

Los Angeles Unified School District

# School-Level Plan for Use of TSP Funds



# School-Level Plan for Use of Targeted Student Population (TSP) Program Funds

**Program Budget Codes**

10552 (SENI)

Total Student Enrollment	Total Amount of TSP Funds Allocated to the School
774	10552     \$     2252355

Name of School	Region	Principal
WASHINGTON PREP SH (1892801)	S	BOOKER, TONY L

**Comprehensive Needs Assessment**

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills.

*Note: Decisions on funding allocations using TSP funds should also be informed by the School Plan for Student Achievement needs assessment.*

Student Group	Needs Assessment
	<ul style="list-style-type: none"> <li>• List key findings in the data analysis related to this student group. CA Dashboard data must be included when available)</li> <li>• For areas in need of improvement, identify the root causes/underlying issues related to key findings.</li> <li>• Explain whether the school is meeting its measurable objectives for these student groups and what strategies contributed or will be implemented to improve the performance of these student groups</li> </ul>

% of Low-Income Students

96.90

If the School Plan for Student Achievement already describes this needs assessment, please cite the page numbers of the applicable sections. You do not need to insert text if this is already included in your SPSA.

CA Dashboard data:

red - suspensions; yellow - graduation rate; low - college/career; orange - math; red - ELA

Root Causes -

ELA: Areas in need of improvement -

Teachers notice and students themselves report that they are not testing with fidelity.

Students do not receive consistent messages about the value of testing and providing accurate data.

Students do not have the efficacy to believe that they can do well when they are struggling readers.

Digital tests are a challenge to students who are burned out on technology causing many students to rush through the test.

Limited vocabulary continues to be a barrier to text comprehension.

Students are not reading independently on their own time and only read on demand.

Students are embarrassed about their test score, while others are motivated to test well once they understand their score, indicating a need for consistent, campus wide data review.

There has been inconsistent iReady practice time designated for students in most classrooms.

Testing environments vary across campus and students report that rooms were either too quiet or too noisy for their testing preferences.

Cell phones may be a distraction when students struggle with disconnecting for extended periods of time.

Students come to GWPHS below grade level, and while teachers work to increase literacy, data shows only minimal gains.

The matrix does not include targeted literacy intervention courses for students who read significantly below grade level.

Research based strategies are selected and modeled during PD but are not being implemented with fidelity across disciplines.

There is inconsistent use of best practices across campus.

District adopted ELA curriculum is being used with more fidelity across grade levels for the first time this year.

Goal:

By June 2025, 100% of GWPHS teachers across disciplines will use common literacy development strategies and best practices to instruct students as measured by end of semester student reflections and classroom observations.

<p>% of English Learner Students</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;">15.10</div>	<p>If the School Plan for Student Achievement already describes this needs assessment, please cite the page numbers of the applicable sections. You do not need to insert text if this is already included in your SPSA.</p> <p>CA Dashboard data: 43.1% making progress towards English language proficiency - Increased 11.6% orange - suspensions; red - graduation rate; very low - college/career; no data - math; no data - ELA</p> <p>Root Causes: The root cause for the low graduation rate among English Learners is due to the inconsistent staffing of the position formerly known as Title 3 Coach. The position of coach over the last five years in the English department has been both filled and vacant while never being filled consistently year to year. Further, the teachers employed to work with English Learners have been inconsistent and also the position of EL Coordinator has gone from vacant to being filled by different employees over the last two years. WPHS experienced gains in reclassification rates last year with the support of a coach, but emphasis and training needs to be focused on reclassified students. Teachers will need training to support special populations at WPHS.</p> <p>See SPSA for EL Goals &amp; Objectives: In order to address the red graduation and college/career preparedness status in CA Dashboard, by June 2025, all teachers of English Learners will attend at least three PDs during the year as measured by agendas and sign ins.</p> <p>In order to address the red graduation and college/career preparedness status in CA Dashboard, by June 2025, EL student proficiency rates will increase to 15% proficient from 12% of ELs (CERS data indicates on 2023-2024 Summative ELPAC) scored an overall ELPAC proficient 4, well developed as measured by the Summative ELPAC.</p>
<p>% of Foster Youth Students</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;">3.35</div>	<p>Identify the root causes / underlying issues related to key data analysis findings for students in Foster Care. Use the Data Platforms resource for support.</p> <p>CA Dashboard data: red - suspensions; no data - graduation rate; no data - college/career; no data - math; no data - ELA</p> <p>Root Causes: Foster Youth have the highest number of ACES that become triggers. The triggers lead students to respond aggressively leading staff to suspend in order to protect the other students and staff at WPHS. WPHS does not have a restorative justice coach. Restorative Justice coach would be an adult on campus uniquely qualified to facilitate restorative conversations with at promise foster youth. We have a high number of students who require intensive and individualized interventions. WPHS has decreased in the number of counselors who could support the social emotional needs of students. During 2022-2023 school year, WPHS had two PSWs funded out of BSAP, but 2023-2024 only one was funded for the campus. The BSAP counselor joined the WPHS team mid year and the BSAP PSA has yet to be hired. All of these adults could be influential in supporting to monitor and decrease the number of incidents among students at school and around the community.</p> <p>Goal: WPHS staff will work to increase the number of students passing A-G courses the first time as measured by Focus Dashboard through weekly home visits, active face to face check ins facilitated by counselors, teachers and WPHS staff with students to create positive connections and with incentives celebrating attendance and student improvements. WPHS adults (staff and teachers) are committed to supporting all students. WPHS students are enrolled in advisory classes that support social emotional development and connectedness between students and teachers. Out of classroom staff make home connections to best support students.</p>

## Educational Partner Engagement

1. Summarize engagement of students, staff, parents and families, and community members for the development of the 2024-2025 Targeted Student Population (TSP) Plan.

*When and how did you engage your communities (surveys, Coffee with the Principal, Back to School Night, etc.)?*

The school used District banked professional development time to do much of the work for a Self-Study, while additional time was allotted for meeting and discussing progress. The evaluation of the school mission and vision, school wide learner outcomes, academic standards, analysis of data about students and student achievement has been ongoing. The purpose of our school governance meetings centered around our critical learner needs and the strategies for addressing them set forth in the Single Plan for Student Achievement and specifically the TSP Plan.

WPHS shared student data including reclassification rates, Renaissance data and end of semester grades with families in School Site Council, English Learners Advisory Committee and during Dinner with the Principal nights. The 2022-2023 SPSA has been shared with staff, students on SSC, families in ELAC and SSC. During scheduled Professional Development Mondays, certificated and classified staff members were involved in the Self-Study process. Parents, students, and community representatives were also provided workshops to ensure that they understood the purpose and process involved in developing the TSP plan, as well as its value to the school community.

2. Summarize the feedback shared by students, staff, parents and families, and community members, and how it impacted the strategies and expenditures in the 2024-2025 TSP Plan.

*What did you hear in your engagement sessions? How did that feedback impact your strategies and investments?*

The self-study process reveals that Washington Prep has consistent practices across its governing councils, that are reflective of their role, purpose, and responsibility, which are communicated to all stakeholders. Under our current stable leadership, we have strong, functioning governing councils, though working to build our through increased parent engagement.

GWPHS has standards-based instruction, is shifting toward full implementation of equity grading, and supports instruction through technology across all departments. The Alternative Curriculum, ELA, and Science Departments employ a focused use of the curriculum, while for mathematics is still adjusting to their new curriculum by participating in weekly common planning and district provided PD. A need exists for all instruction to connect to career and college pathways.

More dedicated time for common planning by department would support the creation of pacing plans, department common formative assessments, and opportunities for looking at student work. Planning across departments with teachers in the Magnet would help to move toward interdisciplinary units and bring about cohesion and coherence for magnet students and support the full realization of the STEAM magnet focus. Common planning has been difficult to achieve because in the past year, the matrix has not yet been designed to support shared planning periods. At the time of the COVID school closure, we were engaged in a school wide writing calibration. We have returned to that task this year, which included calibration across disciplines, identification of trends, and strategies to support student writing.

WPHS has taken the responsibility to develop common formative assessments seriously over the past few years. The district has identified the iReady Assessment as a strong and common formative indicator of student literacy and mathematical skills. The faculty is engaged in professional development to make use of the data and tools available in iReady to increase student performance. A sense of urgency across campus to change test-taking student and teacher perceptions are increasing the buy-in of students to do their best on assessments the first time they are given. Schoolwide data chats with students has

The School Experience Survey distributed by the school district received a lot of stakeholder (100% staff, 80% students, approx. over 30% parents) input and the results will be used to inform teaching and learning, school culture and climate.

Washington Prep's leadership and educational partners/stakeholders are transparent about our school's performance data, consistently sharing metrics and information to stakeholders in multiple mediums and settings, including dinner with the principal, governance meetings, awards ceremonies. Currently, GWPHS is working to recapture the momentum and academic gains we achieved pre-pandemic, and have re-instituted practices to improve student performance on high-stakes testing. We are further working to expand the analysis of and reflection on performance data beyond GWPHS faculty and staff by providing students with their academic profiles and sharing their iReady performance and A-G course completion data. This awareness, coupled with the reflections faculty/staff engage students in following assessments and quarterly (during progress-reporting periods), are shifting the culture so as student accountability increases, their performance will also.

In our efforts to engage students and parents in the school community, we would like to sustain our momentum to increase student and parent engagement and to provide all the opportunities at The Prep to every student. We would also like to see our students taking their academic performance more seriously and believe that building a culture of excellence will achieve this goal.

## Academic Excellence (Program Code 10947)

### School Strategy with Actions 1

#### SENI Menu Item Number

Item 1731: ETO Illustrative Math Lesson Study, Item 1732: ETO Science Curriculum Lesson Study, Item 1753: ETO Transformational Coaching PD Series/Cycles

#### District Priority

1A. High-Quality Instruction

#### District Strategies

1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas

#### Targeted Student Group(s)

Resource is provided to all students, but primarily benefits English Learners, Low-Income Students, and/or Students in Foster Care

#### Status

Continuing

### School Strategy

Grade level teams will engage in Lesson Studies focused on standards based tasks in ELA, IM Mathematics, and Science. With the support of the TSP Advisor, Instructional Coaches, and Intervention Prevention Support Coordinator, teachers' capacities will be built during Small Learning Communities and Department Meetings to examine Culturally Linguistically Response (CLR) strategies and address the needs of all students primarily benefitting Emergent Bilinguals (EBs), Standard English Learners (SELs), Students with Disabilities (SWDs), and Black Students as measured by iREADY diagnostic assessments for BOY, MOY, EOY. Through the implementation of the Lesson Study Process, out of classroom support and teachers will:

- Understand how the ELA, Science, and math content and models unfold in alignment with the progression of the literacy standards
- Develop structures and processes to support the implementation of IM's Problem-Based Lesson Structure
- Understand and develop structures and processes to build teacher capacity implementing the NGSS standards with emphasis on the rigor of the standard to promote inquiry and investigations
- Strategically plan teacher moves that promote peer to peer discussion and transfer of the cognitive load to students
- Analyze student work samples along with assessment items to measure student progress and plan next instructional steps.
- Develop data analysis cycles to analyze student work samples along with assessment items to measure student progress and plan next instructional steps
- Develop structures and processes to deepen teachers' and out of classroom support's understanding of the power and potential of transformation coaching
- Develop systems in place to structure purposeful Coaching Cycles with the support of ETO

### School Actions

## PROFESSIONAL DEVELOPMENT

- With the support of the Instructional Coach Secondary C1T (\$161, 204 + differential \$1882), TSP Advisor C1T 27/10 (\$156, 770/ yearly + differential \$1559), and WPHS will develop a comprehensive school calendar to include extended planning time in Department Meetings and provide high quality professional development focused on deepening teachers' content and standard knowledge. The professional development will be facilitated during professional development Tuesday sessions after student dismissal and outside contractual hours during the WPHS signature New Teacher Institute and the planning days at mid semester and end semester.
- With the support of the ETO team, the Instructional Coach and TSP Program Advisor C1T 27/10 (\$156, 770/ yearly + differential \$1559) will co-plan with grade level teams to support with the delivery of professional development focused on standards based instruction in the math, NGSS, and ELA/ELD standards with an emphasis on building literacy skills for primarily benefitting Emergent Bilinguals (EBs), Standard English Learners (SELs), Students with Disabilities (SWDs), and Black Students as measured by iREADY diagnostic assessments for BOY, MOY, EOY.
- With the support of ETO, the Instructional Coach Secondary (50% @ \$80, 602) will build capacity on how to analyze and act upon the data before, during, and after each professional development provided based on effective grade-level standards-based in all content areas, culturally linguistic responsive pedagogy, scaffolding and determine Tiered intervention supports in the classroom and out of the classroom. (instructional coach x time \$29, 035); {Teacher x time: (100.55 cost x 991 hours/days = \$99,646)}
- With the support of ETO and Instructional Coaches, build expertise of school staff (admin, coaches, coordinators) to facilitate/co-facilitate similar lesson study experiences with more teachers

## IMPLEMENTATION

- Instructional Coach with differential will meet with teachers to ensure pacing plan is being followed, opportunities to demonstrate lessons, and collaborate with the Instructional Coach Secondary (50% @ \$80, 602) to examine data and support teachers in developing next instructional steps.
- With the support of the Instructional Coach Secondary (50% @ \$80, 602), teachers will determine how to provide intervention during the school day to students, and that lesson are at grade-level standards and ready to implement the Lesson Study structures in ELA/ELD, Science, and Math classes
- With the support of the Intervention Prevention Support Coordinator and Itinerant Counselor PSA, targeted student populations will receive direct supports and services to address needs. Coordinators will develop and implement intervention programs tailored to students' needs (academic, behavior) In collaboration with the Administrative team and Secondary Counselors, the Intervention Prevention Coordinator will collaborate with teachers and parents to create a supportive environment for students, ensuring that everyone is working together to help the student succeed.
- Develop a robust observation schedule to reflect cycles of observations and implementation after providing and receiving lesson study instructional support from Instructional Coaches and TSP Program Advisor C1T 27/10 (\$156, 770/ yearly + differential \$1559)
- With the support of ETO, coordinate with the Instructional Coaches to develop a schedule for regular coaching cycles with teachers on site
- Align coaching cycles to PDSA
- With guidance from the TSP Program Advisor, the Counselor and PSA counselor will coordinate efforts to support events outside of contractual time (PSA X-time) to present assemblies to involve stakeholders on improving attendance. They will also plan and execute a milestone attendance incentive program and campaigns to encourage daily attendance. Additionally, they will review and track attendance and academic progress, offer feedback to parents and students outside of contractual hours.
- With the support of the TSP Program Advisor, the Instructional Coach differential and X-time will be utilized to continue to build teacher capacity outside contractual hours and provide professional development focused on and modeling of instructional strategies and best practices aligned to grade level standards. The Instructional Coach will collaborate with the administrative team and TSP Program Advisor to ensure that the professional development aligns with the school's goals and objectives supporting Targeted Student Populations.

## Justification of Effectiveness of Strategy



Research indicates that students that are in classrooms that implement a separate designated ELD block have significantly high levels of language acquisition than students who did not receive designated ELD instruction.

Designated ELD is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. In school settings, ELD instruction focuses on English Learners developing the language skills needed to learn content taught in English and to be able to express their content knowledge in English. The Learning Objectives for ELD come from organizations such as Teaching English to Speakers of Other Languages (TESOL) and state departments of education.

### Progress Monitoring

#### MONITORING

- With the support of the Instructional Coach, TSP Program Advisor C1T 27/10 (\$156, 770/ yearly + differential \$1559), and Instructional Coach Secondary (50% @ \$80, 602), Assistant Principal will develop a comprehensive classroom observation schedule to reflect the collection of evidence focused instructional practices and standard-aligned lessons and tasks
- Assistant Principal will provide immediate actionable feedback based on the Teaching Learning Framework Focus Elements as they relate to the Lesson Study instructional outcomes for IM implementation and NGSS science standards
- TSP Program Advisor C1T 27/10 (\$156, 770/ yearly + differential \$1559)will ensure that our Targeted population student are receiving services that the require and that all stakeholders are aware of effective strategies for student success by providing professional development and workshops to all stakeholders.
- In addition, the TSP Program Advisor C1T 27/10 (\$156, 770/ yearly + differential \$1559) will work with the administration to meet our 40% reclassification percentage goal.
- With the support of the Assistant Principal, TSP Program Advisor C1T 27/10 (\$156, 770/ yearly + differential \$1559), Instructional Coaches, and ETO, develop a system to measure the success of the coaching cycles through observation data and student academic data
- Examine PDSA cycles and implementation of Theory of Action as it relates to trends and patterns identified

### Budget

Budget Item Description	Amount (\$)
13049-ASST PRIN,SEC B1T/40 (8 Hrs/5 Days)	198972.00
11353-TSP PRG AD C1T 27/10 (6 Hrs/5 Days)	156770.00
14919-INTRVN/PREV SUP COOR C2/24 (6 Hrs/5 Days)	162248.00
110119-COUNS SEC C1T 23/06 (6 Hrs/5 Days)	119241.00
13678-INSTRL COACH SEC C1T C1/15 (6 Hrs/5 Days)	161204.00
12103-ITIN COUNS PSA C (8 Hrs/5 Days)	160604.00
13678-INSTRL COACH SEC C1T C1/15 (6 Hrs/5 Days)	80602.00
11079-COUNS PSA X TIME	9958.00
10246-DIFF INSTL COACH SEC	1882.00
10246-DIFF INSTL COACH SEC	1882.00
11377-CRD DIFF TSP ADV	1559.00
11759-INTVN/PREV SUPC DIFF	1559.00

10241-INST COACH SEC X TIM (6 Hrs/5 Days)	29035.00
10371-TCHR X TIME	99646.00

## Joy and Wellness (Program Code 10948)

### School Strategy with Actions 1

#### SENI Menu Item Number

Item 2003: Positive Behavior Interventions/Restorative Practices

#### District Priority

2C. Strong Social-Emotional Skills

2D. Outstanding Attendance

#### District Strategies

2C.S1 Provide varied professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support students' social and emotional needs

#### Targeted Student Group(s)

Resource is provided to all students, but primarily benefits English Learners, Low-Income Students, and/or Students in Foster Care

#### Status

New

### School Strategy

Improve attendance and learning outcomes through integrated tiered child welfare and attendance services/supports. These include monitoring attendance data and practices, engaging students and parents, recognizing good and improved attendance, providing personalized early outreach, and developing programmatic responses to barriers. Evidence based practices to decrease chronic absenteeism are: engage students and parents to develop positive relationships before any attendance issues occur, recognize good and improved attendance, monitor attendance data, and provide personalized early outreach, (InstituteofEducationServices.org). Advisory periods offer a unique approach to education by creating personalized learning experiences based on each student's needs and interests. A sense of belonging can motivate students to attend classes more consistently by nurturing strong peer relationships.

#### Implementation:

WPHS has created advisory period during the school day to support the development of student teacher rapport. The advisory teachers will facilitate lessons using the LAUSD SEL curriculum to increase student self awareness and efficacy to identify their goals for future success.

ITIN COUNS PSA (\$160604), Secondary Counselors C1T 23/06 (two 6 hours/5 days @\$119, 241/yearly), office techs led by the Senior Office Tech E1T/2 ( 8 hours/5 days @ \$81,033/annually) will monitor attendance data on a daily basis. The team will make contact with parents to inform them of their student attendance habits. Campus aids, teachers and WPHS staff in various roles will build rapport with students to encourage students to maintain a strong and regular attendance pattern of attending school. Counselors will support the PSA to create attendance incentivizing award programs to acknowledge students who maintain 97% and greater attendance. A school psychologist (ITIN Psych 8 hours/2 day @ \$67, 221) will support students and staff to identify the best mental health supports for students. A B&G Worker RES AGC/07 (8 hours/5 days @ \$99, 350/yearly) will ensure the campus is a clean, welcoming environment for the students of WPHS. To encourage students to identify varied interests, ROP Contract Teachers 0829/0A (6 hours/ 5 days @ \$110, 720) will intrigue students to cultivate an interest in specific future careers.

Needs being addressed:

Chronic Absenteeism

Postsecondary - 9th - 12th grade cohort demonstrating C or better on UC/CSU A-G approved courses is an area in need of improvement.

49.3% (384 students of 779) of WPHS students have chronic absence at 91% or lower attendance. Attendance can be an important factor to first time pass rates that effect student's ability to graduate on time from high school.

School Targets Dashboard data:

Postsecondary - 9th - 12th grade cohort demonstrating C or better on UC/CSU A-G approved courses

22-23	23-24	24-25
district: 50.6%	58.1%	65.5%
school: 42.9%	46.03%	49.17%
target: 47.8%		

Social Emotional - Growth Mindset

22-23	23-24	24 - 25
District: 65.9%	70.1%	74.3%
School: 66.8%	69.56%	72.34%
target: 50%		

Social Emotional - Self Efficacy - High

22-23	23-24.	24-25
District: 49.2%	70.1%	57.87%
School: 47.8%	69.56%	53.94%
target: 50%		

Social Emotional - Self Management

22-23	23-24	24-25
District: 66.3%	70.8%	75.3%
School: 64.5%	70.76%	77.04%
target: 50%		

Social Emotional - Social Awareness

22-23	23-24	24-25
District: 60.9%	65.6%	70.3%
School: 55.6%	60.83%	66.07%
target: 50%		

Attendance Data:

LAUSD FOCUS Dashboard Data show:

100% Attendance Submittal Rate

49% Chronic Absence Rate (91% or lower)

27% Proficient/Advanced Attendance (96% or higher)

26.6% (207 students of 779) of WPHS have 96% or higher - proficient/advanced

24.1% (188 students of 779) of WPHS students have basic attendance at 92%-95%

49.3% (384 students of 779) of WPHS students have chronic attendance at 91% or lower attendance

LAUSD Open Data:

Enrollment: 22-23 740 students, 23-24 774 students; projected 24-25

Students directly benefitted:

All WPHS students, EL, African American, Foster Youth, Students with Disabilities, students who are Basic and Below as measured by CA Dashboard Attendance Data

## **School Actions**

Washington Preparatory High School regularly monitors attendance data and coordinates with the PSA counselors to support these efforts to collaborate on regularly monitoring attendance data.

WPHS has created advisory period during the school day to support the development of student teacher rapport. The advisory teachers will facilitate lessons using the LAUSD SEL curriculum to increase student self awareness and efficacy to identify their goals for future success.

A team including the PSA, Assistant Principal, counselors and office techs will monitor attendance data and communicate with families on a daily basis. Community reps and campus aids will make contact with parents to inform them of their student attendance habits. Campus aids, teachers and WPHS staff in various roles will build rapport with students to encourage students to maintain a strong and regular attendance pattern of attending school. Counselors will support the PSA to create attendance incentivizing award programs to acknowledge students who maintain 97% and greater attendance.

Possible data sources can include:

MiSiS - Attendance Summary Report

MiSiS Referral

MyData Cumulative Attendance Report

Focus - Attendance Bands

Elevate

Implement appropriate tiered interventions/solutions such as:

Tier 1 (Prevention)

To improve/engage school climate, the community representatives will be offered additional hours beyond the work week to support the school with building a positive and engaging school climate for students and families.

Incentives can support the develop and ability to maintain positive relationships with students and families.

WPHS will raise awareness on the impact of absences on achievement and the community representatives, PSA and counselors will support to ensure it is widely understood.

The assistant principal, PSA, clerical staff and counselors will monitor chronic absence data.

The assistant principal and the ROP Contract Teachers (6 hours/5 days @ \$110,720.00) will recognize good and improved attendance on a monthly basis. The improved attendance students will be highlighted at Dinner with the Principal and in photographs throughout the school campus.

Tier 2 (Early Intervention)

Both counselors and clerical staff will be able to access x time to provide personalized early outreach.

The assistant principal will assign mentors among out of classroom staff to build relationships with specific students who are Emergent Bilingual, low income and foster youth.

Tier 3 (Intensive Intervention)

coordinate school and interagency response

case management

home visits

conduct SART/SARB

legal interventions

Coordinate with PSAs to promote the iAttend campaign, with the purpose of promoting attendance, engagement, and recovery to students who are not enrolled in school.

To build faculty and staff capacity in providing preventative student outreach and to build ongoing faculty and staff capacity throughout the academic year the instructional coach will plan trainings outside of the regular school day and present the trainings to new and seasoned WPHS staff in the New Teacher Institute.

## Justification of Effectiveness of Strategy

All PSA Counselors possess:

Master's Degree in Social Work, Counseling or School Psychology

Pupil Personnel Services Credential with Specialization in Child Welfare & Attendance: CWA focuses on students in marginalized populations, children who have been abused or neglected, students with involvement in the juvenile justice system, students experiencing homelessness, students with special needs, students who have serious disciplinary issues.

PSA Foundational Training Series which includes deepening understanding of specialized populations, pupil records and student privacy laws, as well as compulsory education, and alternative educational options.

PSA counselors utilize a data-driven approach to attendance, to identify where prevention and early intervention are needed.

Christenson, S. L., Hurley, C. M., Hirsch, J. A., Kau, M., Evelo, D., & Bates, W. (1997). Check and Connect: The Role of Monitors in Supporting High-Risk Youth. *Reaching Today's Youth: The Community Circle of Caring Journal*, 2(1), 18-21.

Practices used by PSA counselors: relationship-building, monitoring, problem solving, affiliation, and persistence-plus have shown success in helping schools reconnect with the students at highest risk for school dropout to increase school engagement and graduation rates

Rogers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S., & Reitano, A. (2017). A Randomized Experiment Using Absenteeism Information to "Nudge" Attendance. REL 2017-252. Regional Educational Laboratory Mid-Atlantic.

The study found that a single postcard that encouraged guardians to improve their student's attendance reduced absences by roughly 2.4 percent.

iAttend's outreach efforts include flyers, home visits, phone calls, and other forms of "nudges" found to be effective in reducing absences

Railsback, J. (2004). *Increasing Student Attendance: Strategies From Research and Practice*. Northwest Regional Educational Laboratory NWREL.

Attendance incentives are most effective as part of a comprehensive approach (e.g., outreach to families, the development of a school-wide culture, and increased student engagement)

2 of iAttend's focus areas includes school-wide culture, student engagement, and outreach to families

## Progress Monitoring

## LCAP

Increased percentage of students achieve 96% or greater attendance, as well as percentage who are chronically absent

### Measures of Success

Decrease the percentage of chronically absent students (attendance rate of 91% or less) from 2021-22 school year.

9-12 - 21.5% (from 22.3% in 2017-18)

### Progress Monitoring:

The Senior Office Tech will work with the Secondary Counselors to monitor the attendance data and connect with families daily around student attendance, achievement. PSA will monitor the call log of out of classroom staff who call students on a daily basis via the circulated weekly call log. The homes of each student absent after the first period will be called to notify, ask about the student absence and offer support as necessary.

## Budget

Budget Item Description	Amount (\$)
110119-COUNS SEC C1T 23/06 (6 Hrs/5 Days)	119241.00
12103-ITIN COUNS PSA C (8 Hrs/5 Days)	160604.00
110119-COUNS SEC C1T 23/06 (6 Hrs/5 Days)	119241.00
26336-SR OFFICE TECH E1T/2 (8 Hrs/5 Days)	81033.00
14779-B&G WRKR RES AGC/07 (8 Hrs/5 Days)	99350.00
15120-ROP CONTRACT TEACHER 0829/0A (6 Hrs/5 Days)	110720.00
15120-ROP CONTRACT TEACHER 0829/0A (6 Hrs/5 Days)	110720.00
11079-COUNS PSA X TIME	9958.00
13222-ITIN PSYCH SCHOOL C (8 Hrs/2 Days)	67221.00



## Engagement and Collaboration (Program Code 10949)

### School Strategy with Actions 1 SENI Menu Item Number

#### District Priority

3A. Strong Relationships

#### District Strategies

3A.S3 Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal

#### Targeted Student Group(s)

Resource is provided to all students, but primarily benefits English Learners, Low-Income Students, and/or Students in Foster Care

#### Status

Continuing

#### School Strategy

By June 2025, WPHS will build strong relationships between families, students, and WPHS staff to improve student success as measured by the number of registered parents connected to a student in Parent Portal. The increased attendance of parents to WPHS events and meetings and ultimately the improved academic outcomes and graduation rate of students passing A-G courses the first time will be enhanced by the improved parent involvement.

#### Strategy:

WPHS will increase parent participation on Parent Portal through targeted school events, monthly parent workshops, a targeted parent campaign for volunteers and by ensuring all parents of athletes are registered as volunteers and in Parent Portal.

#### School Actions

## Planning

Orientations, Parent Portal Informational and Workshops:

1. WPHS Community Representatives including (1 Community Representative 6hr/5day/week funded 45% @\$12, 789) will plan 3-4 parent workshops per semester (monthly workshops) to provide an overview of the parent portal and opportunities for guided practice using the various portal features.
2. Community Representatives will host Parent Orientations and other school wide events such as, Dinner with the Principal in an effort to engage with WPHS parents and to ensure all families are registered in Parent Portal. Some of the events may take place after the Community Representative work hours. Additional, Community reps will support the school wide registration week by facilitating the initial round of Parent Portal registration days in August 2025.
3. Two 8 hour Campus Aides R C1T/05 (8 hours/5 days @ \$79035/yearly) will assist to ensure parent and student concerns about safety are mitigated and families can be confident that students are safe on the campus of WPHS.

## Implementation

Outreach/Communication to parents:

1. Community Reps will support WPHS staff to invite parents/legal guardians to attend the workshops through: personal invitations, Blackboard Connect, School Website, School Marquee and flyers.

Deliver Orientations and Parent Portal Workshops:

1. The workshops will include the step by step Parent Portal registration process, ways to access the information required to register, and the features/icons.
2. Parent Workshops throughout the school year will include topics specific to Parent Portal and student engagement: attendance monitoring, online forms, Schoology, Progress Reports and Special Education Services
3. Parent workshops will include resources for parents like, a calendar planner and a book study, "The Four Agreements" "Cuatro Acuerdos" in Spanish and English for parents to read on their own or participate in Book Groups.

Monitoring/Adjusting:

1. The team will generate weekly Parent Portal reports from the Focus Dashboard, such as the report titled, "Parent Portal Registration by Student," which indicates the parents who are linked to their student in the Parent Portal.
2. The team will work collaboratively with members of the school leadership team (Administrator, Comm. Rep./PFC Staff, and support staff) to review the report and strategically target the parents/legal guardians who have yet to register and/or link their student in the Parent Portal.
3. The team of community reps will work with the school leadership team to outreach to parents/legal guardians to support them in registering on the Parent Portal.
4. School will provide incentives such as: highlighting the classroom(s) with the highest Parent Portal registration percentages in school announcements, sharing the progress toward 100% Parent Portal registration on the P.A. and bulletins/newsletters, and creating a bulletin board dedicated to our school's Parent Portal progress.

## Justification of Effectiveness of Strategy

Parent Portal is the link to student success. Parent orientations, hands-on workshops, and school wide events will be promoted to parents to increase their awareness of school events and opportunities for parent involvement. Research shows that 1. more parental involvement leads to improved academic outcomes, 2. Parent involvement changes social-emotional outcomes, 3. Not all parental involvement is created equal, 4. Results of parent involvement don't discriminate based on race or socioeconomics, 5. Schools can encourage parent involvement in person and at home

-August 16, 2023 edition of Education Week as Does Parent Involvement Really Help Students? 5 Key Takeaways Based on The Research

## Progress Monitoring

Monitoring/Adjusting:

1. The team will generate weekly Parent Portal reports from the Focus Dashboard, such as the report titled, "Parent Portal Registration by Student," which indicates the parents who are linked to their student in the Parent Portal.
2. The team will work collaboratively with members of the school leadership team (Administrator, Comm. Rep./PFC Staff, and support staff) to review the report and strategically target the parents/legal guardians who have yet to register and/or link their student in the Parent Portal.
3. The team of community reps will work with the school leadership team to outreach to parents/legal guardians to support them in registering on the Parent Portal.
4. School will provide incentives such as: highlighting the classroom(s) with the highest Parent Portal registration percentages in school announcements, sharing the progress toward 100% Parent Portal registration on the P.A. and bulletins/newsletters, and creating a bulletin board dedicated to our school's Parent Portal progress.

**Budget**

<b>Budget Item Description</b>	<b>Amount (\$)</b>
27785-COMMUNITY REP C (6 Hrs/5 Days)	31035.00
21573-CAMPUS AIDE R C1T/05 (8 Hrs/5 Days)	79035.00
21573-CAMPUS AIDE R C1T/05 (8 Hrs/5 Days)	79035.00

# TSP Approval

School Name: WASHINGTON PREP SH (1892801)

For additional information on our Targeted Student Population (TSP) Plan, contact:

Principal: BOOKER, TONY L

E-mail address: tlb2337@lausd.net

School Address: 10860 S DENKER AVE, LOS ANGELES, CA 90047

School Telephone Number: 3234184000

Pillar	Funds Budgeted (\$)
Academic Excellence (Program Code 10947)	1185162.00
Joy and Wellness (Program Code 10948)	878088.00
Engagement and Collaboration (Program Code 10949)	189105.00
TotalFundsAllocated	2252355.00
TotalFundsBudgeted	2252355.00
Difference	0.00

I have shared the Targeted Student Population (TSP) school allocation resources with councils, advisory committees, and other community members as appropriate, and have sought and considered input regarding the use of these funds.

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BOOKER, TONY L	<input checked="" type="checkbox"/>	03/22/2024
Principal	E-Signature	Date

I have reviewed the Targeted Student Population (TSP) Plan and recommend the plan for implementation.

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SAMPLE, REGINALD	<input checked="" type="checkbox"/>	05/22/2024
Regional Director	E-Signature	Date

I have reviewed the Targeted Student Population (TSP) Plan and recommend the plan for implementation.

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GUTIERREZ, SUSANA	<input checked="" type="checkbox"/>	05/22/2024
Educational Tranformation Office	E-Signature	Date

