will use district approved curriculum and interventions (Achieve 3000) to support ELs in being reclassified and meeting content standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 9.1 Core Textbooks and District Funded Interventions

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

10.1 - ELs, SED, SWDs and other at-promise populations

Activity

*10.1 - Parent Workshops and Parent Conferences including PIQE, parent institute for quality education
*10.2 - School will host monthly ELAC meetings where parents will have the opportunity to provide input regarding ELs student progress towards reclassification and meeting content standards.
*10.3 - MTSS team will implement a system to support students identified as at-promise to close the achievement gap

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Contracted Services 10.1 - See Goal 1 - 10.1
0	None Specified 10.2 No Cost
0	None Specified 10.3 See Goal 1 - 1.4
0	

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

11.1- ELs, SED, SWDs and other at-promise populations

Activity

*11.1 - School will provide opportunities for families to attend Parent Institute for Quality Education (PIQE) so parents can support the education of their student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Contracted Services 11.1 - See Goal 1 - 10.1
0	

Goals, Strategies, & Proposed Expenditures

Goal Subject

SCHOOL CLIMATE & ENGAGEMENT

LEA/LCAP Goal

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

School Goal - School Climate

Provide all students with a safe, positive learning environment that results in a decrease in student suspensions and expulsion rates and provides students with a greater sense of being connected to the school as measured by CHKS, CA Dashboard Suspension, graduation rate and chronic absenteeism.

Identified Need

- Increasing student and parent engagement
- Focusing on the overall achievement of English Language Learners and students in Special Education
- Developing an evaluation system that clearly assesses the degree to which standards and skills have been mastered
- Focus on increasing academic rigor by implementing meaningful higher-level thinking activities and assignments both in and out of classrooms
- Increase the a-g completion rates
- Continue to develop and implement AVID and other school-wide instructional strategies that increase the level of rigor in the classroom

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard 2022	Suspension Rates for all students is at 6.9% Suspension Rate for SWD is at 11.4% Suspension Rate for English Learners is at 6.5% Suspension Rate for Hispanic Students is at 7.2% Suspension Rate for Homeless Students is at 8.1% Suspension Rate for SED is at 7.7%	decrease suspension rates by 5% Graduation Rate: All Students, Hispanic, SED- maintain/increase Graduation Rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Graduation Rate: All Students 94.6% Graduation Rate: ELs 87.5% Graduation Rate: Homeless 87.9% Graduation Rate: SWD 87.8% Graduation Rate: Hispanic 94.4% Graduation Rate: SED 94.4%	Graduation Rate: SWD, Homeless, ELs- Increase the graduation rate to achieve 90%
Universal Screener	Universal Screener Reports 2022-2023 School Year	Decrease the number of students scoring as Internalizers/Externalizers by 3%
Attendance Rate	Student Attendance Rate: 92.45%	Increase attendance rate by 3%
D/F/I	Number of D/F per Content Area ELA - 278 Math - 485 Social Science - 219 Science - 353 Elective - 402 PE - 93	Decrease D/F/I rates by 10%

Complete a Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

2.1- All Students

Activity

2.1- Collaboration between MTSS team and Counselor Interventionist will identify students identified as at-promise needing Tier 2/3 supports and interventions to address attendance, behavior and academics. Team will work to increase parent involvement for students identified as at-promise.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 2.1- See Goal 1 - 1.4

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)

3.1-All Students

Activity

*3.1 - The MTSS team will on establishing systems to identify students requiring Tier 2/3 supports and resources to assist SWD and other at-promise student groups with meeting the content standards and increase student participation in school activities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 3.1- See Goal 1 - 1.4

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy
(Identify All Students and/or one or more specific student groups)

4.1-All Students

Activity

*4.1 - School will create a PBIS system that explicitly states the school's expectations, and positively reinforces appropriate student behavior.

*4.2 - Under the direction of school administration, student leadership groups will provide monthly lunchtime activities to keep students actively and positively engaged while at school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 4.1 No Cost
0	None Specified 4.2 No Cost
0	

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)**Students to be Served by this Strategy**

(Identify All Students and/or one or more specific student groups)

6.1-All Students

Activity

6.1 Additional hours for counselors to collaborate on how to support SWDs, ELs and other student groups transition from middle school to high school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
2140	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 6.1 Additional Counselor Hours for student support

Strategy 7 - Extended learning activities**Students to be Served by this Strategy**

(Identify All Students and/or one or more specific student groups)

7.1-All Students

Activity

- *7.1 - AVID tutors will support all students in Workman's AVID program by providing additional support during their AVID classes.
- *7.2 - Teachers will provide tutoring after school for SWD, ELs, and all other student groups identified as at-promise to assist with increasing student achievement.
- *7.3 - Field trips and assemblies will support and enhance students' understanding of the content standards, while increasing students' knowledge of the subject matter through firsthand experiences.
- * 7.4 - Establish a process and train students on the steps to begin a student club and identify advisors to support student engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 7.1 - See Goal 1 - 7.1
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 7.2 - See Goal 1 - 1.5
0	LCFF S&C Contracted Services 7.3 - See Goal 1 - 6.2
0	None Specified 7.4 - No Cost

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

8.1-All Students

Activity

- *8.1 - Contracted services (interventions: Achieve 3000 and Frecklemath) to increase student achievement at all levels. These are evidence based interventions that all students can access and students identified as at-promise can access the core.
- *8.2 - Site based intervention counselor will support students identified as at-promise, receiving Tier 2/3 interventions to decrease the achievement gap.
- *8.3 - Collaboration between MTSS team and Counselor Interventionist will identify students identified as at-promise needing Tier 2/3 supports and interventions to address attendance,

behavior and academics. Team will work to increase parent involvement for students identified as at-promise.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Contracted Services 8.1 See Goal 1 - 4.5
0	Title I, Part A Certificated Staff (Including benefits) 8.2 See Goal 1 - 2.2
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 8.3 See Goal 1 - 1.4

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

10.1-All Students

Activity

10.1--Parent Workshops and Parent Conferences including PIQE, parent institute for quality education

*10.2 - Essential classroom instructional materials and resources that teachers use daily to increase student engagement and achievement to allow students to access instruction in a variety of ways. Teachers will include the use of technology to support underperforming students in ELA, including SWD, ELs, and other student groups identified as at-promise.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Contracted Services 10.1 See Goal 1 - 10.1

0	None Specified
	10.2 - See Goal 1 - 4.1

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

11.1-All Students

Activity

- *11.1 - School will provide opportunities for families to attend Parent Institute for Quality Education (PIQE) so parents can support the education of their student.
- *11.2 - Home to School Communication will be provided by Parent Square, School Website, School Marquee, social media, and Canvas to provide the community regular updates about events and important things to know for Workman High School.
- *11.3 - School Site Council meets regularly during the year to review data on student progress, provide feedback and make recommendations for the SPSA, approve the SPSA, and monitor progress throughout the year.
- *11.4 - ELAC meets regularly during the year to review data related to ELs achievement and provide input to SSC regarding the needs of ELs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Contracted Services 11.1 See Goal 1 - 10.1
0	None Specified 11.2- No Cost
0	None Specified 11.3 - No Cost
0	None Specified 11.4 - No Cost

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

12.1-All Students

Activity

- *12.1 - Students identified as chronically absent and not making progress towards meeting the graduation, under the direction of administration, alpha counselors and interventionist counselor will monitor students and create contracts with incentives to improve school attendance and academic performance.
- *12.2 - Additional hours will be provided for certificated staff to support our student leadership programs.
- *12.3 - APTS: Advance Placement Services gives access to students to take the AP exams

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Certificated Staff (Including benefits) 12.1 See Goal 1 - 2.1
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 12.2 See Goal 1 - 1.4
0	District Funded Contracted Services 12.3 Districted Funded
0	

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Title I Funds Provided to the School Through the Consolidated Application (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$76852
Total Title I Funds Budgeted for SPSA actions and strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$76852
Total CSI Funds Provided to the School from the LEA	\$
Total CSI Funds Budgeted for SPSA actions and strategies to meet goals in the SPSA	\$

Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$10,000.00
Title I, Part A	\$63,170.00

Subtotal of federal funds included for this school: \$73,170.00

State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF S&C	\$226,211.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$226,211.00

Total of federal, state, and/or local funds for this school: \$299,381.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF S&C	226,211.00
None Specified	0.00
Title I Parent Involvement	10,000.00
Title I, Part A	63,170.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Certificated Staff (Including benefits)	130,740.00
Classified Instructional/Support Staff (Including Benefit)	25,318.00
Contracted Services	13,000.00
Professional Development (Conferences & Workshops)	17,640.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	51,309.00
Supplemental Supplies	2,032.00
Teacher Release Time-Subs (Including benefits)	9,740.00
Teacher Workshop/Additional Hrs (Including benefits)	49,602.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	District Funded	0.00
	District Funded	0.00
Contracted Services	District Funded	0.00
	LCFF S&C	0.00
Certificated Staff (Including benefits)	LCFF S&C	78,444.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	25,318.00
Contracted Services	LCFF S&C	3,000.00
Professional Development (Conferences & Workshops)	LCFF S&C	10,640.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF S&C	51,309.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	9,740.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	47,760.00
	None Specified	0.00
	None Specified	0.00
	Title I Parent Involvement	0.00
Contracted Services	Title I Parent Involvement	10,000.00
	Title I, Part A	0.00
Certificated Staff (Including benefits)	Title I, Part A	52,296.00
Professional Development (Conferences & Workshops)	Title I, Part A	7,000.00
Supplemental Supplies	Title I, Part A	2,032.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	1,842.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	297,241.00

Goal 2 - Math	0.00
Goal 3 - English Learner	0.00
Goal 4 - School Climate	2,140.00

Duty Statements - Title I funded positions (FTE only)

<p style="text-align: center;">Duty Statement Job Title: Intervention Counselor Employee Name: Angelina Castaneda</p>	
Funding Resource: Title I Percent FTE: 40%	Funding Resource: LCFF S & C Percent FTE: 60%
<p>Maintain student records for all grade levels re: interventions applied for Tier II/III identified at-promise students, especially SWD.</p> <p>Provide interventions, supports, and resources to Tier II/III identified at-promise student populations, especially SWD. Student progress will be monitored via attendance, grades, and intervention plan participation.</p> <p>Coordinate parent outreach for Tier II/III students identified as at-promise, especially SWD and EL. Share individual intervention plans and progress with the students' parents/guardians/caregivers.</p> <p>Collaborate with teachers, counseling team, administration, and community agencies to determine Tier II/III interventions, supports, and resources to accelerate the growth for identified at-promise students, including SWD, in meeting content standards.</p> <p>.</p>	<p>Conduct workshops and/or student groups during lunch and/or designated school hours regarding social and emotional learning skills and attendance support skills.</p> <p>Serve as an information connection between Workman and SPED and EL students' environment by providing and receiving verbal and written information in students' and families' first language.</p> <p>Collaborate with counseling team, school psychologist, teachers, and/or administration on additional supports and resources that students outside of the classroom setting may need.</p> <p>Collaborate with current counselor and staff to identify at promise students in grades 9th-12th to ensure appropriate course placement.</p>

2022-2023 School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student- first name
Timothy Espinosa	X				
Lori Larsen		X			
Victor Perdomo		X			
Christopher Jimenez		X			
Jackqueline Wicker		X			
Alejandra Bonaventura			X		
Sandra Galvan				X	
Cory Moss				X	
Sandy Ruiz				X	
Perla					X
Angelica					X
Ricardo					X
Numbers of members of each category:	1	4	1	3	3

Elementary SSC Composition: 10 member minimum. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.

Secondary SSC Composition: 12 member minimum. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2022-2023 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Timothy Espinosa	X			
Angelina Castaneda		X		
Valerie Zayas				X
Azucena Aguilar				X
Stephanie Cervantes				X
Hermelinda Marquez				X
Erica Soto				X
Sandy Reyes Ruiz				X
Sandra Galvan				
Numbers of members of each category:	1	1	0	6

ELAC Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: May 3, 2023

Attested:



Principal, Timothy Espinosa on 05/17/2023



SSC Chairperson, Perla Colin on 05/17/2023

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on Evidence-Based Interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Complete questions 1 through 10 for EACH evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- X English Language Arts (3-8,11)
- X Mathematics (3-8,11)
- English Learner Progress (1-12)
- Chronic Absenteeism (TK-12)
- Suspension Rate (TK-12)
- College/Career (9-12)
- Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students
English Learners
Foster Youth
Homeless
Race/Ethnicity – Specify
Socioeconomically Disadvantaged
X Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE’s guidance “Using Evidence to Strengthen Education Investments”)

- Strong
- Moderate
- Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

- X Evidence for ESSA: <https://www.evidenceforessa.org/>
- X What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>
- Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>
- Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>
- Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

X New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

ELA: Achieve 3000

Math:

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

Achieve 3000 differentiates content to build student fluency, vocabulary, comprehension, and writing across content areas. This intervention is funded by the district

Math Description:

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

AMO from SPSA Goals

9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"

NA

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

\$

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on Evidence-Based Interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Complete questions 1 through 10 for *EACH* evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

X Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students

English Learners

Foster Youth

Homeless

Race/Ethnicity – Specify

Socioeconomically Disadvantaged

X Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE’s guidance “Using Evidence to Strengthen Education Investments”)

Strong

Moderate

Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: <https://www.evidenceforessa.org/>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

X Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>

Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

X New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

Name

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

Description of program

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

how evaluated and AMO

9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"

NA

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

\$

HACIENDA LA PUENTE MIGRANT EDUCATION PROGRAM



MIGRANT EDUCATION PURPOSE

- ▀ Goal is to ensure migrant students:
 - ▀ reach high academic standards
 - ▀ graduate with a high school diploma/high school equivalency
 - ▀ are prepared for responsible citizenship, college or career
- ▀ Supplemental Services
 - ▀ Health Services
 - ▀ Supplemental Instruction
 - ▀ Parent Involvement

A cartoon illustration on a light blue background. In the upper left, a yellow eye chart is pinned with two red pushpins. The chart contains the text: 'E' (large), 'STU' (medium), 'UMVSM' (small), 'PXXES' (small), and 'PXXMATE' (small). To the right of the chart are two pairs of glasses. The top pair is purple with yellow lenses and a red temple. The bottom pair is blue with light blue lenses and a yellow temple.



- Vision
- Dental
- Other Health Services




SUPPLEMENTARY INSTRUCTIONAL SERVICES

Regular School Year

- Online tutoring that operates as a natural extension of each student's core learning environment.
- Academic Counseling (8th - 12th)
- Apex A-G (9th – 12th credit recovery)
- Parent Meetings/Workshops
- Academic Field Trip

REGIONAL SERVICES

- USC Third Space Youth Institute
 - Cal Poly (Gr. 6-12) RESIDENTIAL Program
 - Cal Poly (Gr 4 & 5) VIRTUAL STEM
 - Cal State San Marcos (Gr. 9-12) 9-Day Migrant Scholars Summer Institute
 - The Science at Sea Program (Gr. 7-8)
 - The Residential Mini Corp Program at Camp Clear Creek
- 

PARENT INVOLVEMENT

- Parent Advisory Council (PAC)
- Regional Parent Advisory Council (RPAC)
- State Parent Advisory Council (SPAC)
- Parent Leadership Retreat
- State Parent Conference
- Regional Parent Conference
- Regional Parent Mentors' Project
- Youth Summit for Parents of Students in Gr. 6-12



MIGRANT STUDENTS ARE ELIGIBLE FOR SCHOLARSHIPS!

★ **MIGRANT EDUCATION PROGRAM** ★
PROGRAMA DE EDUCACION MIGRANTE
Regional Parent Advisory Committee (RPAC)
Concilio Consejero Regional de Padres


Citrus College

Districto Escolar/District:
Hacienda La Puente Unified School District

Escuela/School:
Los Altos High School

Colegio/College:
Colegio Comunitario Citrus /
Citrus Community College

Estudio/Major:
Profesor de Educación de Música/Music Teacher



Daniela Perez
\$600 award

- Workman High School
- Wrestling
- Football
- Migrant Education Program

**The 12th Annual
Asian Pacific Heritage Event
The Cambodian Cultural Experience**

*Virtual Path to Success
Scholarship Award*



Citrus College
Cosmetology

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Comprehensive Needs Assessment

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s). Surveys in this section are defined as an

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups. Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

Teacher collaboration by grade level (K-8) and department (grades 9-12) Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

Teacher collaboration in transition planning (Pre-K – TK – Kindergarten; Elementary – Middle; Middle – High)

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified

Extended learning activities

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards. Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

Evidence-based educational practices to raise student achievement of identified student groups. Using the What Works Clearinghouse link, <https://ies.ed.gov/ncee/wwc/> describe what evidence based interventions are being implemented to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students. Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

Educational Partner's Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Annual Evaluation

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies and Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy using the “Strategy #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” and/or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Title I Funds Provided to the School Through the Consolidated Application: This amount is the total amount of Title I funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated. This amount is manually inputted.
- Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all Title I funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. This amount is manually inputted.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	<p>Title I, Part A: A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.</p> <p>Schoolwide (SWP) Program: To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.</p>
State Funding/ Local Control Funding Formula	Purpose
LCFF – Supplemental & Concentration	<p>LCFF Supplemental & Concentration Funds: Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.</p>

Appendix D: School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
 - A. Timely information about programs under Title I, Part A;
 - B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

Appendix E: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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