Single Plan for Student Achievement

Wallis Annenberg High School 2018-19

A Resource for the School Site Council

The Single Plan for Student Achievement

School: **Wallis Annenberg High School**

District: **Wallis Annenberg High School**

County-District School (CDS) Code: **19 64733 0100750**

Principal: **Rebecca Handzel**

Date of this revision: **10/17/18**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: **Rebecca Handzel**

Position: **Principal**

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E-mail Address: **rhandzel@accelerated.org**

The WAHS School Based Council approved this revision of the SPSA on _____.

The District Governing Board approved this revision of the SPSA on _____.

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Introduction

Wallis Annenberg High School's SPSA focuses on specific goals for the 2018-19 school year that have been identified by the WAHS School Based Council, the WAHS Leadership Team, the WAHS Administrative Team, with feedback from parents, students, and staff. These goals are based on significant areas of school need determined by these respective councils after a thorough analysis of school performance data from the 2015-16, 2016-17, and 2017-18 school year. These goals are focused on student outcomes and are aligned with the WAHS LCAP goals for 2017-20, the CA Schools Dashboard indicators, the LCFF 8 State Priorities, and the WASC Critical Areas of Need (updated in April 2018).

WAHS SPSA Goals for 2018-19

Goal 1	Wallis Annenberg will powerfully recognize, empower, and support all teachers in order to maximize faculty retention.
Goal 2	Wallis Annenberg's higher need students will be supported with strong and proactive academic intervention systems. These systems will focus on the success of English Learners, students with 504 plans and IEPs, advanced students, as well as struggling students.
Goal 3	Wallis Annenberg students will experience and reinforce a positive culture of learning and respect, alongside high and clear school behavioral expectations with consistently executed and monitored systems.
Goal 4	Wallis Annenberg students will experience rigorous, Common Core aligned instruction in all classrooms, with a focus on literacy and critical thinking across the curriculum.
Goal 5	Wallis Annenberg will forge a true partnership with parents and community members, in order to collaboratively meet the needs of all students and families. All school stakeholders will analyze data at an in-depth level in order to modify the instructional program and improve student outcomes.

Overview of WAHS School Data 2016-18

In 2015-16, Wallis Annenberg was in Year 4 of Program Improvement (PI). 2016-17 was the last year that schools received a PI designation as the "Every Student Succeeds Act" (ESSA) begins to take full effect in 2017-18, accompanied by updated school accountability and support systems.

At the beginning of the 2016-17 school year, Wallis Annenberg experienced high turnover of administrators and teachers. The admin team welcomed several new appointments including a new Interim Principal, Assistant Principal of Curriculum and Instruction, and Dean of Intervention. The Assistant Principal of Student Services continued to serve WAHS for her fifth year. 12 of 24 teachers returned to Wallis Annenberg from the previous school year. During the 2017-18 school year, WAHS welcomed a Math Coach and an ELD coordinator. The 2018-19 school year welcomed a new Principal, a new Assistant Principal, new Dean of Student Interventions, an 11th-12th Grade College and Career Advisor, and a new 9th-10th Grade Academic Counselor to the team in addition to continuing with the ELD Coordinator and Math Coach.

Wallis Annenberg's Charter was renewed on March 6, 2018.

Below, summary school performance data is presented as aligned with priority areas identified on the CA Schools Dashboard:

Student Attendance Data Summary

School Year	ADA (Average Daily Attendance)
2013-14	95.5%
2014-15	94.5%
2015-16	94.4%
2016-17	94.6%
2017-18	94.5%

Suspension / Expulsion Rate Summary

School Year	Suspensions	Expulsions
2013-14	13	0
2014-15	24	0
2015-16	5	0
2016-17	32	0
2017-18	18	0

English Learner Progress Summary		
School Year	**Total English Learners**	**Number Reclassified**
2013-14	74	9
2014-15	74	10
2015-16	85	0
2016-17	85	6
2017-18	86	30

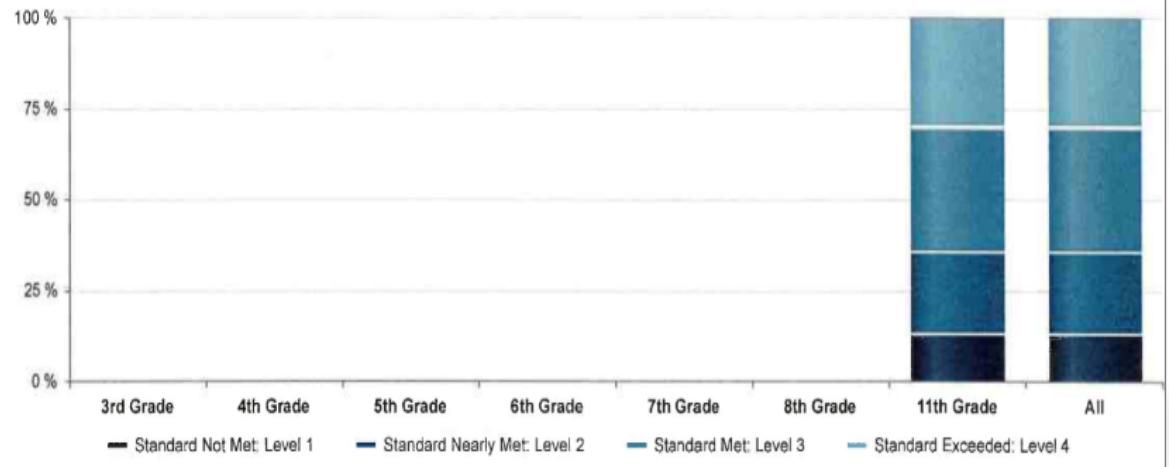
Graduation Rate Summary		
School Year	**Senior Year Graduation Rate**	**4-Year Graduation Rate**
2013-14	97%	77%
2014-15	95%	83%
2015-16	95%	82%
2016-17	96%	82%
2017-18	98%	TBD

College/Career Indicators Summary (2016-2018)

SBAC Scores 2016-2017:

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	103	103
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	100	100
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	99	99

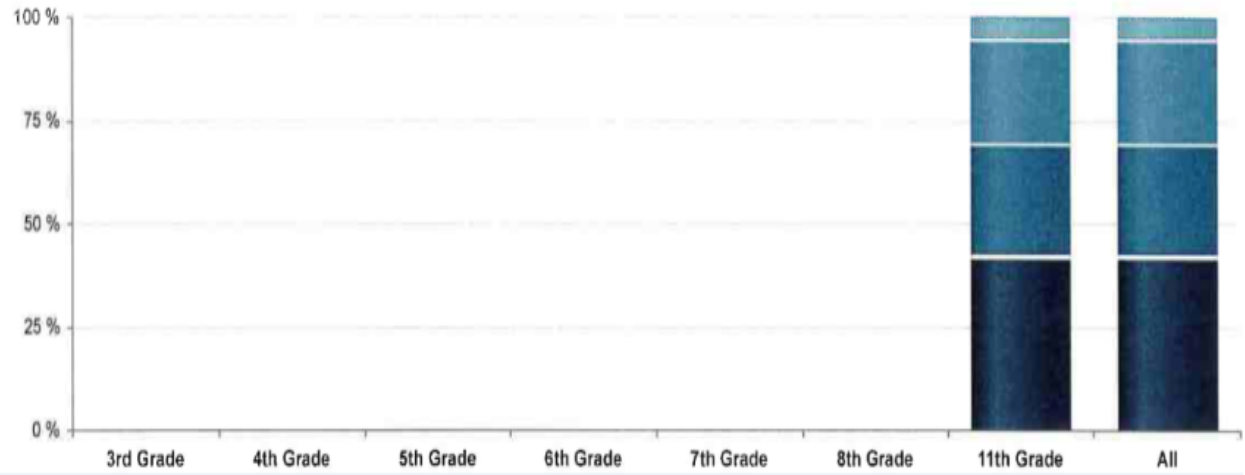
ttps://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=19&lstDistrict=64733-0100750&lstSchool=0100.

13/2018 View Reports

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2611.3**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	30.30 %	30.30 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	34.34 %	34.34 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	22.22 %	22.22 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	13.13 %	13.13 %

MATHEMATICS

Achievement Level Distribution



Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	104	104
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	101	101
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	100	100
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2560.7**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	5.00 %	5.00 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %	25.00 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	27.00 %	27.00 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	43.00 %	43.00 %

Wallis Annenberg High - Los Angeles County

Enrollment: 502 **Socioeconomically Disadvantaged:** 97.8% **English Learners:** 17.7%

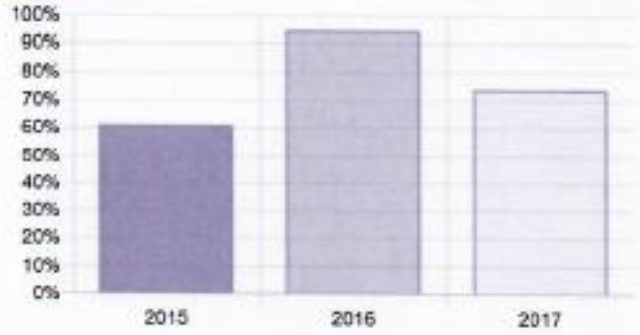
Foster Youth: 0% **Grade Span:** 9-12 **Charter School:** Yes

Dashboard Release: Fall 2017

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

State Indicators

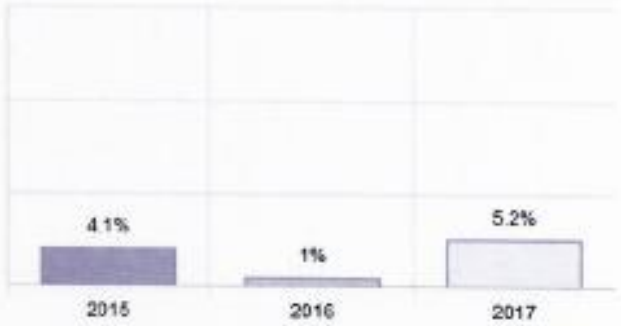
English Learner Progress Indicator (Grades K-12)



2015	2016	2017
60.9%	94.6%	74%

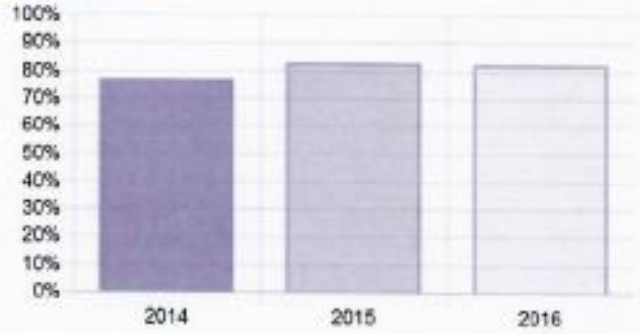
The percent of English Learners who made progress towards English proficiency.

Suspension



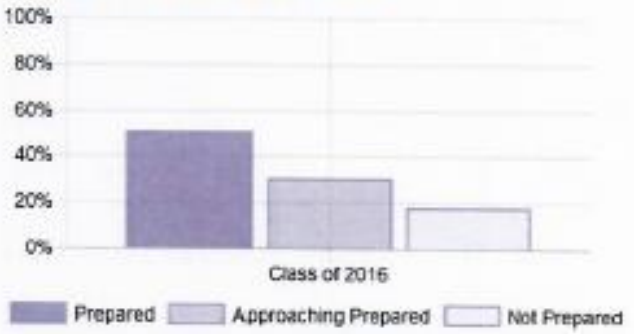
2015	2016	2017
4.1% (21)	1% (5)	5.2% (28)

Graduation



2015	2016	2017
76.7%	82.8%	82.4%

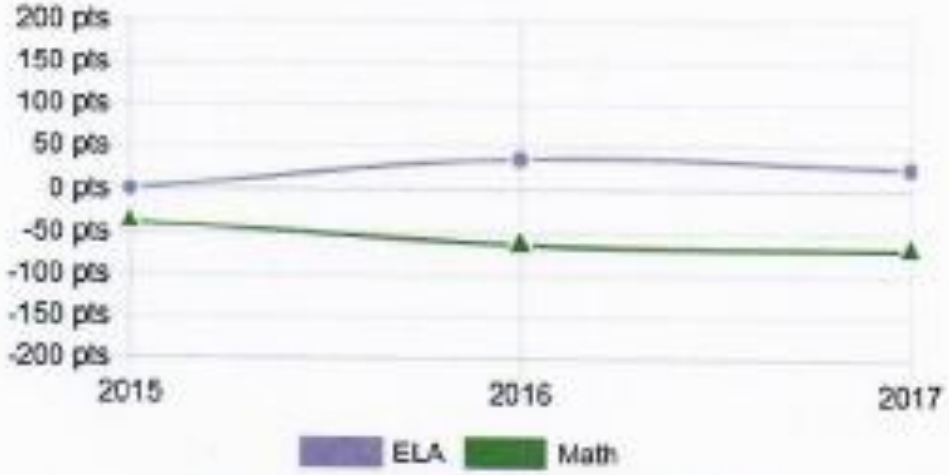
College/Career Indicator



	Prepared	Approaching Prepared	Not Prepared
Class of 2016	50.9%	30.6%	18.5%

Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3



	2015	2016	2017
ELA	-1.3 pts	34.1 pts	25.2 pts
Math	-38.6 pts	-65 pts	-70.1 pts

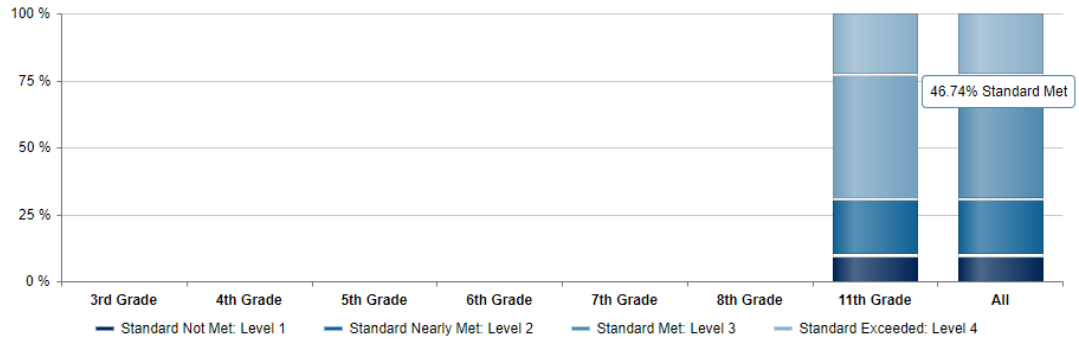
Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Smarter Balanced Results (2017-2018)
English-Language Arts/Literacy

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

▼ Data Detail - All Students (accessible data)

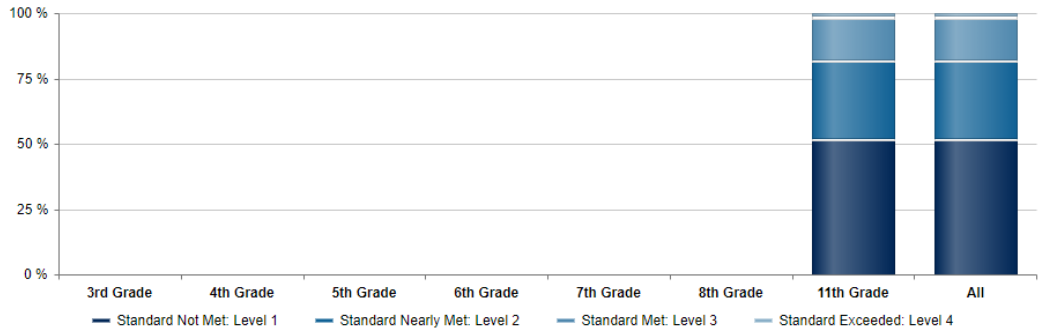
Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	94	94
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	92	92
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	92	92
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2620.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	22.83 %	22.83 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	46.74 %	46.74 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	20.65 %	20.65 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	9.78 %	9.78 %

Smarter Balanced Results (2017-2018)
Mathematics

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

▼ Data Detail - All Students (accessible data)

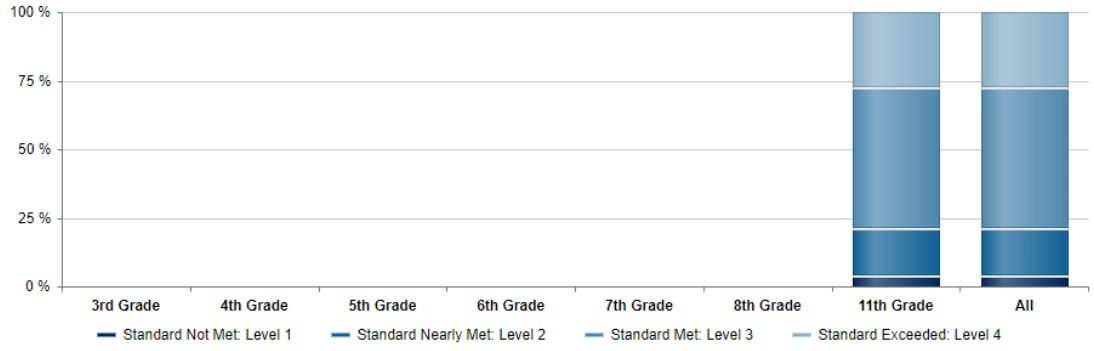
Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	94	94
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	93	93
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	93	93
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2535.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	1.08 %	1.08 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	16.13 %	16.13 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	30.11 %	30.11 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	52.69 %	52.69 %

Smarter Balanced Results (2017-2018)
Reclassified Fluent English Learners (RFEP) in English Language Arts/Literacy

▼ Reclassified fluent English proficient (RFEP)

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

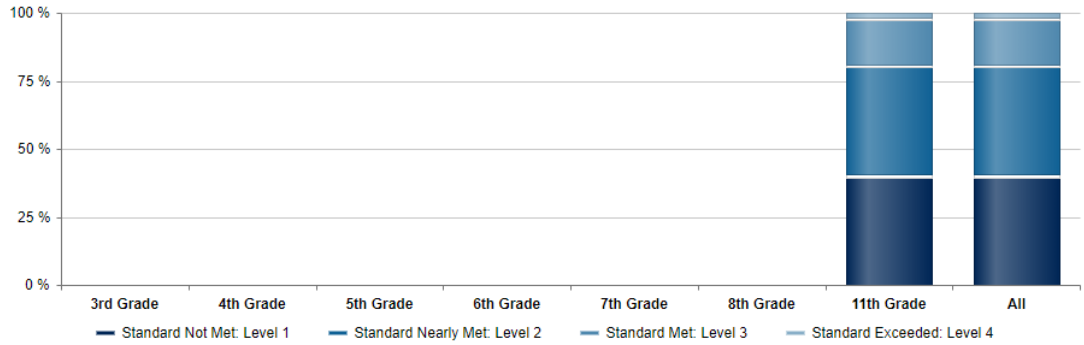
Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	55	55
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	54	54
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	54	54
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2639.4	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	27.78 %	27.78 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	51.85 %	51.85 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	16.67 %	16.67 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	3.70 %	3.70 %

Smarter Balanced Results (2017-2018)
Reclassified Fluent English Learners (RFEP) in Mathematics

▼ Reclassified fluent English proficient (RFEP)

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	55	55
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	54	54
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	54	54
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2552.7	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	1.85 %	1.85 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	16.67 %	16.67 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	40.74 %	40.74 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	40.74 %	40.74 %

Overview of Stakeholder Feedback on School Goals (2017-18)

The School Site Council, consisting of elected parents, students, teachers, classified staff, and administrators identified the following school priorities after a review of school data:

School Based Council: Identified WAHS Priority Areas	Level
Teacher Retention / Retención de Maestro(a)s EL Support / Apoyo a los Estudiantes Aprendices de Inglés	High (average score of 9)
Tutoring Program / Programa de Tutoría Class Sizes / Tama Teacher Wages / Salario de Maestro(a)s "Extra Curricular Activities & Internships / Actividades Extracurriculares y Pasantías Student Intervention / Intervención de Estudiantes Teacher Support & Aides / Apoyo de Maestro(a)s y Ayudantes More Teachers in Core Classes / Más Maestro(a)s en Clases Centrales Student Achievement and Learning / Rendimiento y Aprendizaje de los Estudiantes Improve School Website / Mejorar la Página de Internet de la Escuela Technology / Tecnología Separate Academic Tracks for Low to High Ability Students / Separar Académicas para Estudiantes de Baja a Alta Habilidad Implementation of D grades / Implementación de los grados D Math and English Classes / Clases de Matemáticas e Inglés	Mid to Low (average score of 1.6)

The Wallis Annenberg Leadership Team, consisting of the PE/VAPA, Science, Spanish, SPED, Math, ELA, and History Department Chairs and the WAHS Administrative Team, identified the following school priorities after a review of school data:

WAHS Leadership Team: Identified WAHS Priority Areas	**Level**
Department Planning Time in PD Teacher retention ELD support (newcomers) Behavior Management System (Referrals-rewards and consequences) - Tardies - Absences/truancies - Dress Code/Uniforms - Non-negotiable classroom rules	High > 1.5 Standard Deviation above Mean
Positive School Culture (low pride) (ex. school gear, college Friday's) Academic Intervention Communication System (followups) More technology Grade level time in PD Student Motivation (guest speakers-invite graduates volunteer+feedback) ELD support (Outside of classroom) PD specific to the content area New student orientation	Medium < 1.1 Standard Deviation from Mean
New teacher's handbook (expectations for subs) Positive staff culture ELD support (intermediate) Social Responsibilities (advisory) Student retention	Low > 1.1 Standard Deviation below Mean

State and Federal Accountability Indicators
The following major indicators will be used state-wide to hold high schools accountable for student outcomes, and are an important factor in developing, executing, and monitoring school goals.

CA Schools Dashboard Indicators	**LCFF 8 State Priorities**
Chronic Absenteeism *Suspension Rate* *English Leaner Progress* *Graduation Rate*	Student Achievement Implementation of Common Core State Standards Course Access
College / Career Indicators (including SBAC performance)	Basic Services Student Engagement School Climate Parent Involvement Other Student Outcomes

LCAP Goals 2017-20

Goal 1:
Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.

Goal 2:
WAHS students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources.

Goal 3:
WAHS students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student's success and stakeholders will demonstrate a commitment to uplift the community.

WASC Critical Areas of Need (Updated April 2018):

1. WAHS Administration and instructional staff need to further identify, prioritize and implement at minimum two per year schoolwide research-based instructional strategies that foster rigor and addresses all students' academic needs:
    a. To improve student outcomes, including but not limited to, graduation, UC/CSU "a-g" completion, local benchmarks/assessments, student academic grades, state standardized tests.
    b. To address the educational needs of specific sub-groups, such as EL and Special Education.
    c. To provide timely interventions for both students in need of remediation and students in need of extensions and enrichment through programs and in-class instruction.
    d. To provide differentiated instruction to address student sub-populations, multiple learning styles and identified needs
    e. To align with Common Core State Standards
2. WAHS stakeholders, especially administration and instructional staff, need to define and refine the process and protocols by which all school stakeholders analyze data at an in- depth level:
    a. to determine the effectiveness of instruction
    b. to modify instruction to improve student outcomes
    c. to provide in class interventions in relationship to student achievement on the Common Core standards
    d. to determine student achievement of the Schoolwide Learner Outcomes (SLOs)
    e. to ensure students are ready for college and/or career
    f. to identify and provide staff development.
3. WAHS stakeholders must design, implement, monitor, and document through a yearly report an ongoing school improvement process (Focus on Learning - WASC) and revise this process as needed to ensure continuity and on-going school improvement efforts.
4. WAHS administration and instructional staff need to further align the curriculum, especially vertical articulation, and to ensure increasing rigor.
5. WAHS administration, including charter administration, teachers, and other designated stakeholders, such as School Based Council and ELAC, need to collaboratively establish a system, that determines and implements strategies and actions, that fosters and values the commitment of all stakeholders to improving student outcomes. This includes, but is not limited to, the school administration, leadership and staff demonstrating shared decision-making, responsibility, and self-reflection on actions coupled with accountability for implementing practices and programs that support student learning that is documented and supported by data. This includes evidence of the planning process, implementation and data collection and analysis.

Description of WAHS Councils, Committees, and Teams: 2018-2019

Team Name	Membership	Purpose
English Learner Advisory Council (ELAC)	Parents of English Learners School parents Faculty and Staff	Develop, monitor and lead schoolwide initiatives to support the achievement of English Learners
Safe and Civil Team	Dean Admin Team Teacher Representatives	Develop, monitor and lead schoolwide initiatives to support a positive and safe school environment and the effective communication and implementation of school policies
Instructional Leadership Team	Assistant Principal Admin Team Teacher Representatives	Develop, monitor and lead the way towards student academic success including training and coaching in Common Core aligned instruction, classroom management, and managing academic intervention systems.
Department Leadership Team	Principal Admin Team Department Chairs	Develop, monitor and lead schoolwide systems and operations.
Administrative Team	Principal Assistant Principals Dean	Lead all staff and students in meeting the school mission of preparing students for success in college, career, and life.
Advisory Team	Assistant Principal Teacher Representatives	Develop, monitor and lead the implementation of the advisory program in order to support students' soft skills (eg. effective communication, self-advocacy, study skills, organization, college awareness, healthy habits, etc.)
Student Council	Student representatives	Develop, monitor, and lead initiatives related to academic student success, student engagement, and positive school spirit.
School Site Council (SSC)	Principal Teachers Students Parents Other	Develop, review and evaluate school improvement programs and school budgets.
English Language Advisory Committee	Principal Parents	The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).

Overview of Spending Plans: 2018-2019

2018-2019 TITLE 1 – Projected Spending Plan

2018-2019 Assumed Apportionment Title 1:	$	213,663	
2017-2018 Title 1 Carryover:	$	5,000	Parent Training
2018-2019 Title 1 Total:	$	218,663	

		Expenditures	CATEGORY / DESCRIPTION
Certificated	$	136,967	ELD & Math Coach - Salaries & Benefits
Classified	$	37,121	Instr. Assist. & Intervention Aide Salaries & Benefits
Professional Development - 10%	$	21,366	
Alternative Intervention/Support - 20%	$	42,732	
Supplies	$	10,965	
Parent Training	$	5,000	
Homeless	$	800	Uniforms and School Supplies
Indirect Costs - 3.47%	$	8,340	Indirect Costs - 3.47%
Total	**$**	**258,291**	

2018-2019 Total Title I:	$	218,663
2018-2019 Total Title I Expenditures:	$	258,291
Remaining Balance	**$**	**(39,628)**

Contribution from General Fund	**$**	**39,628**

2018-2019 TITLE II - Projected Spending Plan

2018-2019 Title 2 Projected Preliminary Apportionments:	$ 23,765
2017-2018 Title 2 Carryover:	$ -
2018-2019 Title 2 Total:	$ 23,765

CATEGORY / DESCRIPTION	2018-19 Spending Plan
Professional Development	$21,289
Parent Training	$1,000
Supplies	$1,000
Indirect Costs - 2%	$476
Total	

2018-2019 Total Title II:	$ 23,765
2018-2019 Total Expenditures:	$ 23,765
Over/Under	

2018-2019 TITLE III - Projected Spending Plan

2018-2019 Title 3 Projected Preliminary Apportionments:	$ 7,825
2017-2018 Title 3 Carryover:	$ -
2018-2019 Title 3 Total:	$ 7,825

CATEGORY / DESCRIPTION	2018-19 Spending Plan
Professional Development	$5,668
Parent Training	$1,000
Supplies	$1,000
Indirect Costs - 2%	$157
Total	

2018-2019 Total Title III:	$7,825
2018-2019 Total Expenditures:	$7,825
Over/Under	

2018-2019 TITLE IV - Projected Spending Plan

2018-2019 Title 4 Projected Preliminary Apportionments:	$ 15,549
2017-2018 Title 4 Carryover:	$ -
2018-2019 Title 4 Total:	$ 15,549

CATEGORY / DESCRIPTION	2018-19 Spending Plan
Professional Development	$1,555
Parent Training	$1000
Supplies	$12,683
Indirect Costs - 2%	$311
Total	**$15,549**

2018-2019 Total Title IV:	$15,549
2018-2019 Total Expenditures:	$15,549
Over/Under	

SPSA Goal #1

Section A: Planned Improvements in Student Performance

LEA GOAL: Wallis Annenberg will powerfully recognize, empower, and support all teachers in order to maximize faculty retention.

SCHOOL GOAL #1: Wallis Annenberg will retain over 80% of teachers for the 2018-19 school year.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• Teacher Retention Data 2015-18 • Teacher Exit Interview Data 2015-18 • Anticipated Teacher Retention Data 2017-18 • Teacher Feedback Surveys 2017-18 • Leadership Team Observations 2016-17 and SSC Feedback 2017-18	An unacceptably low percentage of teachers were retained during the 2015-16 and 2016-17 school years at 67% and 50% respectively. The 2017-2018 teacher retention rate was 40.9%. High teacher turnover results in the need to re-establish academic and behavioral systems and expectations, which draws time and resources away from the advancement of student support systems and the improvement of the delivery of schoolwide curriculum and instruction.	The SSC and Leadership team will evaluate and monitor the following data at the following intervals. At the end of the school year: **Teacher Retention Data 2018-19*** Each semester: Teacher Feedback Surveys each semester Each quarter: SSC and Leadership Feedback on School Climate and Systems on quarterly basis

STRATEGY: Wallis Annenberg will powerfully recognize, empower, and support all teachers.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
a. Provide salary table for teachers that is commensurate or better when compared with local public and charter school organizations	UTLA Bargaining Team (UTLA teacher union representatives)	Create and agree upon a competitive salary table and compensation package, including benefits, that validates and values the hard work done by teachers at Wallis Annenberg.	
b. Provide strong and consistent support for all teachers with regards to instruction, discipline, or other needs that arise	Administrative Team Instructional Leadership Team Safe and Civil Team	• Work with Instructional Leadership Team to create then implement a comprehensive Professional Development and Coaching Plan for 2018-19 • Work with Safe and Civil Team to create high, clear, and specific expectations and consequences system for student behavior. Communicate expectations with all students, parents and staff early and often. Implement and monitor plans. • Administrators commit to being responsive to teacher needs by responding to non-emergency emails and calls within 24 hours. • Respect teachers' time by providing planning and grading time at least once a quarter	
c. Foster effective communication with teachers and staff.	Administrative Team Teachers	• Share special schedules and pertinent information with staff members at least a week ahead of time • Make time for staff discussion and feedback regarding schedules and	

information before occurrence of event

d. Empower teachers as key stakeholders and decision-makers at Wallis Annenberg (see LCAP 1.12)

Administrative Team

Teachers

- Recruit teachers to provide leadership in the following areas:

Team	Task
School Site Council	Develop school plan
Department Chairs Team	Schoolwide policies and systems
Instructional Leadership Team	Curriculum and Instruction
English Learner Advisory Council	English Learner support plans
Safe and Civil Team	Disciplinary policies and systems

- On key school issues, gather teacher input through discussion, survey, or other means before making decisions within the appropriate council.

e. Recognize and value teachers and outstanding contributions to student success

Administrative Team

Teachers

Commission a group to use funds to plan teacher celebrations (birthdays, award ceremonies, etc.) (Fall 2018)

SPSA Goal #2

Section A: Planned Improvements in Student Performance

LEA GOAL: Wallis Annenberg's higher need students will be supported with strong and proactive academic intervention systems. These systems will focus on the success of English Learners, students with 504 plans and IEPs, advanced students, as well as struggling students.

SCHOOL GOAL #2: The average GPA of English Learners, students with 504 plans, students with IEPs, advanced students, and struggling students' average pass rate and GPA will improve in 2018-19.

LCAP GOAL #1:
Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.

LCAP GOAL #2:
WAHS students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources

WASC Critical Area of Need #1:
WAHS Administration and instructional staff need to further identify, prioritize and implement at minimum two per year schoolwide research-based instructional strategies that foster rigor and addresses all students' academic needs.

WASC Critical Area of Need #2:
WAHS stakeholders, especially administration and instructional staff, need to define and refine the process and protocols by which all school stakeholders analyze data at an in- depth level.

WASC Critical Area of Need #3:
WAHS stakeholders must design, implement, monitor, and document through a yearly report an ongoing school improvement process (Focus on Learning - WASC) and revise this process as needed to ensure continuity and on-going school improvement efforts.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• Student grades data disaggregated by subgroup 2017-18 • Advanced Placement class counts and pass rates • Student Behavior Logs 2017-18 Teacher Feedback Surveys 2017-18 • SSC and Leadership Team Observations and Feedback 2017-18	In 2017-18, students with high needs had disproportionately lower grades and higher amounts of behavioral infractions that general education students. The amount of Advanced Placement students also reduced slightly. Stakeholders reported a need for increased support of high-need groups, especially English Learners.	The SSC and Leadership team will evaluate and monitor the following data at the following intervals. At the end of the school year: **Student grades data disaggregated by subgroup 2018-19*** Each semester: Advanced Placement class counts and pass rates 2018-19 Teacher Feedback Surveys 2018-19 Each quarter: Student grades data disaggregated by subgroup 2018-19 Student Behavior Logs 2018-19 SSC and Leadership Team Observations and Feedback 2018-19

STRATEGY: Wallis Annenberg's higher need students will be supported with strong and proactive academic intervention systems.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

a. Commission Intervention Aide to coordinate support for high need students (see LCAP 1.25, 1.26, 3.7)	Administrative Team School Site Council	Hire part- or full-time bilingual Intervention Aide who will help coordinate interventions for 504, SSPT, and EL students. They will also assist with parent communication.	Intervention Aide Title 1: $14,019
b. Commission Instructional Aide to coordinate and provide classroom support for English Learners	Administrative Team School Site Council	Hire part- or full-time bilingual Instructional Aide who will coordinate and provide classroom supports for English Learners.	Instructional Aide Title 1:
c. Create targeted intervention systems designed to provide intensive support for struggling students / students at-risk of dropping out (see LCAP 3.6)	Administrative Team Department Leadership Team Teachers	• Fully Implement MTSS, in order to provide appropriate interventions based on student needs for students with multiple F grades • Create peer-tutoring / mentorship program, in order to empower a community of students and peers who support each other	Consultant or outside PD Title 1: $15,000
d. Provide English Language Development (ELD) class for newcomer English Learners (see LCAP 1.7)	Administrative Team ELD Teacher ELAC Committee	Integrate ELD class into Master schedule for 2018-19 and commission ELD teacher.	
e. Provide professional development in effective differentiation and	Instructional Leadership Team ELD Coordinator ELAC Committee	• Provide professional development for all teachers to ensure that English Learners are supported in all classrooms with appropriate materials and instruction	Teachers Extra Pay – ILT Committee (teachers only) Title 1: $650

intervention for all students (see LCAP 1.7, 1.11, 2.2, 2.3)		• Provide professional development that ensures all instruction at Wallis Annenberg is designed to support all students, especially English Learners, students with disabilities, and struggling students	
f. Provide high-quality intervention materials for high-need students (see LCAP 1.6, 2.4)	Administrative Team Instructional Leadership Team ELAC Committee	Provide intervention materials/programs such as iReady, Rosetta Stone, translated texts, technology to assist high- need students with access to curriculum, etc.	Supplies Title 1: $6,379 Title 3: $1,000 PSAT test Fees: Title 1: $3,585
g. Provide students with soft skills, personal effectiveness skills, communication skills, socio-emotional support, and support in navigating the college-going process. (see LCAP 1.15)	ILT Team Administrative Team Teachers	Implement Advisory program. Provide students with support in all of the areas listed including study skills, organizational skills, and self-advocacy skills. Also provide information, guidance and support regarding common high school issues such as drugs and bullying as well as Silent Sustained Reading time in order to improve in reading and comprehension skills.	Teachers Extra Pay – ILT Committee (Teachers only) Meetings Title 1: $1,200
h. Provide targeted intervention before and after school. (See LCAP 1.5)	Teachers Administrative Team	Provide daily/weekly tutoring for students in all subject areas, especially ELA and Math	Teachers Extra Pay – before/after school and Saturday School Title 1: $13,500
i. Provide targeted supports for students with disabilities and 504 students	All Teachers Special Education Department	• Curricular accommodations and modifications provided in compliance with student IEP and/or 504 plan. • Provide consistent and frequent	Note: Title 1 and Title 3 funds in this regard are allocated for the support of 504 aspects of this action only.

including classroom accommodations and modifications (see LCAP 1.16, 1.27)	Administrative Team	communication regarding IEP and 504 student supports, especially including schedules for when students are pulled out.	Intervention Aide: Title 1: Allocated in 2a Title 3: $676.40
j. Promote retention of content through the implementation of a summer program for students, with a focus on ELA and Math (LCAP 1.8)	Administrative Team Teachers Instructional Leadership Team	Implement Summer Program for students entering 9-12th grade, with high-quality, credentialed teachers and Common Core aligned instruction. Implement Summer Bridge Program to support entering 9th Grade students	Teachers Extra Pay – Summer School Title 1: $10,400 Security During summer School Title 1: $4,647 Outside Teachers – Summer School: Title 1: $20,000
k. Provide enrichment opportunities for students during the school day and after school (see LCAP 1.14, 1.28)	Administrative Team Teachers Instructional Leadership Team	• Provide Honors and AP courses in various content areas • Train AP teachers prior to classes beginning	Teachers Extra Pay – After School AP Support Title 1: Included in 2h MESA Title 1: $4,950
l. Provide additional instruction on Saturdays to support struggling students (see LCAP 1.10)	Administrative Team Teachers Instructional Coaches Instructional Leadership Team	Provide Saturday School opportunities for students, focusing on struggling student and the content areas of ELA and Math. • Provide Saturday enrichment opportunity for <u>all</u> struggling students	Teachers Extra Pay – Tutoring and Saturday School Title 1: Included in 2h Security – Saturday School Title 1: Included in 2h
m. Commission Director of Curriculum and Instruction (see LCAP 1.17)	Administrative Team	• Support the instructional coaches and administrators in the coordination of developing school-wide instructional goals, objectives and assessment instruments, and systems of monitoring the implementation of District and site staff development for EL and at-risk students • Collaborate with administrators to plan,	

	ELD Coordinator	coordinate, and implement academic support programs provided during school, after school, and in summer school • Support the planning, implementation, and evaluation of EL and intervention instructional programs with teachers and principals	
n. Support homeless families with resources to ensure equal access to educational opportunities	Administrative Team	Provide TAP cards and other appropriate resources in order to support homeless families with resources to ensure equal access to educational opportunities	Homeless: TAP cards & Supplies Title 1: $800
o. Identify, prioritize and implement, at minimum two per Year, schoolwide research-based instructional strategies that foster rigor and addresses all students' academic needs (see WASC Critical Area of Need #1 & 2)	Administrative Team Instructional Leadership Team All teachers	See SPSA Goal 4f	

SPSA Goal #3

Section A: Planned Improvements in Student Performance

LEA GOAL: Wallis Annenberg students will experience and reinforce a positive culture of learning and respect, alongside high and clear school behavioral expectations with consistently executed and monitored systems.

SCHOOL GOAL #3a: On a pre- and post- school climate survey during the 2018-19 school year, students and teachers will report a significant increase (at least 2 Standard Deviations higher than the original average score) in perceptions of a positive school climate, focused on a culture of learning and a culture of respect.

SCHOOL GOAL #3b: For the 2018-19 school year, the rate of suspensions, expulsions, referrals will be significantly lower than the 2016-17 and 2017-18 school years as measured by the following data:

Discipline Data	2016-17 Totals	2017-18 Totals	2018-2019 Targets
Total Suspensions	32	18	≤ 9
Total Expulsions	0	0	0

LCAP GOAL #3: WAHS students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student's success and stakeholders will demonstrate a commitment to uplift the community.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Student enrollment data 2015-2017 Student attendance data 2015-2017 Student discipline data (referral, suspension, and expulsion rates) 2015-17 Teacher Feedback Surveys 2016-18 SSC and Leadership Team Observations and Feedback 2017-18	Student enrollment has slightly increased from 2015-17, however, the dropout and transfer rate remains too high. While student Average Daily Attendance (ADA) has remained steady from 2015-17, it remains slightly low. Student discipline data has fluctuated greatly in the last 4 years. With the inclusion of a	The SSC and Leadership team will evaluate and monitor the following data at the following intervals. At the beginning and end of the school year: **Pre- and post- survey data from students and teachers regarding**

	Dean of Student Interventions, referral and suspension rates increased in 2016-17 due to more accurate reporting as well as higher responsiveness to disciplinary situations by administration. We saw a decrease in referral and suspension rates in 2017-18 and expect that number to decrease even more in 2018-19. Formal and informal feedback data from stakeholders report that student morale and investment in our school is at a low level, probably also due to low teacher retention.	**perceived school climate*** **Student discipline data (referral, suspension, and expulsion rates) 2018-19*** Each semester: Teacher Feedback Surveys 2018-19 SSC and Leadership Team Observations and Feedback 2018-19 Each quarter: Student enrollment data 2018-2019 Student attendance data 2018-2019 Student discipline data (referral, suspension, and expulsion rates) 2018-19

STRATEGY: Wallis Annenberg teachers and staff will implement programs designed to promote a positive culture of learning and respect. Wallis Annenberg teachers and staff will establish high and clear school behavioral expectations with consistently executed and monitored systems.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
a. Promote a culture of learning amongst all students (see LCAP 3.4)	Administrative Team Student Council ILT Team Department Leadership Team Teachers	• Implement long-term goal setting unit (ie. College, career, life goals) with all students at the beginning of the school year, possibly in advisory • Invite guest-speakers to empower students to value their education and understand the benefits of investing themselves in their education rather than choosing to take shortcuts and rely on interventions • Collaborate with student council to find other ways to educate, motivate, and	Teachers Extra Pay – Committee Meetings Title 1: $500

		provide structure for students as they learn to value learning for its own sake (ie. through relevant field trips or engaging schoolwide activities)	Comm Admin
b. Empower students to promote a culture of respect for themselves, their peers, adults, and the community (see LCAP 3.8)	Administrative Team Student Council ILT Team Department Leadership Team Teachers	• Implement units of study for all students that give them the opportunity to explore who they are, their heritage, strengths, their families, community, and all aspects of their life and personality that make them who they are, possibly in advisory • Provide opportunities for students to deeply reflect on what respect for self and others looks like, possibly through Restorative Justice circles, Teen Court, or similar reflective spaces • Invite guest-speakers to empower students to value themselves and everyone else in their life, including anti-bullying assemblies and activities • Collaborate with student council to find other ways to educate, motivate, and provide structure for students as they learn to respect themselves and everyone else in their community (ie. through relevant field trips or engaging schoolwide activities)	
c. Establish high and clear behavioral expectations for all students	Dean of Student Interventions Safe and Civil	• Collaborate with Dean, SSC, Safe and Civil Committee, Leadership, ELAC, Parents, and Student Council to outline high, clear, and specific behavioral policies for common behaviors including the cell phone policy, tardy policy, uniform policy,	

	Student Council Department Leadership Team Teachers Supervision Team	• Develop a thorough discipline matrix that outlines for mild, moderate and severe classroom behaviors and a list of interventions for each • Clearly communicate these expectations with staff, parents and students through video, written and/or spoken announcements at parent meetings, student assemblies, one- sheeters for teachers, supervision team meetings, posters, etc. • Work with a panel of students, such as student council or school site council representatives, to provide feedback and suggestions for school policies
d. Implement comprehensive, consistent, responsive, and realistic behavioral intervention systems in order to support students in developing positive behavior habits (see LCAP 3.1, 3.2, 3.3, 3.5)	Dean of Student Interventions Safe and Civil Committee Administrative Team Teachers Supervision Team Instructional Leadership Team	• Identify stakeholders who will implement each of the discipline policies and systems • Train appropriate staff on strong implementation of these policies • Train teachers in effective classroom management in alignment with school-wide policies and the WAHS Discipline Matrix • Implement plans. Meet at least quarterly with the Safe and Civil Committee to monitor the success of plans and adjust as necessary • Develop plan for positive behavior reinforcement to balance out punitive measure with restorative measures
e. Promote school spirit and deep	Assistant Principal Admin. Designee	• Provide students with a variety of engaging student clubs and activities

investment in our school amongst all students (see LCAP		designed around student interests, which are gathered through a schoolwide survey or similar method	

3.10)	Administrative Team Department Leadership Team Student Council	• Provide a variety of sports opportunities for students to participate in and cheer • Host school spirit assemblies including WAHS Olympics that encourage students to have a greater sense of school pride and to provide the opportunity for students to celebrate and have fun together as a school community	
f. Celebrate student successes (see LCAP 3.11)	Assistant Principal Administrative Team Department Leadership Team Student Council	• Recognize student achievement in various ways including Honor Roll assemblies, celebrations of perfect attendance, etc. • Collaborate with student council to find a variety of new ways to celebrate a variety of student talents and accomplishments	
g. Promote campus cleanliness h. Promote student attendance (see LCAP 1.21)	Administrative Team Department Leadership Team Student Council Supervision Team Safe and Civil Committee	• Work with Departmental Leadership Team and Student Council to create goals for campus cleanliness • Communicate these goals with staff and students using a variety of methods (posters, assemblies, announcements, etc.) • Monitor success each quarter within Departmental Leadership Team Implement Attendance Policy and Monitor • success on a quarterly basis • Collaborate with Student Council to develop ideas on how to positively	

	Administrative Team	incentivize increased student attendance	

	Teachers Student Council	and awareness around the benefits of consistent attendance and the effects of excessive absences and tardies
i. Provide Student Council Leadership Training	Administrative Team Student Council	• Provide leadership training for student council and other student leaders The Dean will work with administrators, staff, parents, and students to prioritize and improve student attendance

SPSA Goal #4

Section A: Planned Improvements in Student Performance

LEA GOAL: Wallis Annenberg students will experience rigorous, Common Core State Standards (CCSS) aligned instruction in all classrooms, with a focus on literacy and critical thinking across the curriculum.

SCHOOL GOAL #4a: Wallis Annenberg results on the CAASPP ELA and Math scores will demonstrate significant improvement from 2017-18 to 2018-19. (Note: details for this goal will be updated upon receipt of the 2018-19 CAASPP scores in the fall of 2019)

SCHOOL GOAL #4b: Administrative and Leadership Team observations will demonstrate significant growth in rigorous, Common Core aligned instruction in all classrooms when comparing baseline (Quarter 1) to end-of-school (Quarter 4) results on an ILT created observation tool.

LCAP Goal #1: Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.

LCAP GOAL #2:
WAHS students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources

WASC Critical Area of Need #1:
WAHS Administration and instructional staff need to further identify, prioritize and implement at minimum two per year schoolwide research-based instructional strategies that foster rigor and addresses all students' academic needs.

WASC Critical Area of Need #2:
WAHS stakeholders, especially administration and instructional staff, need to define and refine the process and protocols by which all school stakeholders analyze data at an in- depth level.

WASC Critical Area of Need #3:
WAHS stakeholders must design, implement, monitor, and document through a yearly report an ongoing school improvement process (Focus on Learning - WASC) and revise this process as needed to ensure continuity and on-going school improvement efforts.

WASC Critical Area of Need #4:
WAHS administration and instructional staff need to further align the curriculum, especially vertical articulation, and to ensure increasing rigor.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
CAASPP ELA and Math data 2017-18 Student Grade Data 2017-18 Teacher Evaluations Data 2016-18 Teacher PD Feedback Surveys 2016-17 Teacher Coaching and Observation Notes 2017-18 WAHS Professional Development Plan 2017-18	The most recent CAASPP scores (2016-17) demonstrate relatively high ELA proficiency and relatively moderate Math proficiency. Semester grades data show high fail rates in English and Math. Teacher evaluations demonstrate a moderate implementation of Common Core aligned practices. Teacher PD feedback surveys report generally positive, and well-received reaction scores. The WAHS Professional Development Plan reveals a need for more specific professional development trainings on literacy and critical thinking across all disciplines and additional Common Core State Standards (CCSS) informational trainings and NGSS training.	The SSC and Leadership team will evaluate and monitor the following data at the following intervals. At the beginning and end of the school year: **CAASPP scores in ELA and Math*** **Observation scores for rigorous, CCSS aligned instruction*** Teacher Evaluations Data 2018-19 Each semester: Teacher Feedback Surveys 2018-19 SSC and Leadership Team Observations and Feedback 2018-19 Each quarter: Student Grade Data 2018-19 Teacher PD Feedback Surveys 2018-19

STRATEGY: Wallis Annenberg's teachers will be trained and coached in rigorous, Common Core State Standards (CCSS) aligned instruction.

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**

a. Commission academic counselor/assistant to support with academic scheduling and other duties as assigned.	Administrative Team Academic Counselor College & Career Advisor	• Hire part- or full-time bilingual academic counselor/assistant to support academic scheduling, counseling, parent contact, Translations, and student support with regards to college readiness, student activities/engagement & Interventions.	
b. Implement rigorous and effective, Common Core aligned instruction in all classes (see LCAP 1.1, 1.3, 1.4, 1.17, 1.18, 1.23)	Instructional Leadership Team Math Coach Teachers ELD Coordinator Administrative Team Instructional Coaches Student Council	• Train teachers in implementing Common Core State Standards (CCSS) aligned instruction in all classroom, which includes a strong focus on literacy and critical thinking in all classes • Utilize instructional coaches (ELD, Math) to Provide professional development • Collaborate with Instructional Leadership Team to create long and short term school instructional goals including milestones for success. Create year-long professional development plan aligned with goals and monitor progress towards goals on a quarterly basis • Collaborate with Director of Curriculum and Instruction in order to ensure CCSS alignment and implementation within and across schools • Collaborate with Student Council to identify ways to improve instruction from students' perspectives	CCSS Aligned Professional Development: Title 1: $2,165
c. Train staff on effective classroom management (see	Instructional Leadership Team Math/ELD Coaches Safe and Civil Team	• Assess each teacher's classroom management knowledge and skill level through observation and survey • Provide differentiated support for	

LCAP 3.1)	Administrative Team	teachers in implementing effective classroom management	
d. Assess students regularly in order to monitor progress towards proficiency in all subject areas, especially ELA and Math	Instructional Leadership Team Instructional Coaches Administrative Team Teachers	• Use iready & Illuminate Systems to assess students quarterly in order to monitor progress towards proficiency in Common Core aligned standards as assessed on the annual California Assessment of Student Proficiency and Progress exams(CAASPP) • Assess student reading levels in order to provide differentiated support to increase each student's literacy level	Training for iReady & Illuminate Data Assessment Management System Title 1: $1,169 iReady & Illuminate Data Assessment Management System: Title 1: $2,794
e. Commission ELD Coordinator and Math coach to provide targeted training, coaching and intervention for teachers and students	Administrative Team Math Coach ELD Coordinator	• Plan and lead professional development focused on differentiation and intervention strategies that will allow teachers to effectively support all students at diverse levels of readiness, interest, and learning profile • Provide intensive and differentiated in class coaching for teachers in effective common core aligned instruction based on assessed skill levels.	Math Coach & ELD Coordinator Title 1: $42,029
f. Identify, prioritize and implement, at minimum two per year, schoolwide research-based instructional strategies that foster rigor and addresses all	Administrative Team Instructional Leadership Team Math Coach All teachers ELD Coordinator	• ILT, led by Principal and AP, collects and analyzes all available student success data (ie. graduation rates, pass/fail rates, CAASPP scores, diagnostic scores, absenteeism rates, surveys, etc). **Summer of 2018** • ILT determines critical instructional areas of need for 2018-19 based on the data. ILT selects two schoolwide, research-based instructional strategies for 2018-19,	

students' academic needs (see WASC Critical Area of Need #1 & 2)		ensuring that they align with the WASC areas of need 1a – 1e. **Summer of 2018** • ILT determines aspirational goals, baseline metrics, and 2018-19 targets for each instructional strategy. **Summer of 2018** • ILT creates backwards (PD and coaching) plan for effective teaching, learning, and implementation of instructional strategies **Summer of 2018** • ILT follows training and coaching plan beginning with training staff on the first instructional strategy. **Curriculum Institute 2018** • ILT continues to follow through on training, coaching, and monitoring the first instructional strategy. **Fall 2018** • ILT analyzes implementation and effects of first instructional strategy after 6-8 weeks. Current data is compared to baseline and target metrics, and the PD and coaching plans are updated accordingly. **Midterm week, October 2018** • ILT analyzes implementation and effects of first instructional strategy at the end of the first semester. Semester 1 data is compared to baseline and target metrics, and the PD and coaching plans are updated accordingly. **Finals week, December 2018** • ILT follows training and coaching plan	

		beginning with training staff on the second instructional strategy. **Spring 2018** • ILT continues to follow through on training, coaching, and monitoring the first instructional strategy. **Spring 2018** • ILT analyzes implementation and effects of second instructional strategy after 6-8 weeks. Current data is compared to baseline and target metrics, and the PD and coaching plans are updated accordingly. **Midterm week, March 2019** • ILT analyzes implementation and effects of second instructional strategy at the end of the school year. Semester 2 data is compared to baseline and target metrics, in order to inform instructional areas of need for next school year. **Finals week, June 2019** • In 2019-20 and 2020-21 school year, ILT follows the same process articulated above with the following consideration: When selecting two schoolwide, research-based instructional strategies for 2019-20 and 2020-21 based on data, ILT will ensuring that they align with the WASC areas of need 1a – 1e, specifically ensuring that each of these areas are addressed by the end of the 2020-21 school year. **2019-20 and 2020-21 school years**
g. Administration and instructional staff work to align	Administrative Team Instructional	• Admin Team and ILT will create a timeline and plan for updating all curriculum with Common Core aligned materials over

the curriculum, vertically and across content areas, to ensure increasing rigor (See WASC Critical Area of Need #4)	Leadership Team Math Coach All teachers ELD Coordinator	next 3 years **Summer/Fall 2018** • Department teams are given time to vertically align standards and content, specifically outlining the expectations for how each of the following increase in rigor from each grade level to the next: o Literacy (reading/ writing/ discussing) o Academic Vocabulary o Collaborative group work o Presentations o Use of technology **Curriculum Institute 2018** • Grade level teams will meet to determine vertical alignment of skills and behavioral expectations; specifically how expectations scaffold from each grade level to the next: o Behavioral expectations o Late work policy o Re-test policy **Curriculum Institute 2018** • At the end of each quarter, department teams and grade level teams assess and report their progress with regards to these expectations. They then adjust the plans or their own implementation of the plans as necessary. **October 2018, December 2018, March 2019** • At the end of each school year, department teams and grade level teams assess and report their implementation and the results of these expectations over the year. They then adjust the plans as necessary for the next

		school year. **June 2019** • For the 2019-20 and 2020-21 school years, the timeline remains the same except that the analysis of vertical articulation will happen at the end of the school year, **June 2019 and 2020**. Then during Curriculum Institute, the vertical articulation plans will simply be reviewed, **August 2019 and 2020**. Department teams and grade level teams will continue to review them quarterly as well	

SPSA Goal #5

Section A: Planned Improvements in Student Performance

LEA GOAL: Wallis Annenberg will forge a true partnership with parents and all community members, in order to collaboratively meet the needs of all students and families. All school stakeholders will analyze data at an in-depth level in order to modify the instructional program and improve student outcomes.

SCHOOL GOAL #5: On a pre- and post- school parental involvement survey during the 2018-19 school year, parents and teachers will report a significant increase (at least 2 Standard Deviations higher than the original average score) in perceptions of a parental and community partnership with the school.

LCAP Goal #3: WAHS students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student's success and stakeholders will demonstrate a commitment to uplift the community.

WASC Critical Area of Need #2:
WAHS stakeholders, especially administration and instructional staff, need to define and refine the process and protocols by which all school stakeholders analyze data at an in- depth level.

WASC Critical Area of Need #3:
WAHS stakeholders must design, implement, monitor, and document through a yearly report an ongoing school improvement process (Focus on Learning - WASC) and revise this process as needed to ensure continuity and on-going school improvement efforts.

WASC Critical Area of Need #5:
WAHS administration, including charter administration, teachers, and other designated stakeholders, such as School Based Council and ELAC, need to collaboratively establish a system, that determines and implements strategies and actions, that fosters and values the commitment of all stakeholders to improving student outcomes. This includes, but is not limited to, the school administration, leadership and staff demonstrating shared decision-making, responsibility, and self-reflection on actions coupled with accountability for implementing practices and programs that support student learning that is documented and supported by data. This includes evidence of the planning process, implementation and data collection and analysis.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?

• Formal and Informal Parent Feedback 2016-18 • Parent Meeting Attendance School Committees Data (composition, amount of meetings, deliverables accomplished) for ELAC, SSC, etc. 2015-18 • Parent Involvement Opportunities • Formal and Informal Teacher Feedback 2017-18 • PowerSchool access data 2017-18 • Robocalls to parents, monthly calendars, progress reports, and weekly reminders 2016-17	While the amount of parent meetings, robocalls, weekly reminders and participation have increased from 2015-16 to 2017-18, there remains a lot of work to do in order to forge a true partnership with parents and community members. Parent attendance at meetings started off strong but reduced as the year progressed. Informal and formal parent, teacher, and other stakeholder feedback ask for more parental involvement and communication opportunities. PowerSchool access data shows that parents are not accessing student grades very often.	The SSC and Leadership team will evaluate and monitor the following data at the following intervals. <u>At the beginning and end of the school year:</u> **Pre- and post- survey data from parents and teachers regarding perceived parental partnership*** <u>Each semester:</u> • Formal and Informal Parent/Stakeholder Feedback 2018-19 • SSC and Leadership Team Observations and Feedback 2018-19 • PowerSchool access data 2018-19 <u>Each quarter:</u> Parental Meeting attendance 2018-19 Participation in School Committees and Involvement opportunities 2018-19

STRATEGY: Wallis Annenberg will provide a greater degree of parent outreach, communication and increased opportunities to interact with the school's core mission and goals.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
a. Increase parent communication and parent meeting attendance (see LCAP 3.7)	Administrative Team Parent Liaison Main Office Team School Site Council	• Communicate with parents in the following ways: o Weekly parent reminders o Monthly parent calendars o Bi-monthly evening parent meetings o Bi-monthly Coffee with the Principal o Weekly robocalls regarding school events or special schedules	

		○ Post public documents on school website • Administer parent survey to determine how to increase parent communication and involvement • Provide translation services at parent meetings and for public documents • Provide incentives for parent involvement • Celebrate parent involvement, including end-of-year Parent Appreciation Ceremony • Collaborate with School Site Council to identify additional ways to effectively communicate with parents, increase meeting attendance, and celebrate parent involvement	
b. Provide empowering parent trainings	Administrative Team Parent Liaison Main Office Team School Based Council	• Provide parent trainings in the following areas: ○ PowerSchool training ○ How parents can Support college readiness (similar to PIQE) ○ How parents can support healthy study habits ○ Parents' role in preventing bullying and cyber-bullying ○ Parents' role in Drug Awareness and prevention ○ Literacy for Parents ○ Local Issues Awareness / Invite local business owners and government representatives (ie. discuss immigration policies, self and community advocacy, etc) ○ Parents' role in promoting increased	Parent Training Title 1: $5,000

		student attendance o Local Control and Accountability Plan (LCAP) training
c. Create fully-functioning and welcoming Parent Center	Administrative Team Main Office Staff Parent Liaison	• Clean up Parent Center • Ensure that working technology is available for parents to use • Adjust layout and redecorate in order to create welcoming environment
d. All stakeholders analyze data at an in-depth level and utilize this data to inform school decision-making (See WASC Critical Area of Need #2)	Administrative Team Instructional Leadership Team Math Coach All Staff ELD Coordinator Parents College/Career Manager Students	• Areas of data collection: o Annual: ▪ CAASPP scores in ELA, Math, Science* ▪ ELPAC scores* ▪ Graduation rates* ▪ Teacher retention o Each Semester: ▪ Parent engagement ▪ Parent satisfaction ▪ Student satisfaction ▪ Staff satisfaction ▪ Dropout data ▪ College readiness (A-G completion rates)* ▪ Effectiveness of Professional Development / Coaching o Quarterly: ▪ ELA and Math diagnostic scores (iReady)* ▪ Attendance (ADA)* ▪ Absenteeism* ▪ Discipline data (referrals / suspensions / expulsions)

		▪ Instructional strategies (see SPSA Action 4f)* ▪ Pass/fail rates* ▪ Student engagement* ▪ School safety ▪ Progress on WASC critical areas of need / SPSA / LCAP / Charter Renewal goals • Methods of data collection: o Dataquest o LAUSD data set o Student/Staff/Parent surveys o Observations o State assessments o Internal assessments(iReady) o Other internal data • Disaggregation of data by: o All students* o grade level* o subject matter* o teacher o gender o ethnicity o Vulnerable populations:* ▪ EL students ▪ Students with IEPs ▪ Students with 504 plans ▪ Foster/homeless students ▪ Socioeconomic status • Data will be analyzed by the following committees and groups: o SSC – all data o ELAC – focus on data pertaining to ELs o Instructional Leadership Team – focus on data pertaining to Instruction	

		○ Admin Team – all data ○ Safe and Civil Team – focus on data pertaining to behavior (including attendance) ○ Student Council – focus on data pertaining to positive school culture ○ WASC Committee – focus on data pertaining to critical areas of need ○ All teachers/staff – data summary & goals ○ All parents – data summary & goals ○ All students – data summary & goals • Timeline for data collection and analysis: ○ Admin team collects all data. **Summer of 2018** ○ Admin team and ILT summarizes all data and creates 2 reports: ▪ Data <u>Summary</u> 2017-18: This report summarizes the most significant school data for the past 5 years on 1 or 2 pages ▪ Data <u>Goals</u> 2018-19: ILT determines aspirational goals, baseline metrics, and 2018-19 targets for each key piece of student success data. **Summer of 2018** ○ Summary and goals reports shared with all stakeholder groups at first meetings of school year. **Fall 2018** ○ In-depth data is shared with pertinent teams throughout school year. Admin collects updated data each quarter/semester and updates are discussed in each team at least 3 times during school year in order to inform	

		goals and action plans (ie. Safe and civil team, Instructional leadership team, etc) **October 2018, December 2018, March 2019** o At the end of each semester, all teams analyze end-of-semester data. Data is compared to baseline and target metrics, in order to inform adjustments to goals/actions for the next semester. **December 2018, June 2019** • The plan for 2019-20 and 2020-21 remains the same except that as we become more efficient with data collection, the Data collection will shift into the **end of Spring semester 2019 and 2020**, so that Goal Setting can occur **early in the summers of 2019 and 2020**.	
e. Stakeholders design, implement, monitor and document (through a yearly report) an ongoing school improvement process (see WASC Critical Area of Need #3)	Administrative Team WASC Subgroups WASC Committee All Staff Parents Students	• Staff are divided into WASC subgroups based on each Critical Area of Need. Each subgroup analyzes current school data, LCAP, and SPSA goals in order to create an action plan for an ongoing school improvement process based on each Critical area of need. **April/May 2018** • WASC Critical Areas of need are shared with parents (At coffee with the principal), students (student council meeting), and the School Site Council, for feedback to school improvement process which is integrated into the SPSA. **May 2018** • Parents, student, and staff volunteers are recruited to join the WASC Committee (3-year commitment). **Fall 2018** • The WASC Committee meets to review the	

		WASC critical areas of need and school summary data from the previous year. Committee determines aspirational goals, baseline metrics, and 2018-19 targets for each key Critical Area of Need. **Fall 2018** • After Semester 1, WASC Committee convenes to assess progress on WASC Critical areas of need by comparing current metrics to baseline and target metrics. Action plans are adjusted as necessary in order to ensure progress within critical areas. **January 2019** • After Semester 2, WASC Committee convenes to assess progress on WASC Critical areas of need by comparing current metrics to baseline and target metrics. Action plans are adjusted for the following school year in order to ensure progress within critical areas. All committee meetings are well documented, so that these can contribute to the WASC Self-Study report in 2021. End-of-year analysis is reported to all stakeholders (admin team, teachers/staff, students, and parents) **May/June 2019** • The same cycle is repeated in **2019-20** and **2020-21**, with the exception of the recruitment cycle. WASC committee members are expected to stay on for 3 years until the next WASC visit, however, the recruitment notice will go out to all parents, students, and staff in the fall of each year in case new members wish to join.	

f. A system of data-driven, collaborative decision making is established with a thoughtful process and hierarchy for how each decision-making group communicates with one another (See WASC Critical Area of need #5)	School Site Council English Language Advisory Council Administrative Team Safe and Civil Team Student Council All Staff Parents Students Math Coach ELD Coordinator	• Each of the following groups analyze data in order to inform the decision-making process using the process described in SPSA 5d above: o SSC o ELAC o Instructional Leadership Team o Admin Team o Safe and Civil Team o Student Council o WASC Committee o All teachers/staff o All parents o All students • The collaborative decision-making process for specific areas of instruction and operations is articulated below: o Instructional programs and systems ▪ Feedback collected from students, parents, and teachers ▪ Instructional Leadership team analyzes feedback and data in order to make decisions regarding instructional programs, focusing mainly on setting instructional goals, designing PD and coaching, and academic intervention systems ▪ School Site Council also analyzes feedback and data in order to make decision regarding instructional programs, focusing mainly on programs and positions that support high-need populations and which utilize Title	

		1 funds ▪ Admin Team also analyzes feedback and data in order to make decisions regarding instructional programs, focusing on all other aspects of curriculum and instruction including curriculum and resources for teachers, master schedule, recruitment and hiring, etc. ▪ ILT, SSC, and Admin Team each focus on different aspects of the instructional program and are authorized to make decisions. Major instructional shifts and proposals are reported to each team for discussion with the SSC & Admin Team being the ultimate decision makers with regard to instruction. o Operational programs and systems ▪ Feedback collected from students, parents, and teachers ▪ School Site Council and Admin Team analyze feedback and data in order to make decisions regarding school operations, focusing mainly on programs that support high-need students and which utilize Title 1 funds ▪ Admin Team also analyzes feedback and data to make decisions regarding all school operations ▪ SSC has final decision-making	

		authority involving the use of Title 1 funds. Otherwise, they have an advisory role regarding school operations, and Admin Team are the final decision makers. o Programs for supporting English Learners ▪ English Language Advisory Council analyzes feedback and data in order to make decisions regarding programs that support English Learners ▪ ELD Coordinator and the ILT have advisory roles regarding supports for ELs. The ELAC Committee provides input to the SSC and the SSC maintains final decision-making power regarding programs and supports for ELs. o Behavioral Interventions ▪ The Safe and Civil committee analyzes feedback and data in order to make decisions regarding programs and practices regarding Tier 1 (mild/classroom) and Tier 2 (moderate/out of classroom) behavioral student intervention ▪ Admin Team determines intervention systems for Tier 3 (severe) interventions ▪ The Safe and Civil Committee along with the Admin Team has decision-making power regarding behavioral interventions. The SSC is kept appraised of major intervention programs and has decision-making power regarding	

		use of Title 1 funds in this regard. o Student activities and success ▪ The Student council analyzes feedback and data in order to make decisions regarding student activities and provide advisement regarding other programs that support student success ▪ The Admin Team ultimately sanctions major proposals made by the Student Council. Student Council feedback regarding all school programs/concerns is shared with SSC and Admin Team for discussion. o WASC Committee ▪ The WASC Committee Student council analyzes feedback and data in order to make decisions regarding WASC critical areas of need ▪ Decisions made by WASC Committee are shared with the SSC, Admin Team, and relevant committees o Admin Team ▪ The Admin Team generally oversees all instructional and operational programs and retains decision-making power over these, with the inclusion of relevant committees/teams ▪ Admin Team keeps SSC closely appraised on all major decisions, which the SSC can refute when	

		the use of Title 1 funds are involved	

Section B: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc.

Of the four following options, please select the one that describes this school site:

☐ **This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

☐ **This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
☐ **California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school	$	☐
☐ **Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program	$	☐
☐ **Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners	$	☐
☐ **Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring	$	☐

☐	**Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$	☐
☐	**Quality Education Investment Act (QEIA)** Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$	☐
☐	**School and Library Improvement Program Block Grant (Carryover only)** Purpose: Improve library and other school programs	$	☐
☐	**School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety	$	☐
☐	**Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	$	☐
☐	**List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.)	$	☐
	Total amount of state categorical funds allocated to this school	$	

Federal Programs			**Allocation**	**Consolidated in the SWP**
☒	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)		$199,992	☐
☒	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$1,000 (+$4,000 carried over)		☐
☒	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$18,734		☐
☒	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals		$2,265	☐

☒	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$6,764	Title III funds may not be consolidated as part of a SWP[1]
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$	☐
☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$	☐
☐	**Other federal funds** (list and describe)	$	☐
☐	**Other federal funds** (list and describe)	$	☐
☐	**Other federal funds** (list and describe)	$	☐
Total amount of federal categorical funds allocated to this school		$209,021	
Total amount of state and federal categorical funds allocated to this school		$209,021	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

[1] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Section C: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[2] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Rebecca Handzel	☒	☐	☐	☐	☐
Hilda Rodriguez-Guzman	☐	☐	☒	☐	☐
Maria Zamora	☐	☐	☐	☒	☐
Beatriz Castrejon	☐	☐	☐	☒	☐
Vacant - Parent	☐	☐	☐	☒	☐
Vacant - Student	☐	☐	☐	☐	☒
Jasmin Aguilar	☐	☐	☐	☐	☒
Francisco Guizar	☐	☐	☐	☐	☒
Hugo Espinoza	☐	☒	☐	☐	☐
German Gallardo	☐	☒	☐	☐	☐
Kurt Belbin	☐	☒	☐	☐	☐
Taiz Carnewal	☐	☒	☐	☐	☐
Numbers of members in each category	**1**	**4**	**1**	**3**	**3**

[2] *EC* Section 52852

Section D: Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   ☐ State Compensatory Education Advisory Committee _____

   __ ☒ English Learner Advisory Committee _____

   ☐ Special Education Advisory Committee _____

   ☐ Gifted and Talented Education Advisory Committee _____

   ☐ District/School Liaison Team for schools in Program Improvement _____

   ☐ Compensatory Education Advisory Committee _____

   ☒ Departmental Advisory Committee (secondary) _____

   ☐ Other committees established by the school or district _____

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

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

6. This SPSA was adopted by the SSC at a public meeting on: _____.

Attested:

_Rebecca Handzel_____	_____	_____
Typed name of School Principal	Signature of School Principal	Date
Hilda Rodriguez-Guzman	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date