Site Validation Team Recommendation

☑ The Site Validation Team has validated information to confirm that high quality civic learning is institutionalized to enable every student to participate in a civic inquiry and investigation at least once during their high school career. The team, therefore, recommends that this school be selected as a California Democracy School.

□ The Site Validation Team was unable to validate the full implementation of high quality civic learning for all students and cannot recommend that this school be selected as a California Democracy School.
Additional Comments

After examining a great deal of evidence, observing classrooms, and interviewing students, teachers, school administrators, and community stakeholders, it is abundantly clear that Workman High School has established systems and practices to ensure that all students engage in civic inquiry and investigation activities to prepare them for civic life in the 21st century. There is also ample evidence to confirm that the initiative will be sustained in the years to come as a result of intentional capacity building and commitment of the staff and school community.

Members at Meeting:
- Ben Webster, Principal
- Billie Joe Wright, Co-Coordinator
- Christine Sardo, Co-Coordinator, Social Studies Teacher
- Marcos Munoz, Social Studies Teacher
- Erik Blackshaw, Social Studies Teacher
- Jennifer Buchi, Social Studies teacher and ASB
- Claudia de la Torre, Spanish Teacher
- Araceli Garcia, English Teacher
- Ann Hanson, Asst. Principal
- Yvette Meneses, Executive Director of High Schools, HLPUSD

Evidence of Institutionalization and Sustainability:
- Civic inquiry and investigation is implemented in:
  - All 10th grade world history classes, including 10th grade history honors course
  - All 11th grade history classes
  - All 12th grade government and economics classes
- Work is also being done to integrate civic learning in science, physical education, English, and geography courses.
- Elements of inquiry, investigation, civil dialogue, and communicating conclusions are scattered across other courses beginning in ninth grade.
- Mock trial is being conducted in geography elective courses, and some Spanish classes.
- Student portfolios of work include evidence of expository, argumentative, and informative writing. Civic learning is utilized to document use of argumentative and informative writing. Portfolios follow students throughout high school; used to evaluate student performance and English proficiency.
- Workman has created templates and tools that are being shared and used by other high schools in the district.
- Working to bridge the initiative with Project Lead at K-5 levels. Workman team hopes to move a board policy forward to approve both.
- Teacher Union President (past and current) supports the initiative.
- The Hacienda La Puente School Board supports work that connects schools to the community.
- Money budgeted into this year’s LCAP was used to support initiative this year for substitute coverage, etc. Plan is to continue using LCAP funds next year once the grant initiative sunsets.
- Workman Vision: Workman High School will develop leaders who positively impact their community.
- One of the Expected School Wide Learning Results (ESLR) highlights civic learning: Become Responsible Citizens – will be respectful, tolerant and responsible citizens who take an active role in society.
- District LCAP does not reference civic learning but schools have autonomy to meet the indicators in ways that work for them. Hence, Workman’s approach to using civic learning is appropriate and acceptable by the district.
- Civic learning is included in the WASC Report.
• Civic Learning is written into the Single Plan for Student Achievement.

Teacher Perspectives:
• Students are excited to talk about issues that impact them. They want to help their families.
• This (initiative) showed students a different side of school where THEY could do their own investigation and not just do what we give them. They are eager to dig in.
• The realization among kids is that they can really do something. When we addressed the issue of genocide they thought they couldn’t do anything. But once they learned about it, they realized they could do something. They’re writing letters to their member of Congress and Senators. They’re realizing the process.
• The timing around Common Core, project-based learning, and the political world all come together with this project. Having students reading non-fiction, engage in Socratic Seminars and other civil dialogue techniques have all help meet the goals of Common Core.
• It’s bringing kids out of their shell. We have a number of shy kids who are smart but don’t often speak out. Doing Soapbox speeches has really helped them find their voice. They are citing evidence to support claims.

Principal Perspective:
• This initiative represents a natural progression from the work already being done here at Workman.
• The strategies are being seen in the classrooms of teachers who have participated in the Democracy School training but also in other classrooms in multiple subject areas.
• I am no longer hearing apprehension from students about an impending project they need to create – they are excited to take on new projects to address real issues that are important to them.
• Students are taking on more writing in classes other than English classes. I am no longer hearing student resistance to writing.
• We were a year ahead of other schools in implementing Common Core as a result of engagement with civic action projects.
• We are the only school in the district that anticipates growth.
• I’ve noticed more confidence among students to speak up.
• ADA has increased and graduation rates continue to rise as a result of a more engaging curriculum. Kids feel they are learning and like learning.
• I am seeing students understand that they can see problems and do something about them.
• I’ve seen teachers, who would have never approached civic learning approaches, are now willing to try new things.

Student Perspectives:
• One group of students addressed the issue of fundraising at the school. Many students feel intimidated to fundraise in order to participate in various clubs/activities i.e. athletics, band, cheerleading. Students investigated the issue and proposed a policy. Students commented, As a result of this project, I learned
  o Sometimes we don’t get the answers we need and need to keep trying to clarify our requests.
  o Sometimes it takes us to speak up and voice our concerns to make a change.
  o There are people out there willing to listen. I never knew I could actually talk to the superintendent.
  o We learned some leadership skills to help people be a part of things.
  o This project helped me learn how to speak up more and listen to other people’s opinions.
  o I learned that I was very ignorant – I need to learn to take my selfishness aside and listen more carefully to other people. I need to work to find a solution for everyone.
I learned how to be a good leader. With good leadership qualities, people are more willing to listen to you.

I learned how to be confident in who I am and what my position was. I used to shy away from communicating with adults and now I can do that easily.

I describe this experience as
- Memorable
- Productive
- Challenging
- Fun

This process prepares me for my future by helping me learn how to express my opinion.

A 10th grade history class presented projects on Genocide using different mediums – powerpoint presentation, PSA, Soapbox Speeches. Students commented, As a result of this project,

- I really didn’t know what genocide was and now I do. It really changed me. There are things happening that many of us don’t know about and we should.
- I learned a lot about the world and what goes on. The world outside of me is suffering and they need our help.
- At first it seemed like something I just needed to get done but the more I learned, the more I realized I need to do something to help the world because these terrible things are going on.
- We take all the rights we have for granted. We can have any religion we want and we won’t be killed for it.
- To be a citizen means you have rights to get some help, marry someone who is a different race, to live without fear.
- It helped me evolve to learn how to do research on my own.
- After high school, this will encourage me to actually go and help people.

Student Club – Future Politicians and Business Leaders of America
- Group held a candidates forum
- Partners with Arsalyn Project and CALIS at USC
- Presentations made to school board
- Students commented, This project has

  - Opened me up to see reality – there is a lot going wrong and I want to be the one to change it.
  - These opportunities have helped me see a glimpse of reality – there is so much going on that we have the potential to fix.
  - Shows the importance of involvement in the world.
  - We are the voices of the people.
  - I found out that I'm not alone – I care about the world and learned that others do too.