

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wallis Annenberg High

CDS Code: 19-64733-0100750

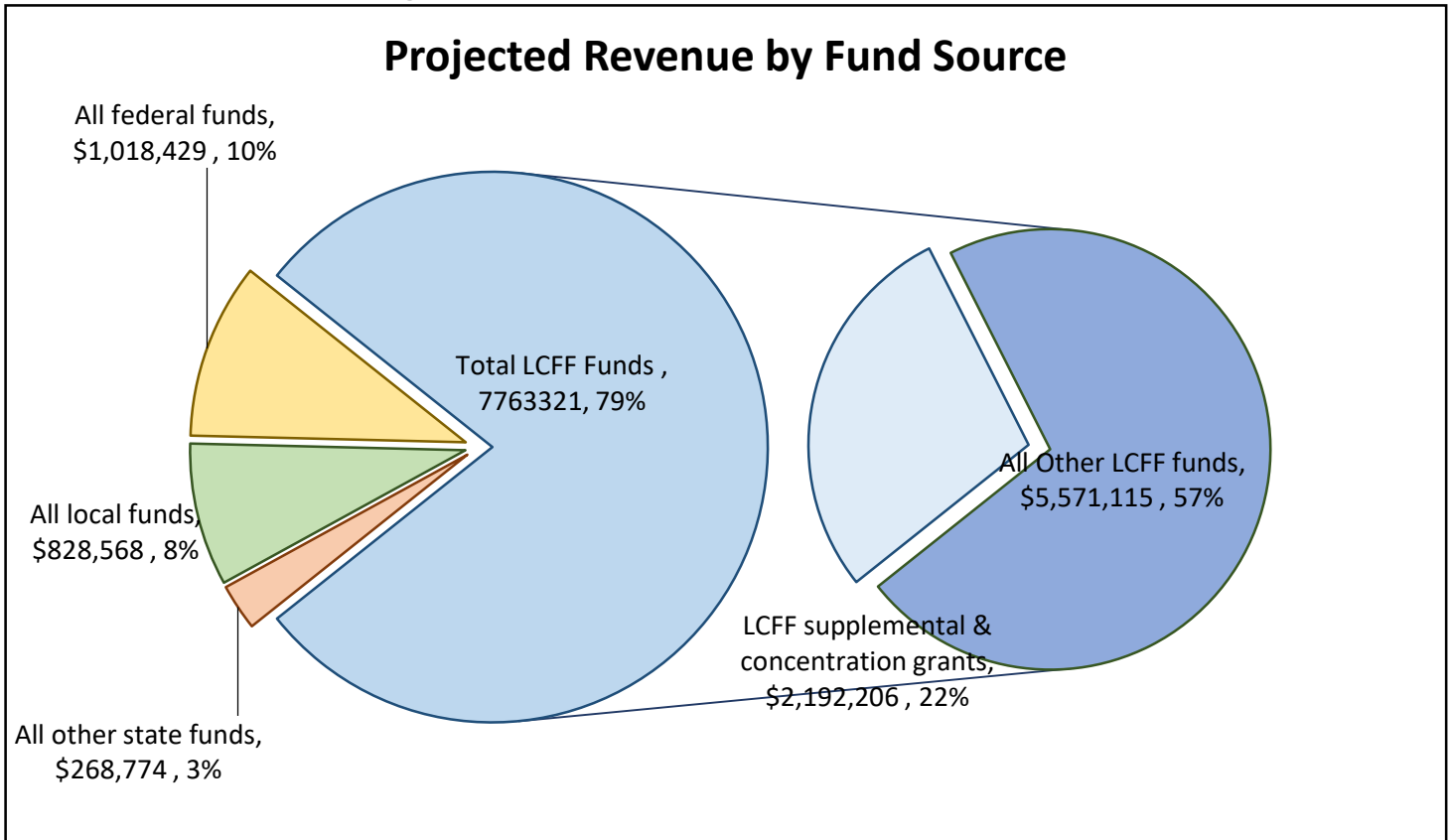
School Year: 2024-25

LEA contact information: Debbie Kukta, CBO, 323-235-6343, dkukta@accelerated.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

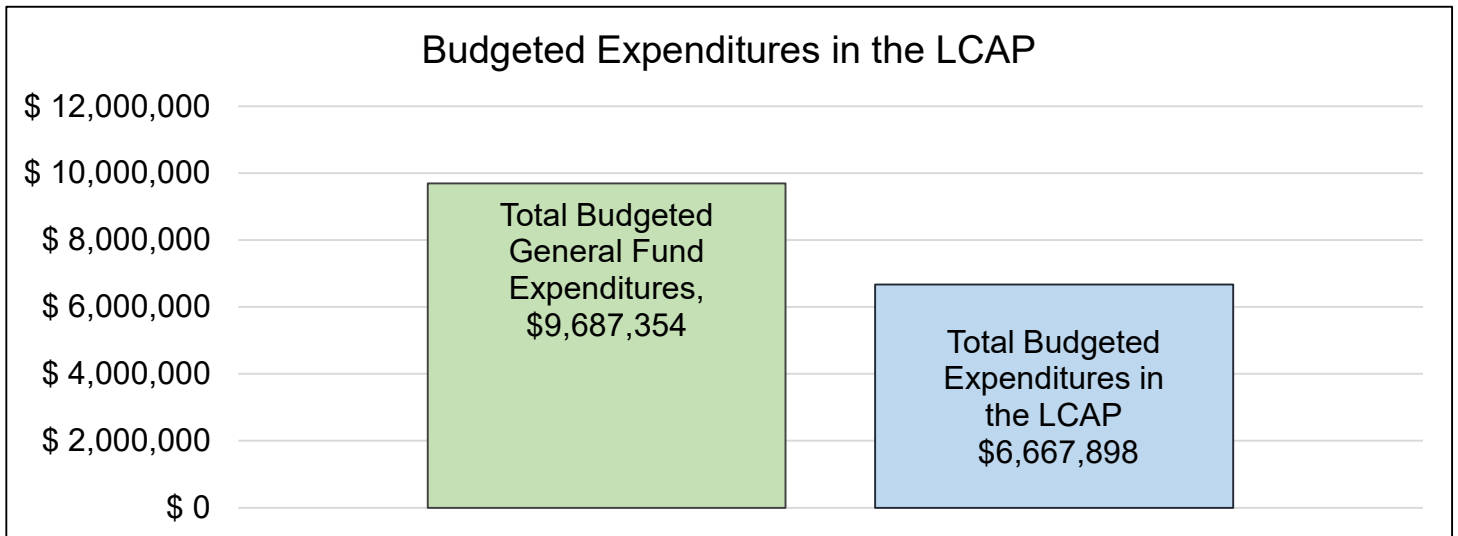


This chart shows the total general purpose revenue Wallis Annenberg High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wallis Annenberg High is \$9,879,092.00, of which \$7,763,321.00 is Local Control Funding Formula (LCFF), \$268,774.00 is other state funds, \$828,568.00 is local funds, and \$1,018,429.00 is federal funds. Of the \$7,763,321.00 in LCFF Funds, \$2,192,206.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Wallis Annenberg High plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wallis Annenberg High plans to spend \$9,687,354.00 for the 2024-25 school year. Of that amount, \$6,667,898.00 is tied to actions/services in the LCAP and \$3,019,456.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

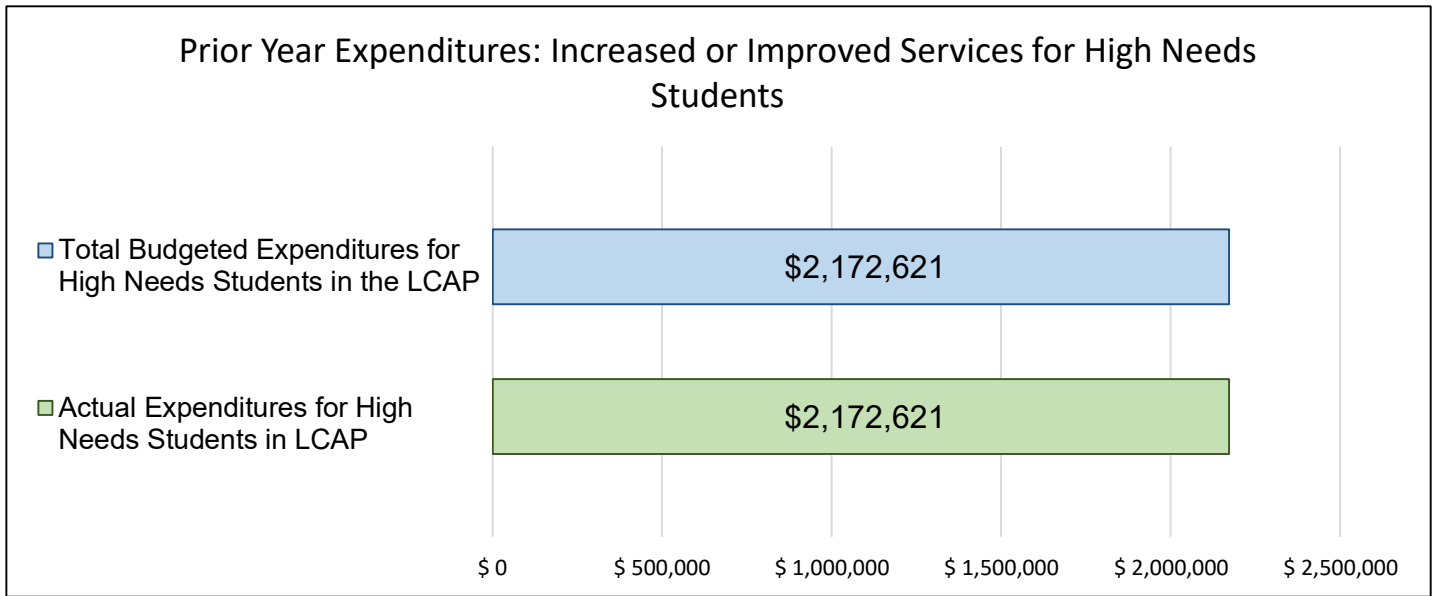
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programmatic expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Wallis Annenberg High is projecting it will receive \$2,192,206.00 based on the enrollment of foster youth, English learner, and low-income students. Wallis Annenberg High must describe how it intends to increase or improve services for high needs students in the LCAP. Wallis Annenberg High plans to spend \$2,192,206.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Wallis Annenberg High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Wallis Annenberg High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Wallis Annenberg High's LCAP budgeted \$2,172,621.00 for planned actions to increase or improve services for high needs students. Wallis Annenberg High actually spent \$2,172,621.00 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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	<a href="mailto:dtran@accelerated.org">dtran@accelerated.org</a> (323) 235-6343 <a href="mailto:bjames@accelerated.org">bjames@accelerated.org</a> (323) 235-6343

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 55.24% met or exceeded standard	2020-21: 39.79% met or exceeded standard	2021-22: 26.17% met or exceeded standard	2022-23: 45.75% met or exceeded standard	45%
CAASPP Math Source: CDE	2018-19: 8.82% met or exceeded standard	2020-21: 14.12% met or exceeded standard	2021-22: 12.04% met or exceeded standard	2022-23: 26.88% met or exceeded standard	20%
CA Science Test: HS Source: CDE	2018-19: 29.93% met or exceeded standard	2020-21: 15.63% met or exceeded standard	2021-22: 7.21% met or exceeded standard	2022-23: 12.26% met or exceeded standard	20%
% Of Students Prepared for College as measured by EAP ELA. Source: CDE	2018-19: 14.29%	2020-21: 13.98%	2021-22: 5.61%	2022-23: 21.28%	15%
% Of Students Prepared for College	2018-19: 0%	2020-21: 1.18%	2021-22: 1.85%	2022-23: 11.83%	4%

as measured by EAP Math. Source: CDE																																																																																																								
A-G Completion Rate Source: Dataquest	2019-20: 79.6%	2020-21: 66.3%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 GRADS MEETING UC/CSU REQ.</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>61</td> <td>64.2%</td> </tr> <tr> <td>Hispanic</td> <td>59</td> <td>64.1%</td> </tr> <tr> <td>English Learners</td> <td>3</td> <td>23.1%</td> </tr> <tr> <td>SWD</td> <td>4</td> <td>50.0%</td> </tr> <tr> <td>SED</td> <td>61</td> <td>64.2%</td> </tr> </tbody> </table>	2021-22 GRADS MEETING UC/CSU REQ.				Number	Rate	Schoolwide	61	64.2%	Hispanic	59	64.1%	English Learners	3	23.1%	SWD	4	50.0%	SED	61	64.2%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 Grads meeting UC/CSU Req</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>96</td> <td>98.0%</td> </tr> <tr> <td>Hispanic</td> <td>91</td> <td>97.8%</td> </tr> <tr> <td>English Learners</td> <td>9</td> <td>47.4%</td> </tr> <tr> <td>SWD</td> <td>11</td> <td>68.8%</td> </tr> <tr> <td>SED</td> <td>96</td> <td>98.0%</td> </tr> </tbody> </table>	2022-23 Grads meeting UC/CSU Req				Number	Rate	Schoolwide	96	98.0%	Hispanic	91	97.8%	English Learners	9	47.4%	SWD	11	68.8%	SED	96	98.0%	85%																																																									
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% Of students who pass AP Exams Source: CALPADS	2019-20: 53%	2020-21: 14%	2021-22: 10.1%	2022-23: 34%	25%																																																																																																			
Other Pupil Outcomes: State Seal of Biliteracy (Priority 8): Source: Dataquest	2019-20: 14.7%	2020-21: 28.1%	2021-22: 26.3%	2022-23: 11.2%	30%																																																																																																			
Other Pupil Outcomes: Golden State Seal Merit Diploma (Priority 8) Source: Dataquest	2019-20: 7.4%	2020-21: 13%	2021-22: 12.6%	2022-23: 39.8%	15%																																																																																																			
Attendance Rate Source: CALPADS	2019-20: 92.5%	2020-21: 89.7%	2021-22: 87%	2022-23: 92.1%	95%																																																																																																			
Chronic absenteeism Rate Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="3">CHRONIC ABSENTEEISM</th> </tr> <tr> <th></th> <th colspan="2">2018-19</th> </tr> <tr> <th></th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>146</td> <td>27.8%</td> </tr> <tr> <td>African-American</td> <td>10</td> <td>43.5%</td> </tr> <tr> <td>Hispanic</td> <td>132</td> <td>26.6%</td> </tr> <tr> <td>EL</td> <td>35</td> <td>44.9%</td> </tr> <tr> <td>SWD</td> <td>22</td> <td>31.0%</td> </tr> <tr> <td>SED</td> <td>139</td> <td>27.3%</td> </tr> </tbody> </table>	CHRONIC ABSENTEEISM				2018-19			Count	Rate	Schoolwide	146	27.8%	African-American	10	43.5%	Hispanic	132	26.6%	EL	35	44.9%	SWD	22	31.0%	SED	139	27.3%	<table border="1"> <thead> <tr> <th colspan="3">CHRONIC ABSENTEEISM</th> </tr> <tr> <th></th> <th colspan="2">2020-21</th> </tr> <tr> <th></th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>157</td> <td>32.8%</td> </tr> <tr> <td>African-American</td> <td>8</td> <td>57.1%</td> </tr> <tr> <td>Hispanic</td> <td>149</td> <td>32.3%</td> </tr> <tr> <td>EL</td> <td>47</td> <td>52.2%</td> </tr> <tr> <td>SWD</td> <td>25</td> <td>43.1%</td> </tr> <tr> <td>SED</td> <td>153</td> <td>32.7%</td> </tr> </tbody> </table>	CHRONIC ABSENTEEISM				2020-21			Count	Rate	Schoolwide	157	32.8%	African-American	8	57.1%	Hispanic	149	32.3%	EL	47	52.2%	SWD	25	43.1%	SED	153	32.7%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>3</td> <td>0.6%</td> </tr> <tr> <td>African-American</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>3</td> <td>0.6%</td> </tr> <tr> <td>EL</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>SWD</td> <td>1</td> <td>1.5%</td> </tr> <tr> <td>SED</td> <td>3</td> <td>0.6%</td> </tr> </tbody> </table>	2021-22 Chronic Absenteeism				Number	Rate	Schoolwide	3	0.6%	African-American	0	0.0%	Hispanic	3	0.6%	EL	0	0.0%	SWD	1	1.5%	SED	3	0.6%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>133</td> <td>28.6%</td> </tr> <tr> <td>Hispanic</td> <td>130</td> <td>28.6%</td> </tr> <tr> <td>EL</td> <td>37</td> <td>35.6%</td> </tr> <tr> <td>SWD</td> <td>19</td> <td>33.9%</td> </tr> <tr> <td>SED</td> <td>131</td> <td>28.6%</td> </tr> </tbody> </table>	2022-23 Chronic Absenteeism				Number	Rate	Schoolwide	133	28.6%	Hispanic	130	28.6%	EL	37	35.6%	SWD	19	33.9%	SED	131	28.6%	15%
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High School Dropout Rate. Source: Dataquest	2019-20: 8.4%	2020-21: 12.6%	2021-22: 10.3%	2022-23: 7.8%	5%																																																																																																			

HS Graduation Rate Source: Dataquest	2019-20: 91.6%	2020-21: 86.6%	2021-22 HS GRADUATION			2022-23 HS Grad Rate			90%
				Number	Rate		Number	Rate	
			Schoolwide	95	88.8%	Schoolwide	98	84.5%	
			Hispanic	92	89.3%	Hispanic	93	85.3%	
			English Learners	13	76.5%	English Learners	9	47.4%	
			SWD	8	66.7%	SWD	11	68.8%	
			SED	95	88.8%	SED	98	84.5%	
Suspension Rate Source: Dataquest	2019-20: 0.8%	2020-21: 0%	2021-22 SUSPENSION			2022-23 SUSPENSION			<1%
				Number	Rate		Number	Rate	
			Schoolwide	7	1.2%	Schoolwide	2	0.4%	
			African American	0	0.0%	Hispanic	2	0.4%	
			Hispanic	7	1.2%				
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%			2022-23: 0%			0%

## Goal Analysis

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

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

- **Action 1:** WAHS has fully implemented this action. In 2023-24 WAHS modified its leadership structure by eliminating the Principal and two Assistant Principals positions in favor of having two Heads of School: Academics and Faculty Affairs; and College and Career Readiness. This decision was made following input from APs and district-level leaders. In addition, WAHS increased its certificated staff to 24 with the addition of an English Teacher. WAHS continues to provide 180 instructional days which exceed CA's requirement of 175 instructional days for Charter Schools. We have provided 10 days of professional development, 5 days for our Curriculum Institute at the beginning of the year and 5 other days throughout the year, with an emphasis on teacher planning and reading across the curriculum. Teachers new to the organization also received 5 additional days of PD during our New Teacher orientation. This school year we hired an Inclusion Coach to support our newly implemented co-teaching model.

- **Action 2:** WAHS has fully implemented this action. WAHS administered NWEA MAP assessments three times this year (Fall, Winter, Spring). This year, we are no longer administering Illuminate Assessments because NWEA MAP assessments are aligned to the state academic standards. Our Data and Intervention Coordinator is actively engaged in using a variety of data sources. This approach is instrumental in monitoring student progress and evaluating the effectiveness of our educational programs, which in turn informs our instructional strategies. This year we are utilizing Performance Matters, a data management system, to consistently oversee and analyze student progress across a variety of assessments.

- **Action 3:** WAHS has fully implemented this action. WAHS received a YELLOW Performance Level for the ELA & Math Academic Indicator on the 2023 CA School Dashboard for the all-student category and the SED and Hispanic student groups. Significant changes have taken place

year in response to analysis of data, including feedback from educational partners, our dynamic and responsive approach to education. These changes reflect the methods needed to meet the evolving needs of our students, by focusing on improving how we address academic needs and accelerate learning for our students. The master schedule was changed to a 4x4 Block schedule, which allows credit deficient students with greater access to course completion and Career and Technical Education (CTE) Pathways.

With our incoming freshmen class, we examine their performance on the 8th grade Math CAASPP and leverage tools including NWEA MAP Assessments to identify which additional targeted supports the student needs from day one. With the discontinuation of SUMMIT Platform for credit recovery, we shifted to APEX Learning this year, and integrated it into the instructional day schedule. This allows our credit deficient students a structured yet accessible opportunity for credit recovery. We also offer credit recovery opportunities during Spring intersession and Summer Programming. With these flexibilities we anticipate students will graduate on time and prepared for post-secondary education.

We now offer tutoring opportunities during the instructional day through the College & Career Readiness (CCR) course. This change provides students with access to tutoring without disrupting their class schedule. As a result of the feedback provided by our educational partners, we've also modified the Summer Bridge Program to one-day (versus an entire week). This one-day event serves to assist our incoming Freshman with the transition to high school, including orientation, fostering community connections, and laying the groundwork for a successful and enriching high school experience.

- **Action 4:** This action was fully implemented. WAHS received a BLUE Performance Level for the Suspension Rate indicator. We attribute this improvement to our fidelity to the CA MTSS Framework. This year we shifted the roles of tracking and support to the Dean of Culture and Psychiatric Social worker as the primary support for Tier 3 intervention. Tier 2 support lies primarily with three College and Career Counselors, and the Head of CCR. Another shift is ensuring teachers are providing Tier 1 instruction and having MTSS conversations during the College and Career readiness classes. Home visits and parent conferences are ongoing for students who fail to attend school on a regular basis, with the Data & Assessment leading the way with the home visits. The Dean of Culture in partnership with the Head of CCR continues to build school community and identity through restorative practices, grade level activities, incentivized programs, college excursions, and a Wayfinder curriculum specific to the CCR classes. WAHS has partnered with Hazel Health to relieve some of the demands placed on the Psychiatric Social Worker to provide support for students experiencing trauma.

- **Action 5:** This action was fully implemented. WAHS received a LOW Status on the College/Career Indicator on the 2023 CA School Dashboard. We continue to make substantial changes to improve College and Career Indicator performance. We've reduced counselor caseload to 150:1, which has resulted in each counselor meeting with every student at least six times throughout the school year, ensuring all students are on path to graduate meeting A-G eligibility requirements. We provide our students with access to concurrent enrollment at LATTC, and access to the following: the MESA stem program, Escalera, CTE pathway, Our students have access to AP courses and utilize Naviance for college and career planning. The counseling team has hosted FAFSA and College and Career Nights, and our students have participated in visiting colleges and universities in CA and on the East Coast. This year some of our students have been accepted to Ivy League universities.

- **Action 6:** This action was partially implemented. This year, we successfully hired an Inclusion Coach, a newly created position aimed at bolstering support for both General Education and Special Education teachers. This role focusses on utilizing student Snapshots, that are

provided to all teachers at the beginning of the year for each student with an Individualized Education Program (IEP). Originally, we planned to hire four Resource Specialist Teacher (RST) positions to reduce caseloads and enhance our ability to support SWD strategically and with more focus. However, we experienced midyear resignations resulting in staffing shortages, and to date unable to fully staff these positions, and currently employ two RSTs. This year our weekly meetings include RSTs, Program Specialists, the Inclusion Coach, and the Director of Access, Equity, and Compliance (DAEC), who oversees the Special Education Program across our schools. These meetings are crucial for maintaining compliance, reviewing our calendar, and discussing instructional strategies. They provide an opportunity to review, analyze, and discuss various aspects of our program, ensuring a cohesive and effective approach to special education. In addition to these meetings, RSTs meet weekly with content area departments and their general education counterparts to plan and implement strategies, evidence-based teaching practices and to work closely with the Inclusion coach and other instructional coaches. The RSTs also participate in Special Education department meetings to receive and provide support to and from the Inclusion Coach, Program Specialist, and each other, to strategize ongoing support for our students with disabilities. Moreover, we are in the process of introducing a "Co-Teaching" model. This innovative approach involves pairing a math or English Language Arts (ELA) teacher with an RST to co-teach courses, with the goal of providing integrated and effective instruction for our students.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- **Action 1:** The current administration is in the midst of its second year at the school and cannot accurately comment on the success of the prior three years. What can be said is that 100% of the leadership team and 98% of the teaching staff returned for the 2023-24 school year. This afforded WAHS tremendous momentum leading into the current year.

Challenges: WAHS by way of the Accelerated Schools organization remains challenged to find qualified individuals to fill openings as they arise given the current salary structure. We also are looking for ways to identify prospective candidates who best fit the WAHS vision and climate of the school.

- **Action 2:** Over the past three years, our educational approach has shown significant progress and alignment with our goals. A key achievement has been offering students the opportunity to improve their grades upon demonstrating proficiency in the NWEA MAP assessments. This initiative underscores our commitment to recognizing and rewarding student effort and mastery. Furthermore, the integration of goal-setting meetings between students and teachers as part of the MAP assessment process has been instrumental. These meetings foster a more personalized and engaging learning experience, helping students set realistic and achievable targets. Additionally, our data from the NWEA MAP assessments over these years has consistently mirrored our students' performance in the SBAC ELA and Math assessments. This correlation reaffirms the reliability



of our assessment tools and the effectiveness of our teaching strategies. It also reflects our commitment to maintaining high educational standards and aligning our assessment methodologies with broader academic benchmarks. These collective efforts and outcomes underscore our dedication to enhancing student learning and achievement, demonstrating our ability to adapt and excel in an evolving educational landscape.

**Challenges:** in the past three years, we have encountered several challenges related to student assessments. One of the primary concerns has been ensuring consistent student attendance for these assessments. We recognize the importance of having all students present to accurately measure and support their academic progress. Another significant challenge has been scheduling the Middle-of-Year (MOY) and End-of-Year (EOY) assessments. Our goal is to find the optimal timing that minimizes testing fatigue while still providing accurate and timely data on student learning. We have also been exploring the most effective methods for administering these assessments. This includes considering various options like special schedules, integrating them into content-specific classes, or conducting them during College and Career Readiness (CCR) classes. Each of these methods has its advantages and challenges, and finding the right balance is crucial for both the validity of the assessments and the well-being of our students. Ensuring a consistent testing environment is another area of focus. We aim to provide a stable and distraction-free environment for all students, which is essential for the integrity and fairness of the assessments. Additionally, accommodating all students, especially those requiring special testing accommodations, has been a logistical challenge. We are continuously working to ensure that every student has the appropriate space and resources needed for a fair testing experience.

**- Action 3:** Spring Intersession and Summer School continue to offer positive opportunities for students to recover credits. With the transition to a 4x4 block schedule, students now have the advantage of making up credits earlier in their academic journey, alleviating concerns about catching up during their senior year.

**Challenges:** In the last three years, we have faced challenges primarily with the Summit Learning Platform, particularly in subjects other than math. The transition in math from CPM to IM initially met with resistance from teachers, requiring effective change management. However, math teachers have now fully embraced IM, and opposition has subsided. In subjects like ELA, history, and science, teachers previously developed much of the curriculum independently, using free online resources. Summit introduced a base-curriculum, offering a structured framework for content delivery. Looking ahead, Summit, now Gradient Learning, has discontinued their in-house curriculum and will instead adopt 'verified curricular' materials for ELA and science. This shift signifies another change, as we prepare to work with new curricular materials in the upcoming academic year.

**- Action 4:** A specified tracing system has been established to objectively identify student by Tier level needs, which relies on academic performance, attendance, and teacher referral as leading indicators. We have also implemented Panorama as a platform to track the follow up interactions with students. The college going culture is on the rise with a significant uptick in students meeting A-G requirements. Additionally, meetings with Tier 2 & Tier 3 students have resulted in strategies to improvement individual student achievement.

**Challenges:** The greatest challenge to managing the MTSS has been the sheer volume of students falling into the Tier 2 & 3 categories. The numbers are trending downward as more and more students rebound from distance learning, but even with the reduction the numbers create a formidable challenge for the few numbers of adults supporting the cause.

- **Action 5:** WAHS continues to improve the college going rate as well as those students who qualify for 4-year institutions. For the class of 2023 85% met A-G requirements with 43% receiving acceptances to 4-year universities and colleges. Overall, 94% of students were accepted to postsecondary. We are most proud of our college workshops, fairs and trips which expose students to the nuances and opportunities of post-secondary education.

Challenges: The greatest challenge over the past few years is building a cohesive team within the counseling department given that two of the team members are new to the profession and all three are beginning their second year on the campus. Also providing a challenge is the unexpected departure of our DIS counselor and the shifting of responsibilities her departure has placed on our counselors. The counselors have now been asked to assist in the compliance requirements for DIS services to students.

- **Action 6:** Over the past three years, our school has seen significant improvements in academic outcomes, evidenced by enhanced dashboard indicators and state testing results. Key to this success has been the implementation of a unified "Key Caseload" calendar, improving our ability to monitor IEP meetings and due dates efficiently. This systematization has directly contributed to better compliance and timely support for students with Individualized Education Programs (IEPs), reflected in our improved dashboard metrics. Regular weekly meetings involving Resource Specialist Teachers (RSTs), the Program Specialist, and the Director of Access, Equity, and Compliance have also played a crucial role. These sessions, focused on compliance and collaborative strategy, have ensured high standards in educational delivery. Further enhancing our approach, the development of our Co-Teaching model through RST and Inclusion Coach meetings has improved instructional methods, benefiting all students, especially in inclusive settings. Professional development for teachers has been another cornerstone, equipping them with tools and strategies to make the core curriculum accessible to all. The provision of Snapshots to General Education teachers has enabled tailored instruction to meet diverse student needs. Additionally, our commitment to Collaborative Learning Rounds (CLRs) has strengthened our reflective and data-driven teaching approach. These combined efforts have not only elevated the quality of education but also fostered a more inclusive and supportive learning environment, as demonstrated by our academic achievements.

Challenges: Despite facing significant staffing challenges over the past three years, our school has demonstrated a commendable improvement in performance, as reflected in our 2023 CA School Dashboard results. This achievement is particularly noteworthy given the obstacles we encountered, especially in maintaining full staffing in key roles. In the 2022-23 school year, for example, we grappled with the mid-year resignations of a Program Specialist and a Resource Specialist Teacher (RST). Although we were able to fill the RST position two months later, the Program Specialist role remained vacant for the remainder of the year. The following year also started with staffing hurdles; we began with three of the four RST positions filled and had to contract out the final position. The situation was further complicated by the transfer of an RST due to staff changes in another school within our network and another mid-year resignation, leaving us with a gap that was challenging to fill. These staffing issues, while significant, did not deter our commitment to improving student outcomes. The resilience and adaptability of our staff, coupled with effective interim solutions, have been instrumental in maintaining the quality and consistency of support for our students. The improvement in our school's performance, despite these barriers, is a testament to the dedication and effort of our educators and support staff. It underscores the importance of teamwork and adaptability in the face of adversity and highlights our school's capacity to overcome challenges to achieve educational excellence.

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

For the 2024-25 LCAP, Goal 1 was revised since our school has shifted to the next phase of implementing MTSS. Through discussions with our educational partners, we identified that State Priorities 4-8, were closely aligned to this goal, and revised the LCAP metrics used to measure it. With the return of the CA School Dashboard, distance from standard metrics for the ELA and Math Academic Indicators will be reported on the 2024-25 LCAP which is a more accurate measure of student performance. For the 2024-25 LCAP, metrics will include numerically significant student groups as reported in the CA School Dashboard performance level. This change was made for purposes of transparency and alignment between the LCAP metrics and the CA School Dashboard.

For the 2024-25 LCAP, WAHS will continue to develop a one-year LCAP that includes “Target for Year 1 Outcome,” under the section measuring and reporting results, rather than “Target for Year 3 Outcome,” an allowable option for charter schools, as instructed in CDE approved LCAP template instructions

**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 for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																																		
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: CALPADS	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																																																		
% Of students with access to Standards-aligned materials Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																																																		
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (Source)	<table border="1"> <thead> <tr> <th colspan="2">2020-21: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2020-21: Implementation Academic Standards		ELA	5	ELD	4	Math	5	NGSS	5	History	5	PE	5	VAPA	5	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>3</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>4</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2021-22: Implementation Academic Standards		ELA	4	ELD	3	Math	4	NGSS	4	History	4	PE	4	VAPA	4	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>CTE</td><td>4</td></tr> <tr><td>Health</td><td>5</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2022-23 Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4	History	5	CTE	4	Health	5	PE	4	VAPA	4	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>3</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>CTE</td><td>3</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2023-24 Implementation Academic Standards		ELA	3	ELD	4	Math	4	NGSS	3	History	5	CTE	3	Health	4	PE	4	VAPA	4	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2023-24: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2023-24: Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	5	History	5	PE	5	VAPA	5	World Language	5
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% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 96%	2022-23: 96%	2023-24: 93%	100%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2018-19: 7.35% Proficient	2020-21: 16.07% Proficient	2021-22: 3.61% Proficient	2022-23: 16.84% Proficient	20%
Reclassification Rate Source: Dataquest	2019-20: 1.3%	2020-21: 1.1%	2021-22: 57.5%	2022-23: 5%	10%
% EL with access to CCSS & ELD Standards Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

## Goal Analysis

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

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

All four actions were fully implemented for Goal 2:

**- Action 1:** WAHS has successfully implemented several key components of our professional development (PD) plan. We've continued our focus on John Hattie's Evidence-Based Practices, including learning outcomes/success criteria and student-to-student dialogue. We've maintained our commitment to providing learning opportunities for certificated personnel to attend relevant conferences and reimburse for induction costs.

The most significant change to leadership is our dual Heads of School model - Academics and Faculty Affairs and Director of College and Career Readiness.

Our PD sessions are conducted in-person, including a New Teacher Orientation (NTO), a 5-day pre-school year Curriculum Institute, and additional 5-day sessions throughout the year. Our focus areas continue to encompass Goal Setting, Student-to-Student Dialogue, and we have begun emphasizing Literacy Across the Curriculum. One of our challenges has been managing the breadth of our PD initiatives. The Math Department continues its work on the Whole Student Math Initiative, and our DEI efforts for leadership are ongoing. Although we aim to provide quarterly PD for paraprofessionals, we have faced challenges in conducting these sessions as frequently as planned. Professional Development on Special Education (SPED) topics was conducted and well-received. We filled crucial roles, including School Administrator over Instruction, Literacy/ELA Instructional Coach, and Director of Curriculum, Instruction, and Assessment.

The feedback from our teachers has been overwhelmingly positive, indicating a successful impact of our PD initiatives on teaching quality and student outcomes. The adaptations made, especially in administrative structure, reflect our responsiveness to changing needs and our commitment to continuous improvement.

- **Action 2:** At WAHS, we've made significant strides in enhancing our English Language Development (ELD) program, achieving substantial progress with our English Learner (EL) students. A cornerstone of our achievement has been the implementation of three specific sections of ELD support, focusing on reading, writing, and speaking & listening which have been effectively structured with the adoption of LANGUAGE! Live since the 2022-23 academic year. This has provided a robust framework that enhances the learning experience for ELs. Central to our ELD strategy is the role of the ELD Instructional Coach, who in addition to teaching two sections of designated ELD support classes, conducts student assessments for the ELPAC, monitors student progress towards reclassification, and developing tailored professional development for teachers. This configuration and strategies enable them to effectively support ELs across disciplines. The ELD differentiated workshops (dELD), using a station teaching model, has been effective. We group EL based on their skill levels and the ELD coach provides targeted tiered support. In addition, the Inclusion Coach, collaborates with our instructional coaches, including the ELD coach to develop and plan professional development sessions, focusing on the unique needs of our dually classified students and enhancing our inclusive teaching practices. Feedback from teachers through post-PD surveys, have expressed their satisfaction with the support and training provided. Students have particularly appreciated the guidance from the ELD coach, especially with the reclassification process, an area many were not familiar with. One of the most significant indicators of our success is the dramatic increase in the reclassification rate from 0% to 25% last year and we're on track to maintain or exceed it. WAHS also received a GREEN Performance Level on the ELPI Indicator where 49.4% made progress towards English language proficiency as measured by the Summative ELPAC.

- **Action 3:** WAHS provides all students with access to standards-aligned curriculum and instructional materials including supplemental online applications. This year we shifted to APEX credit recovery (online); and we've implemented Sustained Silent Reading program and with classrooms equipped with classroom libraries with books of various genres. For the upcoming 2024-25 school year, we plan to adopt ERWC curriculum which was piloted for grades 11 and 12.

- **Action 4:** WAHS provides all students with a technology device which they can take home. Our teachers utilize Google Classroom as a platform for information sharing and collection. This year we designed a Graphic Design lab with iMacs; and film equipment to support the Digital Media component of our CTE programs.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**- Action 1:** "Over the past three years, WAHS has experienced notable successes in several key areas, as reflected in our improvement on various dashboard indicators, state testing scores, and academic outcomes. We have seen a remarkable increase in graduation rates, from 86% three years ago to an impressive 95.5% last year. This achievement has earned us a Blue level on the California Dashboard, indicating significant progress and success in this area. Our scores in English Language Arts (ELA) and Mathematics have shown considerable improvement. Three years ago, our scores were 39.79% in ELA and 14.12% in Math. As of the last academic year, these scores have risen to 45.75% in ELA and 26.88% in Math. This progress is represented as Yellow for both ELA and Math on the CA Dashboard, demonstrating a positive trend in academic achievement. In addition to these improvements, we have achieved a Green level in English Learner Progress. This is a testament to our effective strategies and dedicated efforts in supporting our English Language Learners, ensuring they make significant academic progress. Importantly, all our significant subgroups, as identified on the dashboard, have performed at these improved levels. This uniform progress across different student demographics highlights our commitment to inclusive and equitable education, ensuring that all students, regardless of their background, have the opportunity to succeed. These successes are not just reflected in quantitative data but are also a result of our strategic actions in professional development, curriculum enhancement, and focused student support. Our comprehensive approach to education, focusing on both academic and non-academic skills, has been integral in achieving these outcomes. The positive trends in our dashboard indicators and state testing scores are a clear indication of the effectiveness of our initiatives in addressing our set goals and improving the overall educational experience and outcomes for our students."

**Challenges:** In reflecting on the past three years, WAHS has faced certain challenges in our continuous journey of improvement and development. One significant area where we seek ongoing enhancement is in our Diversity, Equity, and Inclusion (DEI) efforts. Despite our dedicated initiatives, this remains a work in progress. Last year, a group of leaders commenced a process to address and advance our DEI work, but there is still more to be accomplished in this vital area. Another challenge is reflected in our performance on the California School Dashboard, specifically in the College & Career Indicator. This year, the indicator is presented as "Status only," and unfortunately, our current standing in this area does not meet our expectations and aspirations. Recognizing the importance of preparing our students for post-secondary success, we are actively examining how to address and improve this low rating. As we approach the next academic year, when the "Status only" designation will be lifted, our focus is on implementing strategies and programs that will enhance our students' readiness for college and careers. These challenges, while significant, provide us with an opportunity for reflection, learning, and growth. We understand that effective DEI practices are crucial not only for fostering a positive and inclusive school culture but also for ensuring equitable learning opportunities for all students. Similarly, enhancing our College & Career readiness programs is essential for equipping our students with the skills and knowledge they need to thrive in their future endeavors. Our commitment to addressing these challenges is unwavering, and we are dedicated to implementing solutions and strategies that will lead to better outcomes. The lessons learned during this period are guiding our future plans and actions, ensuring that WAHS continues to evolve and improve in serving our diverse student community.

**- Action 2:** Over the past three years at WAHS, we have witnessed a period of significant achievement and progress, particularly in the areas of educational metrics and state testing outcomes. This success is a clear reflection of our focused actions and dedicated efforts towards enhancing educational standards, especially for our English Learner (EL) student population. The California School Dashboard now indicates a Green status for our school, a substantial improvement highlighting the positive changes we've implemented. Notably, 49.4% of our EL students have made progress, marking an increase of 23.4% compared to previous years. This same percentage of EL students progressed at least one level in the

English Language Proficiency Indicator (ELPI), signifying a major stride in English language proficiency among this group. In terms of state testing outcomes, particularly the ELPAC scores, we have not only recovered from the setbacks experienced during the COVID-19 pandemic but have also surpassed our pre-pandemic performance levels. This year, 16.84% of our students achieved proficiency, a score that commendably exceeds the state average. This achievement is particularly noteworthy as it underscores the resilience and effectiveness of our instructional strategies in the face of unprecedented challenges. The combination of these quantitative achievements with the qualitative feedback from our school community provides a comprehensive picture of a school that is not just meeting but exceeding educational expectations. The strategic actions we have undertaken, including targeted instructional support and professional development, have played a crucial role in driving these positive outcomes. Our approach has effectively met the goals set in our school's improvement plan, leading to enhanced academic achievements and significant progress in state assessments. As we reflect on these successes, the collective commitment of our staff, teachers, and students to continuous improvement and high academic standards has been the key driving force. We remain dedicated to building on these achievements and continuing our journey towards excellence in education.

**Challenges:** While enhancing our English Language Development (ELD) program at WAHS, we have encountered specific challenges, particularly in engaging students in designated ELD classes. One notable issue has been the difficulty in encouraging attendance among Long-Term English Learners (LTELs). Many of these students, who perceive their English language skills as adequate, often question the necessity of additional support, leading to lower participation in ELD classes. Despite achieving a Blue rating on the 2023 California School Dashboard, which is an indicator of overall success, this challenge in student engagement in ELD classes has been a recurring concern. It highlights a gap between the availability of resources and their utilization by the target student group. A significant contributing factor to this challenge has been staffing issues. The past year was the first in which our ELD coach could begin to fully implement our planned ELD support strategy. In the preceding year, due to staffing shortages, the ELD coach was required to teach a full load of classes, which limited their ability to focus on the specialized ELD support envisioned in our plan. Feedback from the school community, particularly regarding student attendance in ELD classes, has underscored this challenge. It reflects a need for a more effective strategy to engage LTELs and communicate the value of ELD classes in enhancing their language proficiency and academic performance. Despite these challenges, it's important to note that we are meeting our objectives in other areas. The Blue rating on the California School Dashboard is a testament to the overall success of our educational initiatives and the dedication of our staff. However, the specific issue of engaging LTELs in ELD classes remains an area that requires focused attention and innovative solutions. Moving forward, addressing this challenge will involve not only ensuring adequate staffing but also developing strategies to better engage LTELs and demonstrate the tangible benefits of participating in ELD classes. This may include more targeted communication with students, involvement of parents and guardians, and perhaps a review of how ELD support is presented to make it more appealing and relevant to the students' academic and personal growth.

**- Action 3:** APEX has been quite valuable as a credit recovery tool used primarily by members of the senior class. The self-paced program is allowing students to complete courses previously taken during Covid. The Vista platform continues to provide continuity between the various levels of content allowing for seamless transition from one year of Spanish to the next. Finally, our science classes continue to receive the financial support necessary to purchase supplies.

**Challenges:** A few of the challenges faced included a reliance on Summit that in many ways has stifled the creativity within a given classroom. Students and teachers have become so focused on the completion of PFA's that some have lost sight of the personal connection necessary for effective teaching. Additionally, Project Wayfinder has not been implemented with fidelity across all College and Career classes.



**- Action 4:** The success for WAHS is that all students have a take home technology device and the appropriate classrooms Graphic Design and Digital Media have been supplied with the technology necessary to generate student success.

Challenges: Adequate classroom space continues to be a challenge to create the best opportunities for students.

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

For the 2024-25 LCAP - Goal 2 was revised since our school has shifted to a comprehensive Professional development model using John Hattie's Visible Learning and Evidence-based strategies. Through discussions with our educational partners, we identified that State Priorities 1-2, were closely aligned to this goal, and revised the LCAP metrics used to measure it.

Per CDE newly revised guidance, our school will be reporting CDE's TAMO reports to address Priority 1 (Teacher assignment) since this data is pre-populated by the CDE for Priority 1 on the Local Indicators report. This decision was made for purposes consistency and transparency. For the 2024-25 LCAP, WAHS will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

**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 for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT Source: SARC & FIT	2020-21: Good	2021-22: Good	2022-23: Good	2023-24: Exemplary	Good
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama Survey	2020-21: 69% Sense of safety 69% School connectedness	2021-22: 53% Sense of safety 55% School connectedness	2022-23: 72% Sense of safety 72% School Connectedness	<u>2023-24:</u> 79% Sense of Safety 74% School connectedness	>75%
Parent Survey: Sense of safety & school connectedness Source: Panorama Survey	2020-21: Not reported: Sense of safety 75% School connectedness	2021-22: 72% Sense of safety 68% School connectedness	2022-23: 94% Sense of safety 66% School Connectedness	<u>2023-24:</u> 86% Sense of Safety 88% School connectedness	>75%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama Survey	2020-21: Not reported: Sense of safety 89% School connectedness	2021-22: 55% Sense of safety 60% School connectedness	2022-23: 93% Sense of safety 55% School Connectedness	<u>2023-24:</u> 79% Sense of Safety 78% School connectedness	>75%
Parent Input in Decision-making including UP & SWD: As measured by CDE’s Self Reflection	2020-21: CDE’s Self-reflection Tool (Questions 5-8) 5. 5 6. 5	2021-22: CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4	2022-23: CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4	2023-24: CDE’s Self-reflection Tool (Questions 5-8) 5. 3 6. 3	Rating of 4+

Tool Priority 3: Self-reflection Tool (Source)	7. 5 8. 5	7. 4 8. 4	7. 4 8. 3	7. 4 8. 4	
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Self Reflection Tool Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 3 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 4	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 3 4. 4	Rating of 4+

## Goal Analysis

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

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

All four actions were fully implemented for Goal 3.

**- Action 1:** With the implementation of the new WAHS leadership structure, there has been a significant improvement in our college going culture. Our "Every Student Connected" motto has resulted in additional sports teams and clubs including Girls Flag Football, Esports, Swim and on the near horizon, Cross Country, of which over 60% of our students participate in. With the support of the Head of CCR, the school's athletic director and assistant athletic director, are leading the way for our sports teams. We've partnered South Central Health Care, who provide mobile health units equipped with physicians that provide physical checkup for our students onsite. The WAHS ASB program has grown tremendously from 15 to 40 students while providing whole school activities throughout the year. Bolstering student involvement has been enhanced by the ARC afterschool program which provides clubs and other extracurricular activities. An identified area of growth is our PBIS program including the incentives we provide for attendance, academic performance, assessment participation resulting in annual ADA of 92%, and an increase in high school graduation rates of 95.6%. We administer the Panorama School Climate survey annually to students, staff and parents/families. WAHS has reviewed and revised its Comprehensive School Safety Plan in conjunction with the safety plan of the organization which has been presented staffwide.

**- Action 2:** AHS solicits input in decision-making with the following parent committees: PAC, and ELAC. We are using several strategies to engage parent participation in these committees.

- **Action 3:** The development/revision of the school's website is still in progress. However, the Leadership Team continues communicate with families through informational workshops and student/family celebrations. Workshops hosted this year include: -Power School Training -FAFSA and College Application Completion -Mental Health Workshops WAHS continues to address chronic absenteeism that impacts academic performance through Tier 3 intervention that includes home visits conducted by our Data & Assessment Coordinator. These efforts have had a positive impact on daily student attendance.

- **Action 4:** In many respects school safety is the primary force for school accountability. WAHS is committed to provide a learning environment which provides both a safe physical and social emotional campus. Staffing guidelines remain compliant with State and Local guidelines and in many ways exceed governmental standards. Although the worst of Covid appears to be behind us, WAHS still remains vigilant in providing access to PPE as needed and following suggested health guidelines. All repairs continue to be made in a timely manner as identified through our Facility Inspection Tool. The FIT is reported annually on the school's SARC, LCAP and Local Indicators Report.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- **Action 1:** The last two years have witnessed significant improvement in the school climate as evidenced by increased student participation in clubs and activities, improved attendance and academic performance, and an anecdotal sense of trust exhibited between students and staff. WAHS also views the higher level of staff retention as further evidence of a safe and supportive school culture among community stakeholders.

Challenge: The challenges faced in the last few years is the development of systems and best practices that were previously absent or administered inconsistently by the previous administration. Another minor challenge has been accessing the training on Panorama and the ability to coordinate a purposeful time for the distribution of the Panorama SEL surveys.

- **Action 2:** The combining of events such as Back to School Night and ELAC has proved more fruitful in gaining parent participation. Plans are in the works to create several unstructured parent events in hopes of connecting more parents to the campus and in turn Parent committees.

Challenge: Identifying the appropriate time for meetings has been one of several challenges in attracting parent participation. Also contributing to the problem is the struggle between supporting one's child yet providing them the independence to develop as young adults. Combining activities has served as a less intrusive bridge to these efforts.

- **Action 3:** WAHS has had pretty good success communicating with families via the Remind App and hard copy mailings with all information provided in English and in Spanish. Our Tier 3 intervention plan has more adults engaging with students to reduce chronic absenteeism and the home visits have also been a welcomed benefit.

Challenge: WAHS has several challenges regarding parent engagement. First, our social media presence is not fully within our control which severely hampers our ability to message families in a timely and engaging manner. The lack of access to the website also makes it difficult to properly recruit parents. While we would like to embed tidbits of information about the school on the site, we do not have the ability to readily do so.

- **Action 4:** Over the last two years WAHS has complied with all Covid PPE mandates, acquired new outdoor furnishings (including benches, tables, chairs, and protective shade structures) for students and staff, hired additional custodial staff, repainted the entire campus, and installed more than 100 security cameras.

Challenge: The main challenge we continue to face is classroom and athletic space. With a robust and growing athletic program, the demand for available space has increased. Finding a way to utilize the vacant lot owned by the organization is paramount to providing the optimal spacing for all programs.

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

For the 2024-25 LCAP, Goal 3 was revised based on input and feedback from our educational partners, and we identified that State Priorities 1,3, and 6, were closely aligned to this goal, and the metrics remained the same. We made a minor modification to Priority 3, the metric that measures parent input in decision-making was changed from questions #5-8 of the CDE's Local Indicators Priority 3 to instead reflect the responses to questions #9-12 which is a more accurate indicator for addressing this state priority.

For the 2024-25 LCAP, WAHS will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

**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 for last year's actions may be found in the Contributing Actions Annual Update Table.**

**Instructions**

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

**Goals and Actions**

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



# 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	<a href="mailto:dtran@accelerated.org">dtran@accelerated.org</a> (323) 235-6343 <a href="mailto:bjames@accelerated.org">bjames@accelerated.org</a> (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 &amp; Faculty Affairs; and Head of College &amp; Career Readiness met during monthly meetings (<b>January – May 2024</b>) 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"> <li>• Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness.               <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ 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.</li> </ul> </li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• <b>1/8/24</b> 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"> <li>○ 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.</li> </ul> </li> <li>• <b>4/29/24</b> (Staff Meeting): Review LCAP metrics, local assessment data, needs assessment &amp; solicit input for the 2024-25 LCAP.               <ul style="list-style-type: none"> <li>○ Feedback provided: For the 2024-25 school year: would like to continue with instructional coaches: ELA, ELD, Math, Pedagogy, and SPED; and Wayfinder.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>5/13/24</b> Onsite Staff Meeting: Review, finalized, and approved 2024-25 LCAP for submission to the governing board. <ul style="list-style-type: none"> <li>○ Feedback provided: Teachers agreed with the additional changes made to the 2024 LCAP to improve the instructional (professional development &amp; coaching) and learning needs of ELs.</li> </ul> </li> </ul>
Other School Personnel	<ul style="list-style-type: none"> <li>• <b>April 2024:</b> 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"> <li>○ Feedback provided: Continue work towards improving student achievement, instructional coaching to support student needs (academic, behavioral).</li> </ul> </li> </ul>
Students	<p><b><u>1/30/24 (Assembly)</u></b></p> <ul style="list-style-type: none"> <li>• Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness. <ul style="list-style-type: none"> <li>○ Student feedback – they expressed they like the direction the school is going in.</li> </ul> </li> </ul> <p><b><u>4/26/24 (Assembly)</u></b></p> <ul style="list-style-type: none"> <li>• Review LCAP metrics, local assessment data, needs assessment &amp; solicit input for the 2024-25 LCAP. For the 2024-25 school year: <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>
Parent Advisory Committee (PAC)	<p><b><u>1/30/24 (Parent Meeting)</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>4/24/24 (Parent Meeting)</u></b></p> <ul style="list-style-type: none"> <li>• Review LCAP metrics, local assessment data, needs assessment &amp; solicit input for the 2024-25 LCAP. <ul style="list-style-type: none"> <li>○ 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;</li> </ul> </li> </ul>

	<p>and a digital marquis to be purchased and installed outside of the school with announcements of upcoming events.</p> <p><b><u>5/22/24 (Parent Meeting)</u></b></p> <ul style="list-style-type: none"> <li>• Review, finalize, and approve 2024-25 LCAP for submission to the governing board. <ul style="list-style-type: none"> <li>○ Feedback provided: PAC agreed with the additional changes made to the 2024 LCAP to improve the instructional (professional development &amp; coaching) and learning needs of ELs.</li> </ul> </li> </ul>
<p>ELAC, DELAC &amp; EL-PAC</p>	<p><b><u>1/30/24 (Parent Meeting)</u></b></p> <ul style="list-style-type: none"> <li>• Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness.</li> </ul> <p><b><u>4/24/24 (Parent Meeting)</u></b></p> <ul style="list-style-type: none"> <li>• Review LCAP metrics, local assessment data, needs assessment &amp; 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.</li> </ul> <p><b><u>5/22/24 (Parent Meeting)</u></b></p> <ul style="list-style-type: none"> <li>• 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 &amp; coaching) and learning needs of ELs.</li> </ul>
<p>Parents including those representing Unduplicated Pupils</p>	<p><b><u>1/30/24 (Parent Meeting)</u></b></p> <ul style="list-style-type: none"> <li>• Discussion and review of the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness.</li> </ul> <p><b><u>4/24/24 (Parent Meeting)</u></b></p> <ul style="list-style-type: none"> <li>• Review LCAP metrics, local assessment data, needs assessment &amp; 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 &amp; FAFSA).</li> </ul> <p><b><u>5/22/24 (Parent Meeting)</u></b></p> <ul style="list-style-type: none"> <li>• 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 &amp; coaching) and learning needs of ELs.</li> </ul>



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"> <li>• <b><u>2/29/24</u></b>: Discussion on the Community of Practice for in-person workshops and training for paraprofessionals.</li> <li>• <b><u>3/7/24</u></b>: Discussion took place on how to increase parent understanding of the parent counseling and training: What strategies are shared in these meetings.</li> <li>• <b><u>4/23/24</u></b>: The SPED Director sent the SELPA the SPED LCAP Action as part of the consultation process for their input and feedback.</li> </ul>
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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: <a href="#">CA School Dashboard</a>	<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: <a href="#">CAASPP website</a>	<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: <a href="#">CAASPP website</a>	<u>2022-23:</u> 21.28% College ready 24.47% Conditionally ready			2023-24: 23% College Ready 26% Conditionally ready																					
5	% Proficient CAST Source: <a href="#">CAASPP website</a>	<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	2022-23: 98%			2023-24: 98%																					

	(5-year cohort) Source: <a href="#">Dataquest</a>																																	
7	% EL who made progress towards English Language Proficiency Source: <a href="#">ELPI – CA School Dashboard</a>	49.4% Source: 2023 Dashboard			51%																													
8	% students English Language Proficiency for Summative ELPAC Source: <a href="#">ELPAC website</a>	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: <a href="#">Dataquest</a>	<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: <a href="#">Dataquest</a>	2022-23: 0%			2023-24: <0.5%																													
17	% of students earning a State Seal of Biliteracy (5-year cohort) Source: <a href="#">Dataquest</a>	2022-23: 11.2%			2023-24: 12%																													
18	% of graduate earning a Golden State Seal Merit Diploma. (5-year cohort) Source: <a href="#">Dataquest</a>	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	<p>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 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"> <li>• Provide appropriate Designated ELD courses based on the EL student language acquisition needs.</li> <li>• English Learner Master Plan is accessible online and by request for our staff, families, and will be reviewed and revised annually by the ELAC.</li> <li>• 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.</li> <li>• Monitor student performance in ELA and ELD courses, daily attendance, Lexile growth as measured by NWEA &amp; Language Live assessments; and Summative ELPAC results data to ensure ELs make progress towards English language proficiency</li> <li>• Purchase and utilize Rosetta Stone to support the language needs of Newcomers</li> <li>• Continue to utilize Language Live curriculum and consumables</li> </ul>	\$142,778	Y
2	SUPPORTING LONG-TERM ENGLISH LEARNER (LtEL) NEEDS	<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>	\$20,000	y

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ELD Instructional Coach will participate in academic language training and lead Professional Development on strategies for teachers to implement academic language routines into daily lessons.</li> <li>• 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.</li> </ul>		
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"> <li>• NWEA MAP Reading &amp; Math: 3 times/year</li> <li>• State-mandated assessments: CAASPP, CAST, ELPAC</li> </ul> <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>	\$4,300	N
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</p>	\$640,287	Y



		<p>for students with IEPs. A double block of Algebra 1 (Math Support course) will be offered for incoming 9<sup>th</sup> grade students. Credit recovery will be embedded into the instructional day. Intersession will be available during breaks and Summer School for tutoring and credit recovery. Math Bridge Course will be offered to support College Math; and will be offered and designed by Los Angeles Trade Tech College as a preparatory course for college Mathematics. WAHS will also offer before and after school tutoring.</p> <p>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 9<sup>th</sup> grades students to prepare them for the rigor of high school, educate them on the school's expectations, conduct diagnostic assessments to identify student strengths and needs, engage in community building activities to support a positive school climate.</p>		
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 &amp; 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 <b>Assistant Principal</b> 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 <b>Dean of Culture</b> will build and maintain community among students and work closely with teachers to deliver the College &amp; Career Lessons and implement restorative practices and celebratory events schoolwide.</p> <p>The <b>Psychiatric Social Worker</b> 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</p>	\$559,938	Y

		supportive community that exudes a Culture of Respect; Culture of Learning and a College-going culture.		
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 &amp; 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 &amp; Career Advisors (CCA) of 150:1, which allows for bimonthly check-ins with each 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 &amp; 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 &amp; Career Fair onsite annually.</p>	\$736,197	Y
7	SERVICES TO SUPPORT SWD	In efforts to monitor IEP compliance related to IEP timelines, services, accommodations and/or modifications, the Program Specialist and the Administrator of Special Education hold weekly meetings with all Resource Teachers and site leadership. During these meetings, the 200 and 300 Welligent reports are reviewed to provide support, remain in	\$737,371	N

compliance, and identify the next steps for any non-compliance issues that may have surfaced.

A “Key Caseload” calendar is created each year, updated throughout the year, and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership, and our Student Services Coordinator to ensure IEPs are scheduled and held in advance of the IEP due date.

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.

In addition, weekly meetings between the program specialists, Inclusion Coach, and site admin will occur. These meetings serve as an opportunity 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

	<p>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.</p> <p>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.</p> <p>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> <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: <a href="#">CDE TAMO</a>	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 &amp; performance standards for all students &amp; enable ELs access.</p> <p><u>Rating Scale:</u>  1 - Exploration &amp; Research Phase;  2 – Beginning Development;  3 – Initial Implementation;  4 – Full Implementation;  5 -Full Implementation &amp; Sustainability</p> <p>Source: <a href="#">Priority 2 Self Reflection Tool</a> - 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>	\$2,323,108	N

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 &amp; 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. Substitute teachers will be employed to allow teachers to participate in peer observations, and coaching cycles, and to maintain continuity of instruction across all disciplines.</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"> <li>• College &amp; Career Readiness</li> <li>• Instructional Technology</li> <li>• Teaching</li> <li>• Diversity, Equity &amp; Inclusion (DEI)</li> </ul> <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, <a href="#">here</a>.</p>	\$480,617	Y
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>	\$55,000	N



		<ul style="list-style-type: none"> <li>• ELA: Ordell Readers &amp; Tradebooks; ERWC</li> <li>• History: DBQ Project</li> <li>• Spanish: Vista Higher Learning (LMS)</li> <li>• Science: OpenSciEd</li> </ul>		
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.	\$319,617	N

# 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: <a href="#">SARC</a>	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 &amp; Sustainability</p> <p>Source: Score - <a href="#">CDE Priority 3 Self- reflection tool</a>.</p>				
24	<p>Parent participation in programs for UP &amp; SWD.</p> <p>(Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration &amp; Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation &amp; Sustainability</p> <p>Source: Score - <a href="#">CDE Priority 3 Self- reflection tool</a></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 &amp; 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 &amp; 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"> <li>• 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.</li> <li>• Athletics Director to coordinate sports program.</li> <li>• Student Leadership:</li> <li>• Field Trips – extended learning opportunities</li> <li>• Host Clubs/organizations.</li> </ul> <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>	\$453,424	N
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"> <li>• English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2)</li> <li>• Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul> <p>Interpreter services will be available for all committee meetings.</p>	\$0	N
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>	\$24,000	N

		<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"> <li>• Financial Aid/FAFSA</li> <li>• College application process</li> <li>• Behavior management</li> <li>• Social-emotional: Suicide awareness</li> <li>• Cyber-issues</li> <li>• Accessibility</li> </ul> <p>Materials issued to families will be translated and Interpreter services will be available for meetings and upon request.</p>		
4	<p>MAINTAINING SAFE &amp; 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>	\$171,262	N

# 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
\$2,192,206	\$256,299

## 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 1, Action 4	There are significant achievement gaps among EL, & SED, compared to all students, and especially in mathematics.	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	The metrics being used to monitor effectiveness: <ul style="list-style-type: none"> <li>#1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> <li>#2: CAASPP Math Assessment: Distance from Standard (DFS)</li> </ul>

2022-23 ELA CAASPP	
Student Group	DFS
All Students	-14.9
Hispanic	-14.6
EL	-127.2
SED	-17.4

2022-23 Math CAASPP	
Student Group	DFS
All Students	-89.9
Hispanic	-89.1
EL	-199.2
SED	-93.4

block of Algebra 1 (Math Support course) will be offered for incoming 9<sup>th</sup> grade students. Credit recovery will be embedded into the instructional day. Intersession will be available during breaks and Summer School for tutoring and credit recovery. Math Bridge Course will be offered to support College Math; and will be offered and designed by Los Angeles Trade Tech College as a preparatory course for college Mathematics. WAHS will also offer before and after school tutoring.

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.

WAHS has implemented a Summer Bridge Program for incoming 9<sup>th</sup> grades students to prepare them for the rigor of high school, educate them on the school's expectations, conduct diagnostic assessments to identify student strengths and needs, engage in community building activities to support a positive school climate.

Chronic absenteeism rates are excessively high schoolwide and EL, SED, and SWD.

2022-23: Chronic Absenteeism		
Student Group	Total	Rate
All Students	133	28.6%
Hispanic	130	28.6%
EL	37	35.6%
SED	131	28.6%
SWD	19	33.9%

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.

The **Assistant Principal** will provide Tier 2 Intervention to support culture-building and address chronic absenteeism, student attendance rates through our mentoring (attendance) program,

The metrics being used to monitor effectiveness:

- #12: Chronic Absenteeism Rates
- #15: Suspension Rate
- #16 Expulsion Rate

Goal 1,  
Action 5



		in alignment with the school’s MTSS Framework, and address student behavioral issues and needs.	
Goal 1, Action 6	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>WAHS will continue to maintain reduced caseloads for College &amp; Career Advisors (CCA) of 150:1, which allows for bimonthly check-ins with each 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 &amp; 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 &amp; Career Fair onsite annually.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #6: % students: A-G completion rate</li> <li>• #13: High School Dropout Rates</li> <li>• #14: High School Grad. Rate</li> </ul>
Goal 2, Action 2	Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff to improve overall academic outcomes and student engagement.	<p>The Head of Academics &amp; 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.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #21: Implementation of the State Academic content &amp; performance standards for all students &amp; enable ELs access.</li> <li>• #1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> </ul>

		Support teachers and leadership team with conferences that include but are not limited to: <ul style="list-style-type: none"> <li>• College &amp; Career Readiness</li> <li>• Instructional Technology</li> <li>• Teaching</li> <li>• Diversity, Equity &amp; Inclusion (DEI)</li> </ul>	<ul style="list-style-type: none"> <li>• #2: CAASPP Math Assessment: Distance from Standard (DFS)</li> </ul>
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**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 1, Action 1	<p>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 prior year of 26% resulting in a green performance level on the 2023 CA School Dashboard.</p> <p>There are significant achievement gaps among ELs as evidenced by the 2023 CA School Dashboard: ELA Academic Indicator (-127.2 DFS) &amp; Math Academic Indicator (-199.2 DFS) compared to all students.</p> <table border="1" data-bbox="191 1209 900 1442"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> <th colspan="2">2022-23 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-14.9</td> <td>All Students</td> <td>-89.9</td> </tr> <tr> <td>Hispanic</td> <td>-14.6</td> <td>Hispanic</td> <td>-89.1</td> </tr> <tr> <td>EL</td> <td>-127.2</td> <td>EL</td> <td>-199.2</td> </tr> <tr> <td>SED</td> <td>-17.4</td> <td>SED</td> <td>-93.4</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		2022-23 Math CAASPP		Student Group	DFS	Student Group	DFS	All Students	-14.9	All Students	-89.9	Hispanic	-14.6	Hispanic	-89.1	EL	-127.2	EL	-199.2	SED	-17.4	SED	-93.4	<p>WAHS will continue to strengthen its EL program through the following methods:</p> <ul style="list-style-type: none"> <li>• Provide appropriate Designated ELD courses based on the EL student language acquisition needs.</li> <li>• English Learner Master Plan is accessible online and by request for our staff, families, and will be reviewed and revised annually by the ELAC.</li> <li>• 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.</li> <li>• Monitor student performance in ELA and ELD courses, daily attendance, Lexile growth as measured by NWEA &amp; Language Live assessments; and Summative ELPAC results data to ensure ELs make progress towards English language proficiency</li> </ul>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #7: % EL who made progress towards English Language Proficiency</li> <li>• #8: % students English Language Proficiency for Summative ELPAC</li> <li>• #9: Reclassification Rate</li> </ul>
2022-23 ELA CAASPP		2022-23 Math CAASPP																									
Student Group	DFS	Student Group	DFS																								
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SED	-17.4	SED	-93.4																								

		<ul style="list-style-type: none"> <li>• Purchase and utilize Rosetta Stone to support the language needs of Newcomers</li> <li>• Continue to utilize Language Live curriculum and consumables</li> </ul>	
<p>Goal 1, Action 2</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"> <li>• 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.</li> <li>• The ELD Instructional Coach will participate in academic language training and lead Professional Development on strategies for teachers to implement academic language routines into daily lessons.</li> <li>• 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.</li> </ul>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #7: % EL who made progress towards English Language Proficiency</li> <li>• #8: % students English Language Proficiency for Summative ELPAC</li> <li>• #9: Reclassification Rate</li> </ul>

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.

Not 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.

Wallis Annenberg High School will use additional concentration grant add-on funds to fund Academic Tutors to provide tutoring before and after school, during intersession and summer school. (Goal 1, Action 4)

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

## 23-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,536,286.72	\$ 6,629,466.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1a	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 159,011	\$ 159,011
1	1b	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 2,533,344	\$ 2,393,144
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ 165,735	\$ 165,735
1	3a	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 355,053	\$ 355,053
1	3b	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 296,855	\$ 249,528
1	4a	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 216,520	\$ 216,520
1	4b	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 243,390	\$ 211,495
1	5	PROMOTING A COLLEGE-GOING CULTURE	Yes	\$ 663,166	\$ 663,166
1	6	SERVICES TO SUPPORT SWD	No	\$ 1,167,549	\$ 1,126,498
2	1a	PROFESSIONAL DEVELOPMENT	Yes	\$ 432,895	\$ 432,895
2	1b	PROFESSIONAL DEVELOPMENT	No	\$ 100,537	\$ 100,537
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 141,695	\$ 141,695
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 48,450	\$ 57,987
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 185,592	\$ 155,000

3	1a	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$	372,890	\$	372,890
3	1b	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$	218,853	\$	224,265
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$	47,425	\$	35,648
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	\$	187,327	\$	187,327

## 23-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,029,634	\$ 2,336,859	\$ 2,336,859	\$ (0)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1a	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 159,011	\$ 159,011.00	0.00%	0.00%
1	3a	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 355,053	\$ 355,053.00	0.00%	0.00%
1	4a	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 216,520	\$ 216,520.00	0.00%	0.00%
1	5	PROMOTING A COLLEGE-GOING CULTURE	Yes	\$ 663,166	\$ 663,166.00	0.00%	0.00%
2	1a	PROFESSIONAL DEVELOPMENT	Yes	\$ 432,895	\$ 432,895.00	0.00%	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 141,695	\$ 141,695.00	0.00%	0.00%
3	1a	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$ 368,519	\$ 368,519.00	0.00%	0.00%

## 23-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,140,852	\$ 2,029,634	0.00%	39.48%	\$ 2,336,859	0.00%	45.46%	\$0.00 - No Carryover	0.00% - No Carryover



**2024-25 Total Planned Expenditures Table**

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 5,571,115	\$ 2,192,206	39.350%	0.000%	39.350%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,162,717	\$ 529,371	\$ -	\$ 975,811	\$ 6,667,898.38	\$ 4,844,051	\$ 1,823,847

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	STRENGTHENING EL PROGRAM & SERVICES	English Learners	Yes	Schoolwide	English Learners	WAHS	Ongoing	\$ 142,778	\$ -	\$ 142,778	\$ -	\$ -	\$ -	\$ 142,778	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Long Term English Learners	Yes	Schoolwide	English Learners	WAHS	Ongoing	\$ -	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No				Ongoing	\$ -	\$ 4,300	\$ 4,300	\$ -	\$ -	\$ -	\$ 4,300	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	WAHS	Ongoing	\$ 237,982	\$ 402,305	\$ 621,277	\$ -	\$ -	\$ 19,010	\$ 640,287	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	WAHS	Ongoing	\$ 539,938	\$ 20,000	\$ 301,945	\$ -	\$ -	\$ 257,993	\$ 559,938	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	All	Yes	Schoolwide	All	WAHS	Ongoing	\$ 645,097	\$ 91,100	\$ 736,197	\$ -	\$ -	\$ -	\$ 736,197	0.000%
1	7	SERVICES TO SUPPORT SWD	SWD	No				Ongoing	\$ 440,771	\$ 296,600	\$ 5,000	\$ 529,371	\$ -	\$ 203,000	\$ 737,371	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				Ongoing	\$ 2,323,108	\$ -	\$ 1,937,908	\$ -	\$ -	\$ 385,200	\$ 2,323,108	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	Yes	Schoolwide	All	WAHS	Ongoing	\$ 291,623	\$ 188,995	\$ 370,009	\$ -	\$ -	\$ 110,608	\$ 480,617	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No				Ongoing	\$ -	\$ 55,000	\$ 55,000	\$ -	\$ -	\$ -	\$ 55,000	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					\$ 55,123	\$ 264,494	\$ 319,617	\$ -	\$ -	\$ -	\$ 319,617	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No					\$ 167,633	\$ 285,791	\$ 453,424	\$ -	\$ -	\$ -	\$ 453,424	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					\$ -	\$ 24,000	\$ 24,000	\$ -	\$ -	\$ -	\$ 24,000	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					\$ -	\$ 171,262	\$ 171,262	\$ -	\$ -	\$ -	\$ 171,262	0.000%

**2024-25 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,571,115	\$ 2,192,206	39.350%	0.000%	39.350%	\$ 2,192,207	0.000%	39.350%	<b>Total:</b>	\$ 2,192,207
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 2,192,207

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	Schoolwide	English Learners	WAHS	\$ 142,778	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Yes	Schoolwide	English Learners	WAHS	\$ 20,000	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	WAHS	\$ 621,277	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	WAHS	\$ 301,945	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	Schoolwide	All	WAHS	\$ 736,197	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	WAHS	\$ 370,009	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### *General Information*

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### *Reflections: Annual Performance*

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

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### ***Reflections: Technical Assistance***

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### ***Comprehensive Support and Improvement***

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

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

- Identify the schools within the LEA that have been identified 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.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE 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.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

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.



## ***Complete the table as follows:***

### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted 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.

### A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### **Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### ***Focus Goal(s)***

##### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

##### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

##### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

##### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding***

##### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
  - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

#### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:

- The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## ***Broad Goal***

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## ***Maintenance of Progress Goal***

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

#### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.



- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

### **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

## Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496* in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### ***Statutory Requirements***

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### ***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### ***For School Districts Only***

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

## Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

## Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

## Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

## LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# 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).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **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.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the



amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### ***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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

## ***Contributing Actions Table***

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### ***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



