Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wallis Annenberg High School	Thomas Crowther, Interim Principal	(323) 235-6343

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Wallis Annenberg High School (WAHS) was established in 2003 and provides high school students with a rigorous college-preparatory curriculum. WAHS is WASC-accredited and focuses on encouraging student to achieve personal success, a strong sense of self and community along with a deep appreciation for lifelong learning. Each student is challenged with a strong focus to become mentally and academically prepared to enter and succeed in college and career. WAHS prepares its student to be independent critical thinkers, decision-makers, and responsible, productive leaders in our community.

Currently, WAHS serves approximately 497 students in grades 9-12 that include the following demographics: 97% Hispanic, 2% African American, 13% Students with Disabilities (SWD), 21% English Learners (EL), 1% Foster Youth, and 97% Socioeconomically Disadvantaged.

MISSION

The Accelerated Schools will graduate student who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders and will act as responsible citizens.

WAHS has faced the challenges schools throughout the County of Los Angeles and state have faced post-pandemic: significant learning loss, high levels of anxiety and trauma among students due to situations in their household (housing and job insecurity), access to healthcare, impact of COVID transmission,

The 2021-22 school year was the first full year of resuming in-person instruction. With this transition, came struggles with our 10th and 11th grade students, who struggled with their newfound high school experience on campus after never experiencing high school on campus. Both grade levels struggled to increase the percentage of students who scored High-average/High or grade level or beyond in comparison to your upperclassmen.

In order to support this subgroup of students, we have implemented three strategies during the 2022-23 school year:

1. Restructured the organizational and school site professional development in support of evidence-based instructional strategies and provide teachers the opportunity to live-action model it, before implementing with students.

2. Comprehensive data tracking with strategies of students who performed within the Low-Average and Average bands during the 2021-22 school year. Within this strategy, teachers added additional weekly check-ins (the norm is bi-weekly) to monitor student's academic achievement in their courses as well as the implementation of the strategies to support in the Summit self-directed cycle and overall study skills with accountability measures. This can be seen in the increase of Mentor check-in in the Summit platform.

3. Implementing goal setting within the NWEA platform for both teachers and students with mini lessons to understand what each score means, the connection to performing at grade level, projection scores connected to CAASPP, creation of strategies students can implement during their College & Career Readiness course and/or at home and connected this goal setting to parent/teacher conference.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

WAHS has identified the following successes:

- All local indicators on the CA Schools Dashboard were "standard met."

CHRONIC ABSENTEEISM & SUSPENSION RATE: 2022 California School Dashboard report on the school's performance on the Suspension Rate Indicator show that the school has earned a Status level of "Low" for All Students which is below the state's Status level of "Medium." The report shows that 1.2% of students were suspended for at least one day.

Understanding the collective toxic stress and academic challenges our school community experienced throughout the pandemic our leadership team started several initiatives to help support our students academically and social-emotionally.

WAHS developed and implemented a student support matrix that focused on three types of data; and selected to focus support services on: well-being, attendance, and student academic performance. Focusing on these identified areas of need in this order allowed us to develop a more complete understanding of our student needs and how to best support them. Through a deep analysis of these metrics, we developed our multi-tier systems of supports (MTSS) combined with Response to Intervention (RtI). The cornerstone of these systems was the focus on 1-to-1 mentoring for our students. At a minimum on a weekly basis, each student participates in a 1-to-1 session with their teacher mentor in sessions that last approximately 10-minutes and serve to help students reflect and set goals for themselves.

This mentor space became the focus of our relationship building initiative. This building of relationships is rooted in restorative practices and has been based on our practice of community circles to build relationships and community in each mentor community. The rebuilding of the community has been an important part of our prevention measures.

Discipline measures also shifted to restorative practices for students. This included the use of restorative projects in order for students to learn from their actions and become positive influences in our school communities. Further we created reflection spaces for students after school and during select Saturdays. The focus of these reflection spaces was two-fold (1) to engage students in circles to build community and reflect on the choices (they) student made; and (2) to build leadership capacity of our students.

To support the long term success of these initiatives, our teachers and staff participated in extensive professional development with a focus on restorative justice, community circles, and implicit bias. This series of professional learning was the initial phase of a multi-year training that we anticipate will build a strong and supportive schoolwide culture for our students.

The aim of our approach is to build powerful relationships to help prevent any serious student issues, develop restorative practices and reflective spaces to help our students learn from their actions. This focus on growth allows us to support the greatest number of students.

This approach also resulted a significant decline in chronic absenteeism rates for 2021-2022 school year which was 0.6%.

COLLEGE & CAREER READINESS COURSEWORK: All high school students are enrolled in a college and career readiness course (CCR) that meets four times a week and includes mindfulness, academic support, goal setting and SEL lessons. It is also a period where our College & Career Advisors support students in the college admission process including four-year plan meetings, transcript audits, A-G requirements, FAFSA application workshops and visits from college recruiters.

The College & Career Readiness (CCR) course was developed to remove barriers for admission to college. Additionally, a Digital Media Arts CTE Pathway was designed to enhance and improve the performance of the CCI. In grade 9, new students are given a Spanish assessment to ensure proper course placement. Students are also encouraged to participate in four-years of a world language course to be eligible for the State Seal of Biliteracy. In addition, counselors are provided with specialized learning opportunities to enhance college readiness, as well as teacher and student training on high school graduation expectations.

WAHS has also partnered with LA Trade Tech (LATTC) to provide college level courses for our students each semester. Students also have the option of taking courses at LATTC as part of concurrent enrollment. This year, WAHS has 25 students piloting a college course

in partnership with Arizona State University's Learning Experience. This program excites us about expanding opportunities for early college access for our learners in the years ahead. For this spring semester, students are taking Communications 225: Public Speaking in partnership with ASU.

Academic growth as measured by NWEA MAP Assessments:

WAHS has shown steady growth with our internal data in the 2022-2023 school year. To date, WAHS increased the percentage of students **at or above grade level** from the beginning of the year (BOY) to middle of the year (MOY).

- For ELA: 9th grade student performance increased from 10% to 21%; 10th grade from 12% to 22%; 11th grade from 26% to 40%' and 12th grade from 15% to 31%.

- For math, 9th grade student performance increased from 8% to 20%, 10th grade from 16% to 18%, 11th grade from 21% to 22% and 12th grade from 20 to 24%.

- Additionally, 70% of students met growth targets in mathematics; and 66% in reading.

- All but one EL student met their growth target.

- All Students with Disabilities (SWD) met their growth target at the MoY NWEA MAP Growth.

- This encompasses meaningful performance increase from our Hispanic students and SED students since we are 98% in both subgroup categories.

To improve the delivery of instruction, improve student academic outcomes, and student engagement, WAHS is utilizing **John Hattie's Visible Learning a**nd Evidenced-Based Strategies, and continues school-wide implementation of the following key features and priorities which guide our instructional program for 2022-2023:

- Classroom Dialogue, Not Monologue

- Definition of Success from the Onset through Learning Outcome(s) & Success Criteria(s)

- Assessment as Feedback to Me, the teacher, using Low Stakes, High-Yield Strategies

Student Dialogue, Not Monologue

Classroom dialogue is one of the highest leverage classroom practices to accelerate student learning (0.82). In Hattie's work, an effect size of 0.40 is known as "the hinge point," meaning the typical student makes one year's academic growth in one year's time. An effect size of 0.82 means that students who engage in meaningful classroom discussions have the potential of two years academic growth in one year's time when this strategy is utilized with fidelity and purpose.

WAHS continues to develop student dialogue by building on open-ended (quality) questions, academic routines, and student outcomes to improve instruction. Teachers and administrators receive professional development, coaching, modeled lessons and consistent feedback centered on classroom dialogue through our Instructional Services Team. Professional goals have a continued focus on enriching dialogue in their classrooms and teachers utilize cooperative groups, small-group dialogue, think-pair-share, and other evidence-based strategies to increase student dialogue and accelerate student learning.

Learning Outcomes & Success Criteria

Learning Outcomes and Success Criteria are connected to Hattie's practice for teachers to see "Assessment as Feedback" meaning teachers view students' day-to-day performance in lessons, participation, use of dialogue, and achievement on their assessments as implications for their own instruction.

Teachers develop lessons around students being able to answer Hattie's questions, "Where am I going? How am I going there? Where to Next?" Teachers then define success from the onset by establishing and sharing clear Learning Outcome(s) and Success Criteria(s) for all lessons. These are visible to students and referenced during instruction. This clarity precedes competence and is important as teachers move students towards mastery of their learning.

Assessment as Feedback Through "Do Now" & "Exit Tickets"

WAHS teachers preview or review lessons through "Do Now" at the start of instructional periods and "Exit Tickets" at the conclusion of lessons. These informal checks for understanding are low stakes (not usually graded) but serve as assessment as feedback to the teacher as they confirm students learned what the teacher intended them to learn. When it becomes clear that students did not yet master the content, teachers are able to adjust future lessons as a part of effective Tier I intervention for students who are not yet at grade level.

How Relationships & Pedagogy Create Panther Culture

WAHS believes that supporting our teachers supports our students. Our collaborative coaching model is rooted in the belief that teachers and administrators are all learners growing together. Our focus on high-leverage, evidence-based strategies and practices to accelerate student learning begins with administrators who are regularly coached themselves. They participate in monthly professional development delivered by Directors and the Chief Executive Officer (CEO). Using this professional development and coaching, administrators then observe and support teachers, participating in co-planning of lessons, modeling, coaching, and goal setting on a regular basis. Progress is documented and teachers receive immediate feedback.

To support school-wide ownership of learning across all departments and grade levels, Collaborative Learning Rounds (CLRs) are a practice our school continues to utilize. Teachers, site leaders and district leaders work collaboratively to observe teachers, find patterns across classrooms, and determine next steps for instruction. Site and District Professional Development Days (Mondays and select Pupil Free Days) are generally used to provide professional development centered around the CLR feedback.

WAHS also has three instructional coaches who are experts in teaching and learning. They provide support to teachers through observation, modeling, coaching and the sharing of best practices. This has been especially important in a school year where 15 of the 26 teachers at WAHS are in their first year at the school.

In addition to organization-wide initiatives, our school implements a robust system of personalized learning, with three central components: 1-to-1 Mentoring, Project-Based Learning, and Self-Direction.

Students are assigned a faculty mentor for the duration of their time in high school. The student and the mentor meet regularly, both in 1-to-1 and in group settings. Together, they use a rigorous and customized set of tools to set goals, determine strategies, and reflect on successes/setbacks.

Mentoring starts with ensuring that there is a connection between the mentor and mentee, which becomes the foundation of trust upon which real conversations happen about progress and potential barriers. This connection allows mentors/mentees to build a weekly cadence for conversations, in which the mentee reflects on what worked and what didn't work from the previous week.

As a mentor, the educator becomes the point person for the student and the student's family. Mentors also become accountability partners with students. The mentor stays up to date with the student's progress across all classes and supports the student in building systems that allow for academic growth. The mentor is also a coach for the development of Habits of Success, as check-ins often highlight the impact of the student's habits on the student's progress toward goals.

At WAHS, students interact with their mentors in the following ways:

- 1-to-1 check-ins occur at least once a week. These check-ins typically last about 10 minutes, and provide an opportunity for personalized goal-monitoring, action planning, and reflection.

- Quarterly Family Meetings: These meetings provide an opportunity for the student and her/his family to collaboratively plan for the student's success. The mentor empowers the student to take the lead in these meetings and provides guidance to all meeting participants in the ways that they can support the success of the student.

- Self-Directed Learning: Every day, each mentor community (the students who share the same mentor) meet with their mentor to engage in a variety of activities including; community building, daily goal setting, college and career readiness lessons, and self-directed work toward goals.

- Self Direction: Our instructional program is built to provide ample opportunities for students to make their own decisions about how they will engage in learning, based on their individual goals and the data that they use to monitor their progress toward these goals.

- Self-Direction Time with Mentors: Students engage in self-directed learning within their mentor community (in a classroom with their mentor teacher and other students who share the same mentor) on Tuesday - Friday, from 2:00-3:45 p.m.

- Mastery-Based Feedback & Grading Policy: Mentors play an important role in students working towards mastery. Our feedback and grading policy allow for unlimited re-assessment so that students are encouraged to persist with their learning, even after an unsuccessful first attempt at an assessment. We also encourage students to re-submit projects when they don't initially demonstrate grade-level mastery of the appropriate skills; this makes feedback more meaningful, since students use feedback to guide their revisions.
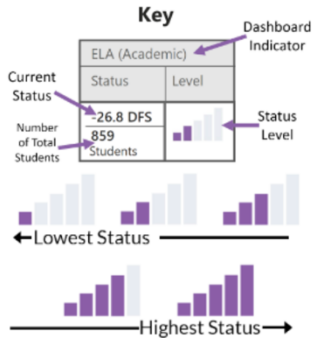
Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Dashboard Student Group Report

Wallis Annenberg High

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard

Key

Dashboard Indicator: ELA (Academic)	
Status	Level
-26.8 DFS	
859 (Number of Total Students)	Status Level

Current Status — ←Lowest Status — Highest Status→

Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not availble for 2022)	N/A	N/A	N/A

Report designed by:

Student Group	Pupil Achievment						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	31.7% n=63		-82.8 dfs n=108		-135 dfs n=108		1.2% n=505				83.2% n=119	
Student Program												
English Learner **ATSI**	31.7% n=63		-171.6 dfs n=28		-220.4 dfs n=28		0% n=109				54.5% n=22	
Foster Youth							n=5				n=4	
Homeless Youth											n=2	
Socioeconomically Disadvantaged			-86.5 dfs n=104		-134.7 dfs n=104		1.2% n=493				83.2% n=119	
Students with Disabilities			n=9		n=9		0% n=71				68.8% n=16	
Student Race/Ethnicity												
Black/African American			n=3		n=3		0% n=12				n=7	
American Indian or Alaska Native												
Asian												
Filipino												
Hispanic			-86.5 dfs n=105		-135 dfs n=105		1.2% n=492				83.9% n=112	
Pacific Islander												
White							n=1					
Multiple Races/Two or More												

WAHS has identified the following identified needs as measured by the 2022 CA Schools Dashboard and internal/local assessments:

- ELPI "very low" performance level 31.7%

- ELA Academic Indicator – "very low" performance level

- Math Academic Indicator – "very low" performance level

- Graduation Rate Indicator – Medium 83.2%

- Eligible for ATSI – based on the English Learner student group

ENGLISH LANGUAGE ARTS: 2022 California School Dashboard report on the school's performance in ELA indicates that the school has earned a Status level of "Very Low" for All Students which is below the state's Status level of "Low." The report shows an average Distance from Standard (DFS) of -82.8 in ELA for the All Students group, which is below the State average (DFS) of -12.2. The school has two numerically significant student groups, Latino and Socioeconomically Disadvantaged. Both numerically significant student groups have a DFS lower than the State's average DFS for those student groups. Please provide a root cause analysis and describe any new or improved systems, strategies, or programs put in place this year to support student outcomes in ELA.

WAHS implemented a cycle of assessments with NWEA MAP; to guide and personalize instruction. Professional development was provided on literacy strategies through our ELA Instructional Coach and Director of CIA.

The Data and Intervention Coordinator position was added to provide data-rich reports for teachers and administrators, to better inform practice, and allow for personalized and targeted teaching plans based on student performance and need. She has been instrumental in helping teachers make data driven decisions about instruction at the individual student level. Through her support, teachers are now better versed in using results of our internal assessments to make shifts in pedagogy.

A *root cause* of this decline and performance in ELA was the continued disruptions caused by the pandemic. With school closures and the shift to remote learning, many students struggled to maintain their pre-pandemic levels of learning, literacy and over engagement. Students from disadvantaged backgrounds were disproportionately affected by the challenges of remote learning, such as difficulty with self-motivation, organization, and other obligations to households. This particularly affected Latino and Socioeconomically Disadvantaged student groups, which are both numerically significant student groups at WAHS.

Another root cause was increased stress and anxiety caused by the pandemic, which may have negatively impacted students' ability to focus and learn. Furthermore, the social isolation caused by the pandemic has also had a negative effect on student's mental and emotional well-being, which in turn affected their performance in ELA. Overall, the challenges presented by Covid-19 had a significant impact on the school's performance in ELA, particularly for disadvantaged student groups. To improve performance, we have put the following action steps in place:

- Focus on 3 Key Evidence Based Best Practices: Clear and specific learning objectives and success criteria, which in turn helps students to understand what is expected of them and how to achieve success. This leads to more targeted and effective instruction, which ultimately leads to improved student learning outcomes. Teachers make certain the task demands on students align to the instructional goals for the lesson. 2) Teachers utilize assessments as feedback, which allows them to continuously monitor student progress and make adjustments to their lesson as needed. 3) Teachers are shifting their focus towards student dialogue and away from a monologue approach. This allows for students to actively engage in their learning and take ownership of their education, which leads to a more meaningful and effective learning experience.

- Collaborative Culture of Coaching & Modeling: Overall, using collaborative learning rounds (CLRs), structured classroom walkthroughs, and informal classroom visits through opportunities such as "Panther Peak" has had a positive effect on learning.

- Mentoring/1-to-1 Student Check-Ins: Increased coaching and goal setting opportunities are in place. Teachers received training, have modeled and use the tool of a teacher created "SDL/Mentoring handbook" on explicit structures that include time for goal setting, community building, structured work time, mindfulness/meditation moments and SEL mini lessons.

MATH INDICATOR: To address the 'Very Low' performance level in the Math indicator, all students enrolled in Algebra 1 are also enrolled in a Math Support course, to supplement Algebra 1 and reinforce foundational skills and close gaps. The Math Support course is taught as part of the regular instructional day. Teachers are leveraging math language routines and conceptual thinking during math instruction to systematize various opportunities for students to learn and practice oral English language in order for their literacy skills to develop and flourish and implementing evidence-based interventions.

2022 California School Dashboard report on the school's performance in Math indicates that the school has earned a Status level of "Very Low" for All Students which is below the state's Status level of "Low." The report shows an average Distance from Standard (DFS) of -135.0 in Math for the All Students group, which is below the State average (DFS) of -51.7. The school has two numerically significant student groups, Latino and Socioeconomically Disadvantaged. Both numerically significant student groups have a DFS lower than the State's average DFS for those student groups. Please provide a root cause analysis and describe any new or improved systems, strategies, or programs put in place this year to support student outcomes in Math. Please address outcomes for both the All Students group and for the school's numerically significant student groups.

The poor performance in math is also largely attributed to disruptions to in-person instruction due to the pandemic, leading to difficulties in maintaining pre-pandemic learning and engagement levels, particularly for numerically significant student groups. Increased stress and anxiety, as well as social isolation, caused by the pandemic may have negatively impacted students' focus and well-being, further affecting performance in math. To improve performance, addressing these underlying issues and providing targeted support for affected students is crucial and has been a focus this past year, evidenced by:

- A designated math support class for every 9th grader. The instructor works in tandem with the Algebra I teacher to reinforce skills needed for math success.

- Additionally, the school has brought in academic tutors on staff focused on supporting students in the math pathway all four years of high school.

- A designated Instructional Coach for Secondary Math leads monthly professional development, meets weekly in coaching sessions with teachers, models lessons and observes teachers in the classroom with a laser focus on evidence-based best practices for math achievement.

- Formal and informal classroom observations have focused on the aforementioned three key areas as well as incorporating strategies that develop mathematical thinking and reasoning (versus teaching math as procedural oriented): Firstly, it is important for students to have clear and specific learning objectives and success criteria. This helps them understand what is expected of them and how to achieve success. This leads to more targeted and effective instruction, ultimately resulting in improved student learning outcomes. Secondly, teachers use assessments as a tool for feedback. By continuously monitoring student progress and making adjustments to instruction as needed, teachers are able to provide more effective and targeted support to students. This leads to improved student learning outcomes. Lastly, teachers are shifting their focus towards student dialogue rather than a monologue approach. This allows for students to actively engage in their learning and take ownership of their education, resulting in a more meaningful and effective learning experience.

ELPI: 022 California School Dashboard report on the school's performance on the English Learner Progress Indicator shows that the school has earned a Status level of "Very Low", which is below the State's Status level of "Medium". The report shows that 31.7% of students are making progress towards English language proficiency which is below the State at 50.3%. Please provide a root cause analysis and detailed plans that outline the actions of the school's executive team, Governing Board, and school-site leadership to improve English Learner Progress.

The primary reason our school earned a status level of "Very Low" on the English Learner Progress Indicator in 2021-2022 was because of staffing challenges coinciding with the return to in-person learning during the COVID-19 pandemic. Personnel matters were rectified for the 2022-23 academic year.

TAS Board of Trustees has funded a new position of Director of Access, Equity and Compliance that is new to the organization. The role of this position is to oversee the academic achievement of our Special Education and English Learner subgroups.

Summer of 2022, the Director of Curriculum and Instruction provided the opportunity for the MS & HS leadership teams and ELD teachers to vet several State approved ELD programs. Ultimately, LANGUAGE! Live was the curriculum adopted for ELD designated instruction. LANGUAGE! Live is designed for students who are reading below grade level. It is a highly recommended program to address the needs of English learners. A directed instruction component is provided that focuses on foundational skills, vocabulary, language and comprehension instruction using videos, online assessments, digital libraries. This is paired with self-paced practice and interactive tools for students. Teachers have the opportunity to individually differentiate for students based on need.

At the start of the 2021-22 academic year, the school leadership was unable to secure an English teacher for the school year. The leadership team asked the school's English Language Development coach to accept a long-term teaching vacancy. As a result, the Principal, Assistant Principal, Director of Secondary Education, and data/assessment coordinator took over the essential duties of the ELD coach. These include drafting and disseminating the English Learner Master Plan; administering the ELPAC; administering Lexile testing; tracking RFEP data; hosting ELAC meetings; drafting goals for English Learners at IEP meetings; and other duties. This proved difficult. Most of the prior leadership team, including the principal, assistant principal, and director of secondary education did not return this year.

At the start of the 2022-23 academic year, the new school leadership team made it a priority to serve the needs of special populations at our school. The ELD coach was able to resume their original duties, in addition to added responsibilities within the realm of support for English

Learners. The new school leadership implemented designated ELD courses, which the ELD coach teaches. The school adopted a supplemental curriculum for ELLs. Moreover, the Director of Access, Equity and Compliance ensures that the ELD coach is present at all IEP meetings for English Learners, to ensure that the IEP teams consider student goals, accommodations, and test exemptions for our ELs as necessary. The ELD coach is also a frequent presenter at professional developments, and has worked specifically with the English and Social Science departments on implementation of integrated SDAIE instructional support.

The ELD coach regularly updates the leadership team on the progress of English Learners at the school. As of January 2023, 28 out of our 99 English Learners have demonstrated reading proficiency levels in the "Basic" range or higher. 66 out of 99 English Learners received a passing grade in ELA or ELD classes. This includes 19 out of 29 English Learners with an IEP. 13 English Learners with an IEP have received test exemptions on specific portions of the ELPAC test. We anticipate that our English proficiency progress rate will meet or exceed the State's rate of 50.3% this academic year. We also anticipate that at least 25 out of our 99 English Learners will meet the criteria to reclassify as Fluent English Proficient this academic year.

In the 2022-23 school year an ELD Instructional Coach was hired for direct support to ELLs and to strengthen delivery of language arts across all disciplines through the facilitation of professional development and training. We anticipate higher reclassification rates, higher percentages of EL that are English proficient and a narrowing of the EL/EO achievement gap. In addition, parent workshops for families of ELs will also focus on strategies to support language acquisition at home.

GRAD RATE: An additional counselor was hired to reduce student-to-counselor ratio; and provide in-depth counseling to ensure all students are on track to graduate, meet A-G requirements, and are college/career ready. This year we have strategically grouped SWD into English and Mathematics cohorts to provide accommodation and support within the general education setting. This year two training sessions focused on supporting this model. As a next step, our teachers will receive co-teaching training and UDL strategies this spring, at New Teacher Orientation and at Curriculum Institute during the preschool sessions next fall.

Root Cause Analysis: The return to in-person learning and daily mentoring of students contribute to the successes of 2021-2022. The low suspension rate shows evidence that the restorative practices in-place are having a positive impact on school climate and attendance. These trends have continued for 2022–2023. Shifts to restorative practices and a PBIS framework to address discipline are the root causes of success in these areas.

The impact of more than a year of distance teaching and learning coupled with high staff turnover were identified as the root causes of our greatest needs. Many upperclassmen entered the 2022-2023 one semester to one year behind in credits to earn a high school diploma, resulting in a high need for targeted Tier I, II and III interventions for the class of 2023 and 2024

PRIORITIZED NEEDS: Our school's mission is that students will graduate college, career, and life ready. As such, increasing the graduation rate above 90%+ is our top priority. This outcome is one that touches the most students. As a part of this effort, we recognize that all students must

continue to grow at least one year's growth in one year's time annually as measured by our internal (NWEA) assessment. Students who begin high school two or more years behind grade level must make even greater strides each year if they are to test grade level or higher when they take the SBAC as juniors. The 2021-2022 data signaled that our students were still not recovered from the learning loss of the Covid 19 pandemic. While students were on campus for in-person instruction, they did not accelerate at the pace needed for us to meet our goals. Moving more we need students to meet our annual growth goals and meet achievement goals are the most critical that ultimately have the greatest impact on student achievement.

The College and Career readiness class is another strategy to help address graduation rates. Teachers serve in the role of mentors, meet weekly with students off track to set goals, guide self-directed learning and progress monitor. Additionally, these mentors meet quarterly with parents at parent-teacher conferences. Though the school still offers a Zoom option, we have found that face-to-face meetings are more beneficial to students and parents.

Upon consulting with our educational partners with the review of our LCAP goals, actions, school's budget, internal assessment data, surveys, and school performance on the 2022 Dashboard, and a review of the 10 Dimensions of Education Resource Equity to Unlock Opportunities for Every Student published by the Alliance of Resource Equity, we identified the following **resource inequities**:

- We have had high turnover of staff and leadership, which is an equity issue that has contributed to low academic performance. We have made an investment in tackling this issue two-fold; 1) We are incentivizing retention by way of bonuses and multi-year contracts of highly qualified staff, 2) We are actively recruiting new talent at local hiring fairs and other partnerships. As a part of this effort, we are also mindful of recruiting staff that reflects our students and community. Lastly, we have made an investment in improving the facilities and look of campus. The entire exterior was painted bright and vibrant colors this past summer. A muralist has also placed art in high profile places on campus, given the research that suggests art in public places has a positive impact on new learning.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Wallis Annenberg High School was identified as eligible for ATSI based on the new CDE criterial of one year of dashboard findings: 2022 CA Schools Dashboard. Upon consultation with our educational partners, we chose to integrate the ATSI requirements throughout this LCAP for purposes of transparency, accountability, and efficiency. In addition, our school adhered to the CDE's ATSI Planning Summary, a document developed to support school planning efforts for single school districts and charter school eligible for ATSI.

Through our consultation with our educational partners, Wallis Annenberg High School will continue with the same LCAP goals since they are all critical to student success; and further strengthen academic supports, address mental health needs, will continue to provide staffwide professional development.

For the 2023-24 school year, WAHS is transitioning to a 4x4 block schedule which increases intervention and enrichment options within the school day. The increased periods of instruction will address the credit deficient Class of 2024. Research consistently shows that intervention and credit recovery periods within the school day have better outcomes than interventions offered before or after school. This proved to apply to

WAHS as evidenced in the 2022-2023 school year, where we offered a zero period from 7:40 AM to 8:25 AM and it had a lower attendance rate compared to class periods during the school day. Capturing these opportunities during the school day for 2023-2024 was a focus of this schedule shift. In future years, the 4x4 block period will support student access to VAPA and CTE pathways for all students, including English Language Learners. This was a major factor in our decision to move to an eight-period student schedule.

WAHS is highly committed to supporting the needs of its students and staff. For the 2023-24 school year, a total of three College & Career Advisors (Academic Guidance Counselors) that will have a student caseload of 150-to-1. In addition, the Psychiatric Social Worker, Dean of Culture, a School Psychologist, and a Program Specialist will provide additional supports for students. WAHS is expanding SEL mini lessons (Project Wayfinder) as a component of the College & Career Readiness class. While all grade levels will continue to have access to over 1,000 CASEL aligned SEL lessons in the Activity Library, the 9th grade class will start a full scope and sequence curriculum focused on connecting students to one another, to the adults and to our campus community. A teacher-leader will facilitate lessons in the 9th grade "belonging" curriculum to assist with the student transition to high school.

WAHS is adding an inclusion support coach as a part of the instructional coaching team focused on supporting SWDs, ELLs and students with other barriers.

Wallis Annenberg High School complies with the requirements outlined in CA Education Code 64001(j) and CA EC 52062(a) and its LCAP also serves as the school's School Plan for Student Achievement (SPSA). Ballington Academy has also consulted with the following required educational partners as follows with the development of the 2023-24 LCAP and ATSI Plan:

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- Providing written response to each of the committees regarding their comments.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Wallis Annenberg High School was not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

Wallis Annenberg High School engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP and the ATSI Plan through the following methods/venues:

- Principals/Administrators and leadership team met onsite during weekly leadership team meetings to discuss ATSI eligibility, comprehensive needs assessment, LCAP/ATSI Plan.

- Teachers were consulted during staff development and professional development meetings that took place onsite weekly/bi-weekly.

- Other School Personnel (classified) were consulted during monthly staff development/professional development onsite.

- Students: Met with student focus groups onsite once each semester, met with the ASB (Student Government) at the start and end of the school year, and evident by the LCAP survey results. This was also a topic of conversation with 97 juniors during a one-day workshop on 5/2/2023
 Students were also administered a comprehensive student online survey (Spring 2023).

- Parents were consulted through parent surveys (online).

- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted during Coffee with the Leadership Team that took place onsite.

- ELAC/DELAC/EL-PAC: were consulted during onsite ELAC meetings that took place onsite quarterly with the most recent in May 2023.

- SELPA was consulted on 5/3/23 via email – Joshua Griffiths, Program Specialist with LAUSD, COP Division.

Dates of Public comment period: May 25 – June 1st.

LCAP Public Hearing; June 1st

LCAP Adoption; and approval of 2023-24 Budget took place on: 6/22/23.

Local Indicators were presented to the governing board on: 6/22/23

Wallis Annenberg High School consulted with its required educational partners and the following is feedback that was collected:

- Principals/Administrators and leadership feedback included the need to make changes to the bell schedule to improve graduation rates, student access to interventions and address the needs of credit deficient students; the need to revisit of the core curriculum and expansion of elective courses.

- Teacher's feedback - Increase academic tutor support in all classes. Shorten the length of the mentoring period. Increase teacher planning time. Discussed at monthly site PDs and evident on the most recent LCAP survey. Also, teachers with 5+ years in the organization indicated turnover was impacting morale. The most frequent reason given for staff turnover during HR exit interviews after commute, was some teachers not feeling supported by site level administration which they attributed in-part to constant changes in leadership.

- Other School Personnel requested additional professional development opportunities.

- Students noticed and commented on the turnover of teachers and leaders and requested more consistency with the adults in their lives. Students would like more sports, clubs, and field trip programs.

- Parents representing students with Disabilities: requested an increase school-home communication and more support for the students during class time.

- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils: were concerned that the constant turnover in principals. Parents would like to see stability in that role. Many factors contributed to this turnover, in example most recently the principal for 2022-2023 left educational leadership for health reasons. One solution to this problem was considering a co-principal model for the 2023-2024 school year building on the collective strengths of the two very experienced assistant principals who worked together this past year to support the site in the principal's absence. One February 2023 survey found that more than 50% of high school principals were considering a career change. The same survey found that 80% of superintendents and charter CEOs worried about high school principal burnout. We feel that the collective capacity of a shared leadership model, with continued support and mentoring of the Director of Curriculum, Instruction and Assessment, may be the best way to break the cycle of continuous leadership change and challenges in an era where the job is seeing record turnover.

- ELAC/DELAC/EL-PAC: would like an increase in parent involvement and participation in their child's educational program. In one example, all ELAC meetings for the current school year had single-digit parent participation. At the May meeting, there were six households represented by parents/guardians. The WAHS ELD Coach has found that when students and their families understand the re-classification efforts and the importance of doing so, they are far more likely to persevere on assessments, succeed in class and ultimately reclassify. This is why he has put such a heavy focus on parent involvement efforts this past year.

- SELPA: agreed with the school's LCAP Goal 1, Action 5 – Services to Support Students with Disabilities (SWD). They commented that the action was well thought out and comprehensive.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 3: Tutoring services; credit recovery, academic support/interventions, 4x4 Block schedule (master schedule change)

- Goal 1, Action 5: CTE Pathways, Concurrent enrollment, trips to colleges & universities

- Goal 2, Action 1: Instructional Coaching, robust professional development, Director of Curriculum, Instruction and Assessment

Goal 3, Action 1: Sports programming,

- Goal 3, Action 3: Parent workshops, communicating with families

Goals and Actions

Goal

Goal #	Description
1	**Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.**

An explanation of why the LEA has developed this goal.

There is a need to strengthen and formalize systems to identify students for academic, social-emotional and/or behavioral supports in a timely manner to improve student outcomes and Dashboard performance levels. In addition, there is a need to measure program effectiveness to ensure resources are maximized and implemented with fidelity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2020-21: 39.79% met/exceeded standard	2021-22: 26.17% met or exceeded standard	2022-23: results pending		45%
CAASPP Math Source: CDE	2020-21: 14.12% met/exceeded standard	2021-22: 12.04% met or exceeded standard	2022-23: results pending		20%
CA Science Test: HS Source: CDE	2020-21: 15.63% met/exceeded	2021-22: 7.21% met or exceeded standard	2022-23: results pending		20%
% Of Students Prepared for College as measured by EAP ELA. Source: CDE	2020-21: 13.98%	2021-22: 5.61%	2022-23: results pending		15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Students Prepared for College as measured by EAP Math. Source: CDE	2020-21: 1.18%	2021-22: 1.85%	2022-23: results pending		4%
A-G Completion Rate Source: Dataquest	2019-20: 79.6%	2020-21: 66.3%	2021-22 GRADS MEETING UC/CSU REQ. |	Number	Rate
Schoolwide	61	64.2%
Hispanic	59	64.1%
English Learners	3	23.1%
SWD	4	50.0%
SED	61	64.2%			85%
% Of students who pass AP Exams Source: CALPADS	2019-20: 53%	2020-21: 14%	2021-22:		25%
Other Pupil Outcomes: State Seal of Biliteracy (Priority 8): Source: Dataquest	2019-20: 14.7%	2020-21: 28.1%	2021-22: 26.3%		30%
Other Pupil Outcomes: Golden State Seal Merit Diploma (Priority 8) Source: Dataquest	2019-20: 7.4%	2020-21: 13%	2021-22: 12.6%		15%
Attendance Rate Source: CALPADS	2020-21: 89.7%	2021-22: 87%	2022-23: results pending		95%
Chronic absenteeism Rate Source: Dataquest	CHRONIC ABSENTEEISM 2018-19 		Count	Rate
Schoolwide	146	27.8%
African-American	10	43.5%
Hispanic	132	26.6%
EL	35	44.9%
SWD	22	31.0%
SED	139	27.3%		CHRONIC ABSENTEEISM 2020-21 |	Count	Rate
Schoolwide	157	32.8%
African-American	8	57.1%
Hispanic	149	32.3%
EL	47	52.2%
SWD	25	43.1%
SED	153	32.7%		2021-22 Chronic Absenteeism |	Number	Rate
Schoolwide	3	0.6%
African-American	0	0.0%
Hispanic	3	0.6%
EL	0	0.0%
SWD	1	1.5%
SED	3	0.6%			15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate. Source: Dataquest	2019-20: 10.1%	2020-21: 6.5%	2021-22: 10.3%		5%
HS Graduation Rate Source: Dataquest	2019-20: 86.6%	2020-21: 86%	**2021-22 HS GRADUATION** Number / Rate Schoolwide 95 / 88.8% Hispanic 92 / 89.3% English Learners 13 / 76.5% SWD 8 / 66.7% SED 95 / 88.8%		90%
Suspension Rate Source: Dataquest	2019-20: 0.8%	2020-21: 0%	**2021-22 SUSPENSION** Number / Rate Schoolwide 7 / 1.2% African American 0 / 0.0% Hispanic 7 / 1.2%		<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: CALPADS	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	Wallis Annenberg High School (WAHS) will employ a principal and 23 appropriately credentialed teachers for students in grades 9-12 to provide instruction in ELA, math, Science, Social Studies, Spanish, Performing Arts,	$	Y

Action #	Title	Description	Total Funds	Contributing
		and Physical Education as part of the educational program. WAHS will provide all students with an extended school year of 180 instructional days – that exceed the CA state 175 instructional day requirement. To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making: and the new Math Framework. New teachers to WAHS participate in an additional 5 days of training during the summer. All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.		
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	In order to measure student academic performance, monitor student progress and identify learning and achievement gaps and as part of the MTSS Framework - all students will be administered the following assessments: • Illuminate Assessments • NWEA MAP Reading & Math: 3 times/year • State mandated assessments Performance Matter data management system will be utilized to develop individual level, student group, grade level specific, and schoolwide reports to measure and monitor student performance on assessments. The Data and Intervention Coordinator will disaggregate multiple types of data that will be used to measure and monitor student progress, program effectiveness, inform instruction and used to identify students for additional academic supports.	$	N

2023-24 LCAP: Wallis Annenberg High School

Action #	Title	Description	Total Funds	Contributing
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	A review an analysis of the dashboard data has identified the need to further strengthen our MTSS to improve student academic outcomes, improve graduation rates, and narrow achievement gaps. During the consultation process our educational partners expressed the need for increased academic intervention in reading and math during the instructional day with opportunities for additional support afterschool and summer programming. WAHS will revise the master schedule and adopt a 4x4 block schedule to provide students with the flexibility to receive intervention; address credit deficient students, and accessibility to CTE Pathways. Additionally, our school will provide the following additional intervention to improve student academic outcomes. • Math intervention course for incoming 9th grade students – who will be identified using MDTP, i-Ready assessment and from prior performance in mathematics. • After-school credit recovery program: SUMMIT Platform • Academic tutoring during the instructional day • Winter & Spring Intercession tutoring & credit recovery • Summer Extension: in partnership with ARC to provide onsite instruction for Credit Recovery - Math, Science, English and History Courses. To ensure all students are on track to graduate and prepared for post-secondary education. Summer Bridge Program: to assess all incoming 9th grade students, prepare them for high school and engage in community building activities to support a positive school climate. (1-week); discuss graduation requirements and the Summit Learning Platform.	$	Y
4	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	Through our MTSS framework, we identified SEL supports and strategies that will be implemented and/or expanded as a result of the analysis of data since the return of in-person instruction and feedback provided by our educational partners. Our students have faced numerous challenges including increased anxiety and stress, housing and food insecurity, negatively impacting student's social-emotional well-being.	$	Y

Action #	Title	Description	Total Funds	Contributing
		The Assistant Principal will provide Tier 2 Intervention to support culture-building and address chronic absenteeism, student attendance rates through our mentoring (attendance) program, in alignment with the school's MTSS Framework.		
		The Dean of Culture will build and maintain community among students and work closely with teachers to deliver the College & Career Lessons and implement restorative practices and celebratory events schoolwide.		
		The Psychiatric Social Worker to support students who have experienced trauma so they can focus on learning and instruction. WAHS will continue to implement restorative practices to build community and strengthen relationships as we aim for students to know they are part of a supportive community that exudes a Culture of Respect; Culture of Learning and a College-going culture.		
5	**PROMOTING A COLLEGE-GOING CULTURE**	Another area of concern on the Dashboard, is the College/Career Indicator (CCI). The College and Career Advisors (Academic Guidance Counselor) will lead numerous efforts to ensure students are meeting CCI requirements and provide resources to ensure the school's mission is adhered to. College & Career Advisors will have a caseload of 150 students to one-counselor ratio. In order to prepare all students for college and career, WAHS will provide all students (including Unduplicated Pupils and Students with Disabilities) with access to UC A-G approved courses and the following: ● Concurrent Enrollment ● MESA: STEM-based partnership with CSULA to increase LatinX students in STEM careers ● CTE Pathways: Arts, Media & Entertainment Pathway (Graphic Design; Digital Media) ● PSAT, SAT, and AP testing ● College/Career Field trips	$	Y

Action #	Title	Description	Total Funds	Contributing
		• Naviance – a comprehensive toolset to assess students' interests, strengths, and needs in order to individualize support so they can reach their goals. • Host College & Career Fair (onsite) WAHS has existing partnerships with Los Angeles Trade Tech College and Arizona State University to support students earning one-year of college coursework credits while enrolled at our school. We are also partnering with College Bridge to increase student math readiness for college. Next year will be a planning year with College Bridge, but we expect to offer a year of college level statistics to seniors by the 2024-2025 school year. Each student at WAHS takes College & Career Readiness I-IV as a part of their academic schedule. This course is an approved A-G elective that increases their knowledge base for being eligible for a four-year college at graduation combining technical "how-to" such as completing the FAFSA paperwork, to SEL exploration, to developing habits of success for college, career, and life readiness. WAHS will provide students in each grade level to a variety of colleges and universities so they will have the knowledge to make an informed decision during the college application process.		
6	**SERVICES TO SUPPORT SWD**	In efforts to monitor IEP compliance related to IEP timelines, services, accommodations and/or modifications, the Program Specialist and the Administrator of Special Education hold weekly meetings with all Resource Teachers and site leadership. During these meetings, the 200 and 300 Welligent reports are reviewed in order to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced. A "Key Caseload" calendar is created each year, updated throughout the year and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership and our Student Services Coordinator in order to ensure IEPs are scheduled and held in advance of the IEP due date. Having access to internal calendars is crucial to ensuring IEPs are held in a timely manner and include all necessary participants.	$	N

Action #	Title	Description	Total Funds	Contributing
		The Director of Access, Equity and Compliance (DAEC) will oversee the SPED departments as the Special Education Administrator and will ensure accurate compliance as well as effective instruction is implemented to support staff and students. The DAEC will work with the Site administrators and Program Specialists to set compliance and academic goals for the year and will schedule ongoing meetings with the RSTs, Program Specialist, Inclusion Coach and related service providers to ensure forward movement towards goal achievement, accurate compliance, and plan professional development. In addition, the Director of Access, Equity and Compliance will meet weekly with the program specialists and will include the Inclusion Coach. These meetings serve as an opportunity to review implementation of our Instructional Program with a focus on supporting our students with disabilities and ELs. We review, discuss, and analyze student data including but not limited to student services/tracking of services, attendance, grades, IEP goal progress, assessment data, and instructional practices that are occurring in the classroom to determine next steps and additional support that may be needed. During school closures, a major focus has been to improve online student attendance and student engagement. We also identify professional development opportunities and analyze student assessment data. Wallis Annenberg High School's site administration also participates in weekly meetings with the Program Specialist, RSTs, and with the Special Education Administrator. These meetings serve as an opportunity for our team to examine how we are supporting students with disabilities. The Program Specialist and the Special Education Administrator meet on a weekly basis to review and discuss RST push in schedules, to analyze and discuss caseload data, to review academic data, and to determine potential professional development opportunities.		

Action #	Title	Description	Total Funds	Contributing
		Throughout the school year, professional development is led by different educational partners, including our Instructional Coaches, School Site/District Administrators, Special Education Administrator, Program Specialist, and Teachers. These PD workshops focus on delivering strategies and tools our teachers need in order to make the core curriculum accessible to all students, with attention to the unique needs of students with disabilities. Our year-long professional development plan places an emphasis on providing professional development to all staff in order to truly support meeting the needs of all learners, including students with disabilities. An inclusion coach will be hired to support general education, special education teachers and the ELD Coach as well as students inside and outside of the classroom by modeling lessons, planning with teachers, providing small group instruction to students and having ongoing check-in meetings with teachers, site administrators, Director of Access, Equity and Compliance, Program Specialist and the ELD Coach to review what is working and what is not. Moreover, at the beginning of each school year, all general education teachers are provided with Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student Snapshots are a summary of each student's IEP which includes a student's eligibility, services, accommodations, and goals. Student snapshots are updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year. Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the Collaborative Learning Rounds CLRs) for all staff within The Accelerated Schools community. The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is		

Action #	Title	Description	Total Funds	Contributing
		determined through individual classroom observations, including the RSP program. WAHS's Special Education Department will continue to ensure that Students with Disabilities are provided access to the general education curriculum to close academic achievement gaps.		

Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

WAHS implemented all actions with fidelity; substitute teachers filled a teacher vacancy and during teacher absences to maintain continuity of instruction.

WAHS implemented zero period for credit recovery rather than afterschool programming, to align with the school schedule of many of our student's siblings at other Accelerated schools. To address achievement gaps, academic tutors provided tutoring support during the instructional day in addition to ARC tutors after-school. Our goal was to support struggling learners including credit deficient students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Action 3: material differences include the increase in evidence-based high dosage evidence-based tutoring during the instructional day and after school to further narrow achievement gaps.

An explanation of how effective the specific actions were in making progress toward the goal.

Our students had access to a number of evidence-based interventions including high dosage tutoring; SEL practices.

In addition, students participated in college field trips and a 4-night stay at USC, as part of the college experience.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	**Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.**

An explanation of why the LEA has developed this goal.

There is a need to continue to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to continue to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students with access to Standards-aligned materials Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (Source)	**2020-21: Implementation** Academic Standards ELA 5 ELD 4 Math 5 NGSS 5 History 5 PE 5 VAPA 5 World Language 5	**2021-22: Implementation** Academic Standards ELA 4 ELD 3 Math 4 NGSS 4 History 4 PE 4 VAPA 4 World Language 5	**2022-23 Implementation** Academic Standards ELA 5 ELD 5 Math 5 NGSS 4 History 5 CTE 4 Health 5 PE 4 VAPA 4 World Language 5		**2023-24: Implementation** Academic Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 PE 5 VAPA 5 World Language 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 96%	2022-23: 96%		100%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 16.07% Proficient	2021-22: results pending	2022-23: results pending		20%
Reclassification Rate Source: Dataquest	2020-21: 1.1%	2021-22: 57.5%	2022-23: 55.4%		10%
% EL with access to CCSS & ELD Standards Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff. To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making: and the new Math Framework. New teachers to WAHS are provided with an additional 5 days of summer professional learning.	$	Y

Action #	Title	Description	Total Funds	Contributing
		All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year. In addition, we plan to expand instructional coaches – with a focus on instruction; and others on content (curriculum) • Assistant Principal (Instructional Coach) • ELA Instructional Coach • Math Consultant • Director of Curriculum, instruction, and Assessment The following outlines the organization wide (Accelerated) PD areas of focus: • Goal Setting and Monitoring Using Success Criteria • Generating Learning through Student-to-Student Dialogue • Using Assessment Data to Drive Planning & Instruction • Providing Impactful Feedback on Student Work • Accelerated C3 Coaching & Teacher Effectiveness Framework (organization wide) • See SPED-focus Professional Development (Goal 1, Action 6) The schoolwide focus of professional development will be on John Hattie's Evidence Based Practices of learning outcomes/success criteria and student-to-student dialogue will continue as we transition to the feedback loop. We are also working on articulation with our grade level teams, and supporting students with barriers (SPED, ELD, etc.) through collaboration and co-teaching. The math department will be shifting to a "whole student math initiative" that aims to empower educators to improve classroom practices by strengthening Illustrative Math instruction, utilizing high leverage		

Action #	Title	Description	Total Funds	Contributing
		feedback, and further developing non-academic skills and habits of success.		
		For administrators we will focus on DEI training for all levels of leadership in our organization in addition to the academic focus areas outlined above. WAHS is working to ensure that all staff, students and families are and feel included in schoolwide decision-making. We are also focused on creating and maintaining psychological safety as many of our students have faced significant trauma, anxiety and stress.		
		WAHS will support teachers and leadership team with conferences that include but are not limited to: • College & Career Readiness • Instructional Technology • Teaching Strategies • Diversity, Equity & Inclusion (DEI)		
		To support teacher effectiveness and credential clearance, WAHS will reimburse teacher induction expenses.		
		Support staff/paraprofessionals will receive quarterly professional development specific to their role. We will focus these training sessions on de-escalation strategies in an effort to help our campus climate and student connection to the adults on campus.		
2	**STRENGTHENING EL PROGRAM & SERVICES**	WAHS will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language and reduce the number to of long-term English Learner (LtELs). The ELD Instructional Coach/Interventionist will provide designated ELD for English Learners; and will strengthen the delivery Integrated ELD across all disciplines through the facilitation of professional development for all educators. The ELD Instructional Coach will provide the Leadership team updates on the academic progress of English learners.	$	Y

Action #	Title	Description	Total Funds	Contributing
		EL/LtELs will participate in designated ELD differentiated workshops taught by the ELD coach. The school adopted a supplemental curriculum for ELLs. Moreover, the Director of Access, Equity and Compliance ensures that the ELD coach is present at all IEP meetings for English Learners, to ensure that the IEP teams consider student goals, accommodations, and test exemptions for our ELs as necessary. The ELD coach is also a frequent presenter at professional developments and has worked specifically with the English and Social Science departments on implementation of integrated SDAIE instructional support.		
		An inclusion coach will be hired to support general education teachers, special education teachers, ELD teachers and the ELD Coach as well as SWDs and EL students inside and outside of the classroom by modeling lessons, planning with teachers, providing small group instruction to students and having ongoing check-in meetings with teachers, site administrators, Director of Access, Equity and Compliance, Program Specialist and the ELD Coach to review what is working and what is not and make modifications to student and department goals and success criteria.		
		LANGUAGE! Live is the curriculum that WAHS has adopted for ELD designated instruction. LANGUAGE! Live is designed for students who are reading below grade level. It is a highly recommended program to address the needs of English learners. A directed instruction component is provided that focuses on foundational skills, vocabulary, language and comprehension instruction using videos, online assessments, digital libraries. This is paired with self-paced practice and interactive tools for students. Teachers have the opportunity to individually differentiate for students based on need.		
3	**CORE CURRICULAR PROGRAM NEEDS**	The following standards aligned curriculum and consumables will be purchased: • Edmentum • APEX Learning • Novels • Summit Learning Platform (LMS) – grant funded • ERWC	$	N

Action #	Title	Description	Total Funds	Contributing
		• Vista higher Learning Spanish curriculum (no cost) • Science Supplies • Project Wayfinder • NearPod		
4	**CLOSING THE DIGITAL DIVIDE**	Wallis Annenberg High School IT Team will ensure all students are equipped with a technology device to access instructional & supplemental materials, testing; and will continue to utilize Zoom for virtual meetings. Additional computers will be purchased for the computer lab to support our growing CTE Programs .	$	N

Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: a math instructional coach was hired rather than a consultant to provide extensive coaching and planning with the Math Department.

Action 2: A total of two additional Instructional Aides were hired to support our English Learners with oracy, and English Language acquisition. We expanded the number of designated ELD courses by level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences were a result of the addition of an instructional math coach and hiring 2 additional Instructional Aides as discussed above.

An explanation of how effective the specific actions were in making progress toward the goal.

The additional designated ELD courses were designed to strategically support our English Learners and long-term English Learners to support English Language proficiency.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant changes were made to the planned goal, metrics, desired outcomes or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	**Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations.**

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "good" repair as measured by FIT Source: SARC & FIT	2020-21: Good	2021-22: Good	2022-23: Good		Good
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama Survey	2020-21: 69% Sense of safety 69% School connectedness	2021-22: 53% Sense of safety 55% School connectedness	2022-23: 72% Sense of safety 72% School Connectedness		>75%
Parent Survey: Sense of safety & school connectedness Source: Panorama Survey	2020-21: Not reported: Sense of safety 75% School connectedness	2021-22: 72% Sense of safety 68% School connectedness	2022-23: 94% Sense of safety 66% School Connectedness		>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama Survey	2020-21: Not reported: Sense of safety 89% School connectedness	2021-22: 55% Sense of safety 60% School connectedness	2022-23: 93% Sense of safety 55% School Connectedness		>75%
Parent Input in Decision-making including UP & SWD: As measured by CDE's Self Reflection Tool Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 3		Rating of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Self Reflection Tool Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 3 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 4		Rating of 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	To provide all students with a college going culture that promotes student engagement, positive school climate, and a safe learning environment, and reduce chronic absenteeism rates, WAHS will provide its students with extra-curricular activities and sports program that includes:	$	Y

Action #	Title	Description	Total Funds	Contributing
		• CIF Sports: Boys/Girls Volleyball; Boys/Girls Soccer, Boys/Girls Basketball, Softball, Baseball, Football, and Cheer. • Athletics Director to coordinate sports program • Student Leadership: • Field Trips – extended learning opportunities • Host Clubs/organizations • PBIS: Kickboard, student incentives WAHS will provide field trips and extended learning opportunities to allow for students to learn standards through real world experiences. The School Safety Plan will be reviewed and revised by the Principal, Security Team, Nurse, and Dean of Culture and shared with the ELAC and PAC for their input. WAHS will administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement and will be reported in the school's LCAP and local indicators report and will be used in the annual development of the school's LCAP.		
2	**PARENT INPUT IN DECISION-MAKING**	Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1)	$	N
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT**	Wallis Annenberg High School will provide all parents including those of unduplicated students, and Students with Disabilities with numerous	$	N

Action #	Title	Description	Total Funds	Contributing
	ENGAGEMENT & PARTICIPATION	opportunities to engage as partners in their child education. To keep families up to date on school events, promote parent engagement and participation, our school's website will be designed to be parent friendly and staff will utilize the Remind App. A weekly newsletter will also be issued to families and translated to Spanish. The school's Leadership Team will communicate with families, facilitate parent workshops and outreach to increase parent engagement and provide interpreter services (Spanish/English). To further reduce chronic absenteeism rates and improve student attendance, high school graduation rates and student engagement the Pupil Services & Attendance Technician will meet with students at-risk for chronic absenteeism, set up family meetings, conduct home visits, and identify root causes and provide resources as needed. The Leadership Team will host the following parent workshops that support student outcomes: • Parent Education Workshops: led by USC – How to support your teen through high school and beyond (3 sessions) • Training on accessing PowerSchool Parent Portal • Coffee with the Leadership Team • Family Workshops: Applying for financial aid (FAFSA), College application process, behavior management, social-emotional: suicide awareness, cyber-issues. • Accessing Summit & Vista Learning Platforms		
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITY**	Wallis Annenberg High School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school completes the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP.	$	N

Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

> No substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

> No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

> So far the actions have been effective in making progress toward the goal. However, an area of concern is the ongoing principal turnover rates which we address in this document.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

> No significant changes were made to the planned goal, metrics, desired outcomes or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
%	%	$	%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 2: WAHS will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language and reduce the number to of long-term English Learner. The ELD Coach/Interventionist will provide designated ELD for English Learners. The ELD Coach will conduct classroom observations on the implementation of integrated ELD, use of effective strategies for ELs, facilitate professional development, develop a video library of evidence-based pedagogical strategies, teach demonstration lessons, co-plan/co-teach, facilitate peer observations among teachers and design instructional materials. To further support ELs with English language proficiency, reclassification rates, and address academic achievement gaps

of EL versus EOs, an Academic Tutor (1 per grade level) will provide small group instruction and high dosage evidence-based tutoring for English Learners

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used to increase the number of College & Career Advisors (Counselors) (Goal 1, Action 5) that provide direct services to students, specifically Unduplicated Pupils (English learners, low-income and foster youth).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools