

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	David C. Tran, Head of Academics & Faculty Affairs Dr. Brian James, Head of College & Career Readiness	dtran@accelerated.org (323) 235-6343 bjames@accelerated.org (323) 235-6343

Plan Summary 2024-25

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.

Wallis Annenberg High School (WAHS) has undergone significant changes in its leadership structure, transitioning from a traditional principal and assistant principal model to two Heads of School, focusing on Academics, Faculty Affairs, and College and Career, respectively. Additionally, the school expanded its certificated staff to 25, adding an English and a Resource Specialist Teacher to serve grades 9-12 across various subjects. WAHS exceeded California’s instructional day requirement with a 180-day academic calendar and implemented 10 days of professional development, emphasizing teacher planning and interdisciplinary reading strategies. New teachers also benefited from a dedicated orientation program. Furthermore, the school hired an Inclusion Coach to support its co-teaching model, reflecting a commitment to inclusive education practices.

Currently, WAHS serves 461 students in grades 9-12 that include the following demographics: 99% Hispanic, 1% African American, 14% Students with Disabilities (SWD), 20% English Learners (EL), 0.4% Foster Youth, 1% Homeless, and 99% 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.

Measuring Student Progress

Our commitment to assessing student performance remains steadfast, with NWEA MAP tests in Reading and Math conducted three times annually, alongside state-mandated assessments. Our Data and Intervention Coordinator plays a pivotal role in leveraging diverse data sources to monitor student progress and evaluate program efficacy, informing our instructional approaches. Moreover, the integration of Performance Matters, a comprehensive data management system, ensures consistent oversight and analysis of student performance across all assessments.

WAHS has embarked on a transformative journey to address academic needs and accelerate learning, marked by strategic changes and implementations. Transitioning to a 4x4 block schedule has provided new opportunities for students, especially in addressing credit deficiencies and expanding access to diverse Career and Technical Education Pathways (CTE). Our focus on incoming freshmen, particularly in mathematics, involves leveraging tools like NWEA assessments and analyzing students' performance history to provide targeted support. A notable change includes transitioning away from the SUMMIT Platform for credit recovery to APEX Learning, seamlessly integrated into our school schedule, along with Spring Intersession and Summer School programs for credit recuperation. Tutoring opportunities are embedded within the school day, ensuring academic support without disrupting regular learning schedules. Additionally, our Summer Bridge Program, now condensed to a single day based on stakeholder feedback, remains pivotal in facilitating the transition from middle school to high school and fostering a successful high school experience. These actions reflect our dynamic and responsive approach to education, aimed at continually enhancing methods to meet the evolving needs of our students and community.

WAHS promotes a college-going Culture with UC A-G approved courses, access to concurrent enrollment at Los Angeles Trade Tech College (LATTC), MESA STEM and Escalera. Our counselors have a 150:1 student to counselor caseload and meet with each student regularly throughout the year.

Wallis Annenberg High School (WAHS) is not eligible for Equity Multiplier funds.

Wallis Annenberg High School has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects Wallis Annenberg High School's 2023 CA School Dashboard performance by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	N/A	Blue	Blue	Yellow	Yellow	Low
English Learners	Green	N/A	Yellow	--	--	--	--
Foster Youth	N/A	N/A	--	--	N/A	N/A	--
Socioeconomically Disadvantaged	N/A	N/A	Blue	Blue	Yellow	Yellow	Low
Students with Disabilities	N/A	N/A	Orange	--	--	--	--
African American	N/A	N/A	--	--	N/A	N/A	--
Hispanic	N/A	N/A	Blue	Blue	Yellow	Yellow	Low
White	N/A	N/A	--	N/A	--	--	N/A
Two or More Races	N/A	N/A	--	N/A	N/A	N/A	N/A

ELA Academic Indicator: WAHS administers NWEA MAP assessment data to guide instruction, professional development on literacy strategies is supported by the ELA instructional coach and Director of Curriculum, Instruction and Assessment, and a Data and Intervention Coordinator was added to provide "data-rich reports for teachers and administrators, to better inform practice, and allow for personalized and targeted teaching plans. NWEA MAP assessments data is used to guide instruction, professional development on literacy strategies is supported by the ELA instructional coach and Director of Curriculum, Instruction and Assessment, and a Data and Intervention Coordinator was added to provide "data-rich reports for teachers and administrators, to better inform practice, and allow for personalized and targeted teaching plans.

Math Academic Indicator: Incoming freshmen are enrolled in a supplemental Math support course to reinforce foundational skills and teachers systemize opportunities to learn and practice oral English language through math language routines and conceptual thinking.

The math educational environment has undergone enhancement through the implementation of an externally validated curriculum (Illustrative Mathematics). This curriculum not only ensures a standardized and validated approach, but also aligns with the level of rigor necessary to show grade level mastery. Consistent department meetings have been instrumental in fostering a collaborative atmosphere, focusing on developing teacher capacity to facilitate the student-centered lessons from Illustrative Mathematics. Emphasis has also been placed on

2022-23 ELA CAASPP	
Student Group	DFS
All Students	-14.9
Hispanic	-14.6
SED	-17.4

2022-23 Math CAASPP	
Student Group	DFS
All Students	-89.9
Hispanic	-89.1
SED	-93.4

encouraging student-to-student dialogue, fostering an interactive and engaging learning experience. Professional development initiatives centered on Math Language Routines have equipped educators with the tools to enhance mathematical literacy of students. Additionally, a proactive approach to student success involves empowering students through goal setting and progress monitoring aligned with learning outcomes and success criteria. To further support student achievement, the establishment of our SBAC Club caters to those on the brink of meeting standards and those aspiring to excel. Notably, the commitment of our 11th-grade math teacher in spreading awareness about the standardized test and its significance underscores the dedication to preparing students for academic success. This comprehensive approach reflects a commitment to student-centric education, holistic teacher development, and an awareness of the broader educational context.

The school leadership identified areas of focus, including the use of John Hattie's Visible Learning and Evidenced-Based Strategies, as the school continues to work towards full implementation of the key features and priorities. Focus areas include the following: (1) Classroom Dialogue, Not Monologue, (2) Definition of Success from the Onset through Learning Outcomes(s) and Success Criteria(s), and (3) Assessment as Feedback to Me, the teacher, using Low Stakes, High-Yield Strategies. This has led to an increase in student performance in ELA (68.4 points), math (45 points), and EL Progress (23.4%), all areas noted in the Student Achievement and Educational Performance section of the 2021-2022 oversight report.

English Learner Progress Indicator: At WAHS, we've significantly enhanced our English Language Development (ELD) program to better support our English Learner (EL) students. Our initiative focuses on three core aspects of ELD support: reading, writing, and speaking & listening, implemented through the adoption of LANGUAGE! Live since the 2022-23 academic year. This structured approach has greatly improved the learning experience for ELs.

Central to our strategy is the pivotal role of the ELD Instructional Coach, who not only teaches designated ELD support classes but also conducts student assessments for the ELPAC, monitors progress towards reclassification, and provides tailored professional development for teachers to support ELs across all classes. Additionally, our differentiated ELD workshops, utilizing a station teaching model, have proven highly effective in providing personalized assistance to students based on their skill levels. Collaboration with the Inclusion Coach further strengthens our efforts, as we develop professional development sessions focused on the unique needs of dually classified students and enhancing inclusive teaching practices. The positive feedback from both teachers and students, along with a notable increase in the reclassification rate of our ELs, reflects the success of our ELD support strategies and our unwavering commitment to the academic progress of our EL students at WAHS.

College/Career Indicator: WAHS is making significant strides in College and Career readiness for our students, supported by a counseling ratio that adheres to best practices at 150 to 1. With this exceptional ratio, our counselors conduct a minimum of 6 meetings per student throughout the school year, ensuring access to UC A-G approved courses. Our students benefit from various opportunities including Dual/Concurrent enrollment with LATTC, participation in programs like MESA STEM and Escalera, engagement in CTE pathways, AP testing, and access to Naviance resources. Additionally, our counseling team organizes events such as FAFSA and College and Career Nights, along with numerous college trips, including exploration of East Coast campuses, resulting in acceptances to Ivy League institutions this year at WAHS.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Wallis Annenberg is not eligible for Technical Assistance.

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 is 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

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators, Principals	<p>The Leadership Team including administrators and (2) Heads of School: Head of Academics & Faculty Affairs; and Head of College & Career Readiness met during monthly meetings (January – May 2024) to discuss the 2023 Dashboard, local and state data, surveys, and needs for the 2024-25 (schoolyear) LCAP.</p> <ul style="list-style-type: none"> • Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness. <ul style="list-style-type: none"> ○ Feedback provided: Admin team identified that even with improvement in achievement in ELA (YELLOW) and Math (YELLOW), we are still below the state average. There was progress in grad rates, suspension rates (BOTH BLUE, and GREEN performance level on ELPI (2023 Dashboard) ○ Feedback provided: Need to continued work towards improving student achievement overall utilizing grades and attendance data in addition to NWEA data; MTSS team focusing on Tier 2-3 student distribution; hiring of Assistant Principal to focus on SEL and student discipline.
Teachers	<ul style="list-style-type: none"> • 1/8/24 Onsite Staff Meeting where discussion took place on the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness. <ul style="list-style-type: none"> ○ Feedback provided: Teachers identified improved grade rate (BLUE) with 83.2% meeting a-g requirements, ELPI (GREEN) improvement, with a reclassification rate of 22.4%, improvement in ELA (YELLOW) and math (YELLOW) performances; but still below state average, CCI (LOW) indicator is an area of improvement we are looking at. • 4/29/24 (Staff Meeting): Review LCAP metrics, local assessment data, needs assessment & solicit input for the 2024-25 LCAP. <ul style="list-style-type: none"> ○ Feedback provided: For the 2024-25 school year: would like to continue with instructional coaches: ELA, ELD, Math, Pedagogy, and SPED; and Wayfinder.

	<ul style="list-style-type: none"> • 5/13/24 Onsite Staff Meeting: Review, finalized, and approved 2024-25 LCAP for submission to the governing board. <ul style="list-style-type: none"> ○ Feedback provided: Teachers agreed with the additional changes made to the 2024 LCAP to improve the instructional (professional development & coaching) and learning needs of ELs.
Other School Personnel	<ul style="list-style-type: none"> • April 2024: Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness. Admin team identified that even with improvement in achievement in ELA (YELLOW) and Math (YELLOW), we are still below the state average. There was progress in grad rates, suspension rates (BOTH BLUE), and GREEN performance level on ELPI (2023 Dashboard) <ul style="list-style-type: none"> ○ Feedback provided: Continue work towards improving student achievement, instructional coaching to support student needs (academic, behavioral).
Students	<p><u>1/30/24 (Assembly)</u></p> <ul style="list-style-type: none"> • Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness. <ul style="list-style-type: none"> ○ Student feedback – they expressed they like the direction the school is going in. <p><u>4/26/24 (Assembly)</u></p> <ul style="list-style-type: none"> • Review LCAP metrics, local assessment data, needs assessment & solicit input for the 2024-25 LCAP. For the 2024-25 school year: <ul style="list-style-type: none"> ○ Student feedback includes – Need to continue to offer College visits, and the College going culture; credit recovery (online) would like to have the school host a career day with professionals in various fields; would like to continue with a Sports Program, and the addition of a football team.
Parent Advisory Committee (PAC)	<p><u>1/30/24 (Parent Meeting)</u></p> <ul style="list-style-type: none"> • Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness. Parents are satisfied with the direction the school is going in with the change in leadership and leadership model. <p><u>4/24/24 (Parent Meeting)</u></p> <ul style="list-style-type: none"> • Review LCAP metrics, local assessment data, needs assessment & solicit input for the 2024-25 LCAP. <ul style="list-style-type: none"> ○ Feedback provided includes offering more schoolwide events and meetings open to parents; would like to change to ParentSquare (communication tool); would like the website updated;

	<p>and a digital marquis to be purchased and installed outside of the school with announcements of upcoming events.</p> <p><u>5/22/24 (Parent Meeting)</u></p> <ul style="list-style-type: none"> • Review, finalize, and approve 2024-25 LCAP for submission to the governing board. <ul style="list-style-type: none"> ○ Feedback provided: PAC agreed with the additional changes made to the 2024 LCAP to improve the instructional (professional development & coaching) and learning needs of ELs.
<p>ELAC, DELAC & EL-PAC</p>	<p><u>1/30/24 (Parent Meeting)</u></p> <ul style="list-style-type: none"> • Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness. <p><u>4/24/24 (Parent Meeting)</u></p> <ul style="list-style-type: none"> • Review LCAP metrics, local assessment data, needs assessment & solicit input for the 2024-25 LCAP. For the 2024-25 school year provide additional academic support for Newcomers; and continue to provide language support for English learners especially to support reclassification. <p><u>5/22/24 (Parent Meeting)</u></p> <ul style="list-style-type: none"> • Review, finalized, and approved 2024-25 LCAP for submission to the governing board. ELAC agreed with the additional changes made to the 2024 LCAP to improve the instructional (professional development & coaching) and learning needs of ELs.
<p>Parents including those representing Unduplicated Pupils</p>	<p><u>1/30/24 (Parent Meeting)</u></p> <ul style="list-style-type: none"> • Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness. <p><u>4/24/24 (Parent Meeting)</u></p> <ul style="list-style-type: none"> • Review LCAP metrics, local assessment data, needs assessment & solicit input for the 2024-25 LCAP. For the 2024-25 school year continue to provide parent workshops to support their teen, including college workshops (college application process & FAFSA). <p><u>5/22/24 (Parent Meeting)</u></p> <ul style="list-style-type: none"> • Review, finalized, and approved 2024-25 LCAP for submission to the governing board. PAC agreed with the additional changes made to the 2024 LCAP to improve the instructional (professional development & coaching) and learning needs of ELs.

SELPA Administrator	<p>The SPED Director has met with the SELPA via Zoom meetings on the following days to discuss progress on the 2023-24 LCAP action for Students with Disabilities (SWD):</p> <ul style="list-style-type: none">• <u>2/29/24</u>: Discussion on the Community of Practice for in-person workshops and training for paraprofessionals.• <u>3/7/24</u>: Discussion took place on how to increase parent understanding of the parent counseling and training: What strategies are shared in these meetings.• <u>4/23/24</u>: The SPED Director sent the SELPA the SPED LCAP Action as part of the consultation process for their input and feedback.
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

WAHS's LCAP goals and actions were influenced by the feedback provided from its educational partners as follows:

- Goal 1, Action 1: Adoption of Rosetta Stone (online intervention program) for Newcomers (EL)
- Goal 1, Action 2: ELD Instructional Coach
- Goal 1, Action 3: NWEA MAP Assessments and Data Analyst
- Goal 1, Action 4: Credit Recovery
- Goal 1, Action 5: Assistant Principal (addition)
- Goal 1, Action 6: Trips to Colleges/Universities; Career-Day
- Goal 2, Action 2: Instructional Coaches: ELA, Math, SPED, & Professional Development
- Goal 3, Action 1: Sports Program
- Goal 3, Action 3: Parent Workshops

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen the Multi-tiered System of Supports (MTSS) utilizing multiple types of data (local and state) to address the academic, social-emotional, behavioral, well-being and/or mental health needs of our students to improve student mastery of ELA, and Mathematics, ensure all student are college and/or career ready, and to measure program effectiveness.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Post-pandemic WAHS students have experienced significant learning loss, exacerbated by trauma due to the pandemic. Despite numerous efforts to address learning loss and trauma, improving daily attendance (reducing chronic absenteeism rates) has been a multi-year challenge and effort resulting in the development an Attendance Committee.

There is a need to continue to strengthen MTSS using academic and SEL universal screeners to identify student learning gaps and provide targeted tiered intervention for ELA and Mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																				
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-14.9</td> </tr> <tr> <td>Hispanic</td> <td>-14.6</td> </tr> <tr> <td>SED</td> <td>-17.4</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-14.9	Hispanic	-14.6	SED	-17.4			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-15</td> </tr> <tr> <td>Hispanic</td> <td>-15</td> </tr> <tr> <td>SED</td> <td>-15</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-15	Hispanic	-15	SED	-15	
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3	% students' college ready measured by Math EAP. Source: CAASPP website	<u>2022-23:</u> 11.83% College ready 15.05% Conditionally ready			2023-24: 13% College Ready 17% Conditionally ready																					
4	% students' college ready as measured by ELA EAP. Source: CAASPP website	<u>2022-23:</u> 21.28% College ready 24.47% Conditionally ready			2023-24: 23% College Ready 26% Conditionally ready																					
5	% Proficient CAST Source: CAASPP website	<table border="1"> <thead> <tr> <th colspan="2">2022-23 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>12.26%</td> </tr> <tr> <td>Hispanic</td> <td>12.75%</td> </tr> <tr> <td>SED</td> <td>11.65%</td> </tr> </tbody> </table>	2022-23 CAST % Proficient		Student Group	%	All Students	12.26%	Hispanic	12.75%	SED	11.65%			<table border="1"> <thead> <tr> <th colspan="2">2023-24 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>20.0%</td> </tr> <tr> <td>Hispanic</td> <td>20.0%</td> </tr> <tr> <td>SED</td> <td>20.0%</td> </tr> </tbody> </table>	2023-24 CAST % Proficient		Student Group	%	All Students	20.0%	Hispanic	20.0%	SED	20.0%	
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6	% students: A-G completion rate (5-year cohort) Source: Dataquest	2022-23: 98%			2023-24:																													
7	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	49.4% Source: 2023 Dashboard			51%																													
8	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 16.84% Proficient			18% Proficient																													
9	Reclassification Rate Source: CALPADS	2022-23: 22.4%			2023-24: 12.5%																													
10	AP Passage rate (score 3+) Source: Local	2022-23: 34%			2023-24: 35%																													
11	Attendance Rate Source: CALPADS	2022-23: 92.1%			2023-24: 92.5%																													
12	Chronic Absenteeism Rates Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>28.6%</td> </tr> <tr> <td>Hispanic</td> <td>28.6%</td> </tr> <tr> <td>EL</td> <td>35.6%</td> </tr> <tr> <td>SED</td> <td>28.6%</td> </tr> <tr> <td>SWD</td> <td>33.9%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	28.6%	Hispanic	28.6%	EL	35.6%	SED	28.6%	SWD	33.9%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>30%</td> </tr> <tr> <td>Hispanic</td> <td>30%</td> </tr> <tr> <td>EL</td> <td>32%</td> </tr> <tr> <td>SED</td> <td>30%</td> </tr> <tr> <td>SWD</td> <td>31%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	30%	Hispanic	30%	EL	32%	SED	30%	SWD	31%	
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16	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: <0.5%																													
17	% of students earning a State Seal of Biliteracy (5-year cohort) Source: Dataquest	2022-23: 11.2%			2023-24: 12%																													
18	% of graduate earning a Golden State Seal Merit Diploma. (5-year cohort) Source: Dataquest	2022-23: 39.8%			2023-24: 41%																													

NOTE: Wallis Annenberg High School (WAHS) currently serves grades 9-12; and its educational program has initially implemented CTE Program and Pathway completion (baseline) data will not be published by CDE until late Fall 2024/early Spring 2025. Therefore, the following CDE LCAP required metrics do not apply for the 2024-25 LCAP:

- Priority 4:
 - % of pupils who complete CTE course from approved pathways (Currently in Year 2: Baseline data will be reported in 2025-26)
 - % of pupils who have completed both A-G & CTE (Currently in Year 2: Baseline data will be reported in 2025-26)
- Priority 5:
 - Middle School dropout rate

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	STRENGTHENING EL PROGRAM & SERVICES	Wallis Annenberg High School (WAHS) recognizes that historically, over 20% of our students are English Learners (EL). For the 2022-2023 academic year, the EL reclassification rate was 22.4%, and the English Learner Progress Indicator (ELPI) was 49.4% a significant increase from the	\$	

		<p>prior year of 26% resulting in a green performance level on the 2023 CA School Dashboard.</p> <p>WAHS will continue to strengthen its EL program through the following methods:</p> <ul style="list-style-type: none"> • Provide appropriate Designated ELD courses based on the EL student language acquisition needs. • English Learner Master Plan is accessible online and by request for our staff, families, and will be reviewed and revised annually by the ELAC. • The ELD Instructional Coach will lead ELD professional development, monitor and track EL student performance and identified needs, including strategies to ensure EL make progress toward English Language proficiency on a path to reclassification. • Monitor student performance in ELA and ELD courses, daily attendance, Lexile growth as measured by NWEA & Language Live assessments; and Summative ELPAC results data to ensure ELs make progress towards English language proficiency • Purchase and utilize Rosetta Stone to support the language needs of Newcomers • Continue to utilize Language Live curriculum and consumables 		
2	<p style="text-align: center;">SUPPORTING LONG-TERM ENGLISH LEARNER (LtEL) NEEDS</p>	<p>Wallis Annenberg High School (WAHS) recognizes that historically, over 80% of our students are Long-term English Learners (LtEL), defined as enrolled in a U.S. school for seven years and have not met the criteria for reclassification.</p> <p>As part of the annual needs assessment, we identified the following areas for growth/needs to support LtELs toward English language proficiency and reclassification.</p> <ul style="list-style-type: none"> • Will implement Language Live ELD curriculum that focuses on building students’ reading, writing, listening, and speaking skills, with online components that also support student oracy development. • The ELD Instructional Coach will participate in academic language training and lead Professional Development on strategies for 	\$	

		<p>teachers to implement academic language routines into daily lessons.</p> <ul style="list-style-type: none"> LtELs will engage in academic and language goal setting, that will also impact their performance on the ELPAC, with the goal of reclassifying. LtELs will be informed of their status, system of supports available to support them academically with language acquisition; and be informed of the implications in high school, college, and career readiness; including a plan for reclassification. 		
3	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>To measure student academic performance, students will be administered the following assessments:</p> <ul style="list-style-type: none"> NWEA MAP Reading & Math: 3 times/year State-mandated assessments: CAASPP, CAST, ELPAC <p>Our data team will create detailed reports for our leadership and teachers to review, analyze, track, and evaluate student performance. Multiple types of data will be analyzed to measure and monitor program effectiveness, inform instructional decision-making, and identify students who need additional academic support.</p>	\$	
4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>WAHS will continue to implement its 4x4 block schedule that has been successful in addressing student academic needs, improve graduation rates and improve the school’s performance on the CCI, as measured on the 2023 CA School Dashboard. The 4x4 block allows student to complete up to 80 credits annually. Each course meets three time per week for 90 minutes each: with an odd/even schedule. All courses meet on Mondays for 35 minutes. Teachers provide accommodations and/or modifications for students with IEPs. A double block of Algebra 1 (Math Support course) will be offered for incoming 9th grade students. Credit recovery will be embedded into the instructional day. Vocabulary development will be an area of focus for teachers to implement across all disciplines; and daily sustained silent reading will take place during ELA courses.</p> <p>WAHS has implemented a Summer Bridge Program for incoming 9th grades students to prepare them for the rigor of high school, educate them</p>	\$	

		on the school's expectations, conduct diagnostic assessments to identify student strengths and needs, and for community building.		
5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>WAHS will utilize teachers, college and career advisors, administrator, dean of culture, psychiatric social worker, and telehealth provider(s) to address the ever changing social-emotional & behavioral needs of our diverse students. Our MTSS Framework will address chronic absenteeism, identify students for SEL and/or behavioral supports. WAHS will implement the Wayfinder SEL curriculum schoolwide.</p> <p>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, and address student behavioral issues and needs.</p> <p>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.</p> <p>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.</p>	\$	
6	PROMOTING A COLLEGE-GOING CULTURE	<p>An area for growth is the College/Career Indicator (CCI) which received a LOW performance level on the 2023 CA School Dashboard. As a result of programming changes including changes to the master schedule, and increased College & Career Advisors, 2022-23 graduation rates have increased significantly to 95.6% schoolwide and for the socioeconomically disadvantaged student group; and 95.4% among the Hispanic student group. All students are enrolled in a College and Career Readiness course (I-IV), an approved A-G elective that increases a student knowledge base on college and career eligibility upon graduation combining technical "how-to" (completing FAFSA, college applications)</p> <p>WAHS will continue to maintain reduced caseloads for College & Career Advisors (CCA) of 150:1, which allows for bimonthly check-ins with each</p>	\$	

		<p>student. All students develop their A-G academic plan with their CCA to ensure they are on path to graduate on time and meet UC A-G eligibility requirements using Naviance.</p> <p>WAHS has partnered with local community colleges and Arizona State University to provide dual enrollment opportunities for students in grades 11-12. Additionally, WAHS has partnered with CSULA's MESA Program to provide students with STEM-based learning opportunities.</p> <p>WAHS will continue to provide CTE course offerings (Year 2) as part of its CTE Pathway: Arts, Media & Entertainment Pathways (Graphic Design; Digital Media).</p> <p>WAHS will continue to provide each grade level with opportunities to visit local, regional, and out-of-state colleges and universities; and host the College & Career Fair onsite annually.</p>		
7	SERVICES TO SUPPORT SWD	<p>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 to provide support, remain in compliance, and identify the next steps for any non-compliance issues that may have surfaced.</p> <p>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 to ensure IEPs are scheduled and held in advance of the IEP due date.</p> <p>The Director of Access, Equity, and Compliance (DAEC) will oversee the SPED departments as the Special Education Administrator to ensure accurate compliance and effective instruction. The DAEC will work with the Site administrators and Program Specialists to set annual compliance and academic goals each year and will schedule ongoing meetings with the RSTs, Program Specialist, Inclusion Coach, and related service providers to ensure forward movement toward goal achievement, accurate compliance, and to plan professional development.</p> <p>In addition, weekly meetings between the program specialists, Inclusion Coach, and site admin will occur. These meetings serve as an opportunity</p>	\$	

to review the 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.

Wallis Annenberg High School's site administration also participates in weekly meetings with the Program Specialist, RSTs, and 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, analyze and discuss caseload data, review academic data, and determine potential professional development opportunities.

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, related service providers, and Teachers. These PD workshops focus on delivering strategies and tools our teachers need 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 emphasizes providing professional development to all staff to truly support meeting the needs of all learners, including students with disabilities.

An inclusion coach was hired in the 2023-2024 school year to support general education teachers, special education teachers, the ELD Coach, and students both 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 updated and redistributed to the appropriate educational partner after each IEP meeting held throughout the school year.

		<p>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. CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program.</p> <p>WAHS' Special Education Department will continue to ensure that Students with Disabilities are provided access to the general education curriculum to close academic achievement gaps.</p>		
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Goal

Goal #	Description	Type of Goal
2	Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with the CA content standards, and differentiation to address the diverse learning needs of all students. Integrate well-being and mental health support programs for both staff and students to build capacity, strengthen teacher retention rates, improve student academic outcomes, and promote a healthy educational environment.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Continue to implement robust professional learning opportunities for teachers and support staff on Hattie’s Visible learning evidence-based strategies focusing to support the diverse learning needs of English Learners, Students with Disabilities (SWD) to ensure all students are college and career ready as measured by the CCI Indicator on the CA School Dashboard. There is a need to continue our schoolwide Diversity, Equity, and Inclusion (DEI) efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
19	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 88.7%			2022-23: 96%	
20	% students with access to standards-aligned materials.	2023-24: 100%			2024-25: 100%	

	Source: Textbook Inventory/classroom observations					
21	<p>Implementation of the State Academic content & performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p><u>2023-24</u></p> <p>ELA: 3 ELD: 4 Math: 4 Social Science: 5 Science: 3 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Language: 5</p>			<p><u>2024-25:</u></p> <p>ELA: 4 ELD: 4 Math: 4 Social Science: 5 Science: 3 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Language: 5</p>	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>WAHS will employ an administrator and appropriately credentialed teachers for grades 9-12 to provide instruction in core subject areas as part of the school's educational program.</p> <p>WAHS will provide each student with an extended school year of 180 instructional days that exceeds the CA State requirement for charter schools of 175 days.</p> <p>To maintain high teacher retention rates, that provide high quality instruction, WAHS will provide retention bonuses.</p> <p>All returning teachers will participate in 5 days of intensive summer professional development prior to the start of the school year, with new teachers participating in five additional days of training. WAHS will also provide weekly professional development time and provide five non-instructional additional days during the academic school year for professional learning.</p>	\$	

2	PROFESSIONAL DEVELOPMENT	<p>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.</p> <p>The Head of Academics & Faculty Affairs; and Instructional coaches (Math, Literacy, ELD and SPED Inclusion) will lead professional development and provide instructional coaching for teachers; and will use Schoolmint Grow, classroom observation tool, to provide regular and ongoing feedback to teachers.</p> <p>WAHS will expand DEI training for all levels to ensure that all staff, students, and families are included in schoolwide decision-making. Support teachers and leadership team with conferences that include but are not limited to:</p> <ul style="list-style-type: none"> • College & Career Readiness • Instructional Technology • Teaching • Diversity, Equity & Inclusion (DEI) <p>WAHS will continue quarterly professional development for support staff/paraprofessionals, specific to their role.</p> <p>To support teacher effectiveness, credential clearance, and teacher retention, WAHS will reimburse teacher induction expenses.</p> <p>For the 2024-2025 school year, our all classrooms will participate in a curricular exploration in partnership with our current provider, Summit Learning. "Summit" is transitioning to "Gradient Learning." While teachers will continue to have access to our current base curriculum, they will also have access to additional guaranteed viable curriculum. Our learning management system (LMS) will move to Canvas as a part of this transition. More information can be found on our FAQ document, here.</p>	\$	
3	CORE CURRICULAR PROGRAM NEEDS	<p>WAHS ensures all students have access to standards-aligned curricular and instructional materials. Purchases are made annually to ensure sufficient supply of materials including consumables. We anticipate purchasing the following:</p> <ul style="list-style-type: none"> • ELA: Ordell Readers & Tradebooks; ERWC • History: DBQ Project 	\$	

		<ul style="list-style-type: none"> • Spanish: Vista Higher Learning (LMS) • Science: OpenSciEd 		
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.	\$	

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners to promote a positive school culture that fosters connectivity, acknowledges diversity, and enhances engagement and participation among students and parents.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes and engage families to ensure all students are college and career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
22	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Good	
23	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial	2023-24: 9. 3 10.3 11.3 12.3			2024-25: 9. 4 10.4 11.3 12.3	

	<p>Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>				
24	<p>Parent participation in programs for UP & SWD.</p> <p>(Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	<p><u>2023-24:</u></p> <p>1. 3 2. 3 3. 3 4. 4</p>			<p><u>2024-25:</u></p> <p>1. 4 2. 4 3. 3 4. 4</p>
25	<p>Other Local Measure - Student Survey: Sense of safety & school connectedness</p> <p>Source: Panorama</p>	<p><u>2023-24:</u></p> <p>79% Sense of Safety 74% School connectedness</p>			<p><u>2024-25:</u></p> <p>80% Sense of Safety 75% School connectedness</p>
26	<p>Other Local Measure - Parent Survey: Sense of safety & school connectedness.</p>	<p><u>2023-24:</u></p> <p>86% Sense of Safety 88% School connectedness</p>			<p><u>2024-25:</u></p> <p>88% Sense of Safety 90% School connectedness</p>

	Source: Panorama					
27	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 79% Sense of Safety 78% School connectedness			<u>2024-25:</u> 80% Sense of Safety 80% School connectedness	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>WAHS will continue to implement activities, programs, and strategies to promote student engagement, positive school climate, and a safe learning environment for all students. WAHS AHS will provide its students with extracurricular activities and sports program that includes:</p> <ul style="list-style-type: none"> • CIF Sports: Boys/Girls Volleyball; Boys/Girls Soccer, Boys/Girls Basketball, Boys/Girls Swim, Boys/Girls Cross Country, Softball, Flag Football, E-Sports, Track and Competitive Cheer. • Athletics Director to coordinate sports program. • Student Leadership: • Field Trips – extended learning opportunities • Host Clubs/organizations. <p>WAHS will continue to implement PBIS practices, incentives, and student recognition celebrations. 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.</p>	\$	
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) <p>Interpreter services will be available for all committee meetings.</p>	\$	
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>WAHS provides all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities and methods to engage as partners in their child’s education. To keep families up to date on school events, promote parent engagement and participation, our school’s website will be updated, and include social</p>	\$	

		<p>media. WAHS will communicate with families using various platforms including ParentSquare and the Remind App.</p> <p>We will continue to host schoolwide events including “Parent Only” Nights.</p> <p>WAHS will add a Parent Engagement Coordinator that will communicate with families, and facilitate parent workshops with the school’s leadership on the following topics that support the educational program and as requested by families:</p> <ul style="list-style-type: none"> • Financial Aid/FAFSA • College application process • Behavior management • Social-emotional: Suicide awareness • Cyber-issues • Accessibility <p>Materials issued to families will be translated and Interpreter services will be available for meetings and upon request.</p>		
4	<p>MAINTAINING SAFE & CLEAN SCHOOL FACILITIES</p>	<p>WAHS 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.</p> <p>Annually, the Facility Inspection Tool (FIT) report is completed. If findings are identified, appropriate repairs are made. FIT report findings will be reported annually on the SARC, Local indicators Report, and LCAP.</p>	\$	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,180,848	\$254,971

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
39.35%	0%	\$0	39.35%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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.

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