

<b>LCFF Budget Overview for Parents Mid-year Update: WAHS</b>		
<b>Expenditures for High Needs Students in the 2024-25 School Year</b>	<b>2024-25 Adopted Budget</b>	<b>Projected Actual 2024-25</b>
Total LCFF funds	\$7,763,321	\$7,828,396
LCFF supplemental & concentration grants	\$2,192,206	\$2,210,058
All other state funds	\$268,774	\$294,309
All local funds	\$828,568	\$1,917,672
All federal funds	\$1,018,429	\$990,586
<b>Total Projected Revenue</b>	\$9,879,092	\$11,030,963
<b>Total Budgeted Expenditures for the 2024-25 School Year</b>	<b>2024-25 Adopted Budget</b>	<b>Projected Actual 2024-25</b>
Total Budgeted General Fund Expenditures	\$9,687,354	\$11,111,010.00
Total Budgeted Expenditures in the LCAP	\$6,667,898	\$6,811,200.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,192,206	\$2,210,058.00
Expenditures not in the LCAP	\$3,019,456	\$4,299,810.00

## 2024-25 LCAP Midyear Update: Wallis Annenberg High School (WAHS)

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
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An explanation of why the LEA has developed this goal.

<p>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.</p> <p>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.</p>
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## 2024-25 LCAP Midyear Update: Wallis Annenberg High School (WAHS)

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	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>+10</td> </tr> <tr> <td>Hispanic</td> <td>+11.6</td> </tr> <tr> <td>SED</td> <td>+10</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	+10	Hispanic	+11.6	SED	+10		<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>	<p><u>2022-23:</u></p> <p>11.83% College ready 15.05% Conditionally ready</p>	<p>2023-24:</p> <p>5.88% College Ready 10.92% Conditionally ready</p>		<p>2023-24:</p> <p>13% College Ready 17% Conditionally ready</p>																															
4	% students' college ready as measured by ELA EAP.	<p><u>2022-23:</u></p> <p>21.28% College ready 24.47% Conditionally ready</p>	<p>2023-24:</p> <p>26.05% College Ready 26.05% Conditionally ready</p>		<p>2023-24:</p> <p>23% College Ready 26% Conditionally ready</p>																															

**2024-25 LCAP Midyear Update: Wallis Annenberg High School (WAHS)**

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6	% students: A-G completion rate (5-year cohort) Source: <a href="#">Dataquest</a>	2022-23: 98%	2023-24: 76..6%		2023-24:98%																															
7	% EL who made progress towards English Language Proficiency Source: <a href="#">ELPI – CA School Dashboard</a>	49.4% Source: 2023 Dashboard	41% (EL) 45.2% (LTEL) Source: 2024 Dashboard		51%																															
8	% students English Language Proficiency for	2022-23: 16.84% Proficient	2023-24: 8.05% Proficient		2023-24: 18% Proficient																															

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	Summative ELPAC Source: <a href="#">ELPAC website</a>																																															
9	Reclassification Rate Source: CALPADS	2022-23: 22.4%	2023-24: In Progress		2023-24: 12.5%																																											
10	AP Passage rate (score 3+) Source: Local	2022-23: 34%	2023-24: In Progress		2023-24: 35%																																											
11	Attendance Rate Source: CALPADS	2022-23: 92.1%	2023-24: 90.2%		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>29.4%</td> </tr> <tr> <td>Hispanic</td> <td>29.1%</td> </tr> <tr> <td>EL</td> <td>30.8%</td> </tr> <tr> <td>SED</td> <td>29.7%</td> </tr> <tr> <td>SWD</td> <td>45.2%</td> </tr> </tbody> </table>	2023-24 Chronic Absenteeism		Student Group	Rate	All Students	29.4%	Hispanic	29.1%	EL	30.8%	SED	29.7%	SWD	45.2%		<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%		2023-24: <0.5%																																													

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Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
17	% of students earning a State Seal of Biliteracy (5-year cohort) Source: <a href="#">Dataquest</a>	2022-23: 11.2%	2023-24: 12.1%		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: 57%		2023-24: 41%	

### ACTIONS

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	STRENGTHENING EL PROGRAM & SERVICES	Wallis Annenberg High School (WAHS) recognizes that historically, over 20% of our students are English Learners (EL). For the 2022-2023 academic year, the EL reclassification rate was 22.4%, and the	Fully	WAHS received an “Orange” (Low) Performance level on the 2024 CA School Dashboard for the ELPI for English Learners (EL) where 41% of ELs made progress towards English	\$142,778	\$48,271

## 2024-25 LCAP Midyear Update: Wallis Annenberg High School (WAHS)

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		<p>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</li> </ul>		<p>Language Proficiency, a decline from 2022-23 of 49.4%.</p> <p>On the ELA CAASPP, ELs student performance increased significantly to -92 DFS (Distance from standard) compared to prior year -127.2 DFS. ELs did not receive a performance level (color) on the 2024 CA School Dashboard because the number of students tested in 2022-23 was under 30 EL students.</p> <p>On the Math CAASPP, EL student performance increased significantly to -175.9 DFS, from prior year -199.2 DFS, although overall performance was very low.</p> <p>The ELD teacher/Coach teaches ELD 1 and ELD 2 courses, in addition to monitoring the progress of all ELs/LTEs. ELs are assigned to an ELD course based on identified language needs, based on ELPAC results, and performance in ELA and ELD courses.</p> <p>The <a href="#">EL Master Plan</a> is annually reviewed, revised and made available on the school's website.</p>		



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		<p>ELPAC results data to ensure ELs make progress towards English language proficiency</p> <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>ELD courses continue to utilize the LanguageLive curriculum, however this school year, WAHS has adopted and implemented <a href="#">USA Learns</a> curriculum for our “newcomers.” Based on an initial review, this curriculum appears to be more effective than Rosetta Stone.</p> <p>Academic tutors were re-assigned this year and strategically placed in ELD to provide push-in support for newcomers and ELs. Currently our teachers are not bilingual, but the academic tutors are bilingual providing language support.</p>		
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> <ul style="list-style-type: none"> <li>• Will implement Language Live ELD curriculum that focuses on building students’ reading,</li> </ul>	Fully	<p>WAHS received an “Orange” (Low) Performance level on the 2024 CA School Dashboard for the ELPI for Long-term English Learners (LTEL) where 45.2% of LTELs made progress towards English Language Proficiency, a decline from 2022-23 of 54.3%.</p> <p>On the ELA CAASPP, LTELs student performance increased significantly to -98.9 DFS (Distance from standard) compared to prior year – 169.8 DFS, a 70.9-point improvement. LTELs did not receive</p>	\$20,000	\$17,471

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		<p>writing, listening, and speaking skills, with online components that also support student oracy development.</p> <ul style="list-style-type: none"> <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>a performance level (color) on the 2024 CA School Dashboard because the number of students tested in 2022-23 and 2023-24 was under 30 LTEL students.</p> <p>On the Math CAASPP, LTELs student performance increased significantly to -195.2 DFS, from prior year -223.5 DFS, a 28.3-point improvement, although overall performance was very low. LTELs did not receive a performance level (color) on the 2024 CA School Dashboard because the number of students tested in 2022-23 and 2023-24 was under 30 LTEL students.</p> <p>The ELD Coach continues to collaborate with all teachers in lesson planning, and facilitating professional development on evidence-based strategies to support LTELs; and coaches the ELD teacher. Academic tutors have been placed in all ELD courses to provide additional academic support and tutoring for LTELs. There are academic tutors assigned to provide LTELs with additional academic support</p>		

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				throughout the instructional day in other courses beyond ELD.		
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>	Partial	<p>This school year, TAS has made changes to its local assessments. NWEA MAP will be administered twice per year (Fall and Spring) for grades 9-11; and will administer Interim Comprehensive Assessment (ICA) in the Winter for grades 9-11, in lieu of NWEA MAP. This adjustment was made after reviewing state mandated assessments, local assessments, and feedback and input from our teachers and administrators. ICAs provide teachers with specific and actionable data to identify student strengths and needs to support mastery of the standards. For grade 12: NWEA MAP assessments are administered twice per year (Fall &amp; Spring)</p>	\$4,300	\$99,123
4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	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	Fully	WAHS received a "Green" Performance level for the ELA Academic Indicator on the 2024 CA School Dashboard, due to the significant increase in student performance of +10 DFS (all	\$640,287	\$23,854

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		<p>Dashboard. The 4x4 block allows student to complete up to 80 credits annually. Each course meets three time per week for 90 minutes each: with an odd/even schedule. All courses meet on Mondays for 35 minutes. Teachers provide accommodations and/or modifications for students with IEPs. A double block of Algebra 1 (Math Support course) will be offered for incoming 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</p>		<p>students) compared with prior year of -14.9 DFS a 24.9-point gain. The SED and Hispanic student group increased significantly resulting in a "green" performance level for these student groups. See metric #1.</p> <p>WAHS received an "Orange" performance level for the Math Academic Indicator on the 2024 CA School Dashboard, due to the significant decline in student performance at -112.8 DFS compared with prior year of -89.8 DFS. All numerically significant student groups (SED, Hispanic) also declined significantly. See metric #2.</p> <p>As a result, WAHS has implemented a Math Support class for struggling learners in grades 9-11, increasing the Math Instructional Minutes. WAHS plans to implement a Spring Intersession and Summer Programming to include additional math support since our incoming students have significant</p>		

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		assessments to identify student strengths and needs, engage in community building activities to support a positive school climate.		gaps in learning, lacking the foundational skills in Algebra.  The Summer Bridge Program was successful this year due to the increased student enrollment and participation; and these students also matriculated in the fall semester.		
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</p>	Partial	<p>WAHS received an “Orange” performance level on the 2024 CA School Dashboard due to the suspension rates of 2.1% (10 students) in 2023-24, an increase from prior year of 0.4% (2 students).</p> <p>The Assistant Principal position continues to be vacant. The Dean of Culture position was vacant at the start of the school year and recently filled (mid-November 2024).</p> <p>The multiple vacant positions have resulted in our current staff with higher work/caseloads, impacting the student identified needs. The MTSS Team (Director, Social Worker, Attendance Clerk and Academic Counselors) took on the role and responsibilities of the Assistant Principal.</p>	\$559,938	\$0

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		<p>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 supportive community that exudes a Culture of Respect; Culture of Learning and a College-going culture.</p>		<p>The Psychiatric Social Worker continues to support students who have experienced trauma so they can focus on learning and instruction.</p> <p>WAHS staff continue to implement restorative practices to build community and strengthen relationships as we aim for students to know they are part of a supportive community that exudes a Culture of Respect; Culture of Learning and a College-going culture.</p>		
6	PROMOTING A COLLEGE-GOING CULTURE	<p>An area for growth is the College/Career Indicator (CCI) which received a LOW performance level on the 2023 CA School Dashboard. As a result of programming changes including changes to the master schedule, and increased College &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</p>	Fully	<p>WAHS received a “Green” performance level for the Graduation Rate Indicator on the 2024 CA School Dashboard with a slight decline in graduation rate of 94.8% (2023-24); from priory year 95.6% (2022-23). See metric #14.</p> <p>WAHS also received a “Green” performance level for the College/Career Indicator (CCI) on the 2024 CA School Dashboard resulting from an increase of 39.6% (2023-24) of students “prepared” compared with 30.6% in the prior year.</p>	\$736,197	\$333,173

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		<p>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</p>		<p>The College &amp; Career Advisors (CCA) have continued working with our students that supports our college-going culture.</p> <p>WAHS no longer uses Naviance since it wasn’t cost effective nor an efficient tool with assisting students with college applications and transcripts. Currently, WAHS is working directly with the CSU/UC System, with the goal of adopting a comprehensive single point California College Guidance Initiative platform for postsecondary applications in February.</p> <p>WAHS continues to partner with Los Angeles Trade Technical College (LATTC), resulting in an increase in students participating in dual enrollment from 3 to 6 courses this year. Although WAHS continues to partner with ASU, LATTC’s scheduling has provided additional flexibility for our students, increasing student participation. WAHS continues to offer CTE via MESA.</p>		

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		and universities; and host the College & Career Fair onsite annually.				
7	SERVICES TO SUPPORT SWD	<p>In efforts to monitor IEP compliance related to IEP timelines, services, accommodations and/or modifications, the Program Specialist and the Administrator of Special Education hold weekly meetings with all Resource Teachers and site leadership. During these meetings, the 200 and 300 Welligent reports are reviewed to provide support, remain in compliance, and identify the next steps for any non-compliance issues that may have surfaced.</p> <p>A “Key Caseload” calendar is created each year, updated throughout the year, and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership, and our Student Services Coordinator to ensure IEPs are scheduled and held in advance of the IEP due date.</p> <p>The Director of Access, Equity, and Compliance (DAEC) will oversee the SPED departments as the Special Education Administrator to ensure accurate compliance and effective instruction. The DAEC will work with the Site administrators and Program</p>	Fully	<p>SWD received an “Orange” performance level for the Suspension Rate Indicator on the 2024 CA School Dashboard due to an increase in the suspension rate of 3.1% (2 students) in 2023-24; and prior year of 1.7% (1 student). See metric #15</p> <p>The Program Specialist and the Special Education Administrator meet weekly. In addition, weekly compliance meetings take place with the RSTs, Program Specialists, school administrator, and the Special Education Administrator.</p> <p>This year WAHS created a Key Caseload Calendar that is updated following each IEP meeting.</p> <p>This year, WAHS employs 2 Program Specialists rather than 3, due to changes in caseload. TAS employs an Elementary Program Specialist and a Secondary Program Specialist. Weekly meetings are held.</p>	\$737,371	\$234,748



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		<p>Specialists to set annual compliance and academic goals each year and will schedule ongoing meetings with the RSTs, Program Specialist, Inclusion Coach, and related service providers to ensure forward movement toward goal achievement, accurate compliance, and to plan professional development.</p> <p>In addition, weekly meetings between the program specialists, Inclusion Coach, and site admin will occur. These meetings serve as an opportunity 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.</p> <p>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</p>		<p>The Program Specialists meet with Site Administrators on a weekly basis.</p> <p>Student Snapshots are provided to both General Education Teachers, and the RSTs following each IEP meeting.</p> <p>The Program Specialists, Inclusion Coach, and Special Education Administrator engage in learning rounds with the CEO. The Special Education Collaborative Learning Rounds is scheduled to start in the Spring semester.</p> <p>Professional Development in the areas of LAS, RST Roles/Responsibilities, Performance Matters, Welligent, Effective Instructional Strategies, Strategies to Enhance Access, and Supporting the General Education Teacher in the Classroom took place in the fall semester.</p> <p>A Special Education Playbook was developed for staff to use as a guide and resource to address SPED needs, concerns, and/or capacity-building.</p>		

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		<p>we are supporting students with disabilities.</p> <p>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.</p> <p>Throughout the school year, professional development is led by different educational partners, including our Instructional Coaches, School Site/District Administrators, Special Education Administrator, Program Specialist, related service providers, and Teachers. These PD workshops focus on delivering strategies and tools our teachers need to make the core curriculum accessible to all students, with attention to the unique needs of students with disabilities. Our year-long professional development plan emphasizes providing professional development to all staff to truly support meeting the needs of all learners, including students with disabilities.</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</p>		<p>In addition, RST Networking Meetings take place on a monthly basis with the Program Specialist, Inclusion Coach, and the Administrator of Special Education, to support collaboration, data analysis, and professional learning.</p> <p>Co-Teaching is being implemented; however, it is not consistent at this time.</p> <p>RST/General Education Teacher meetings take place regularly as needed, but not on a weekly basis.</p> <p>The Inclusion Coach provides coaching and support to RSTs and general education teachers.</p> <p>Meetings with the RSTs, Inclusion Coach, and general education teachers take place on a monthly basis.</p> <p>The attendance Clerk and Parent Engagement Coordinator collaborate to support and improve overall student attendance and address family needs.</p>		

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		<p>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>				

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		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.				

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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.

<p>Priority 1: Basic</p> <p>Priority 2: Implementation of the State Standards</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p>
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### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	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: 76.3%		2022-23: 96%	

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Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
20	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: In Progress		2024-25: 100%	
21	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 3 ELD: 4 Math: 4 Social Science: 5 Science: 3 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Language: 5	2024-25: In Progress		<u>2024-25:</u> ELA: 4 ELD: 4 Math: 4 Social Science: 5 Science: 3 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Language: 5	

**ACTIONS**

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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>	Fully	<p>WAHS employs an administrator and appropriately credentialed teachers and substitute teachers who have participated in 5 days of summer professional development as planned in this action.</p> <p>Our teachers are on track to participate in 5 non-instructional days during the school year in addition to weekly professional learning.</p>	\$2,323,108	\$565,029
2	PROFESSIONAL DEVELOPMENT	Providing our educators and administrators with robust	Partial	The Literacy Instructional Coach and Math Instructional Coach positions	\$480,617	\$98,856

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		<p>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> </ul>		<p>remain vacant, resulting in a substantive difference and partially implemented.</p> <p>One Director is currently providing ELA Coaching, and the other Director is providing Math Instructional Coaching due to support the ELA and Math Department.</p> <p>Professional Development continues to be provided but the key staff that plan and facilitate professional development (Coaches) are vacant positions. The Directors roles have been extended to planning, facilitating Professional Development in addition to coaching, and their duties as administrators. Due to staffing challenges DEI trainings have been modified. the group overall</p> <p>This year, all classrooms are participating in a curricular exploration in partnership with, Summit Learning. "Summit" has transitioned to "Gradient Learning." Teachers continue to have access to the curriculum, and access to additional standards-aligned curriculum.</p>		



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		<ul style="list-style-type: none"> <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>		<p>WAHS also adopted Canvas Learning Management System (LMS).</p>		
3	CORE CURRICULAR	<p>WAHS ensures all students have access to standards-aligned curricular and instructional</p>	Fully	<p>WAHS continues to provide all students with standards-aligned curricular and instructional materials.</p>	\$55,000	\$16,562

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
	PROGRAM NEEDS	<p>materials. Purchases are made annually to ensure sufficient supply of materials including consumables. We anticipate purchasing the following:</p> <ul style="list-style-type: none"> <li>• ELA: Ordell Readers &amp; Trade books; ERWC</li> <li>• History: DBQ Project</li> <li>• Spanish: Vista Higher Learning (LMS)</li> <li>• Science: OpenSciEd</li> </ul>		<p>Annually our team conducts a textbook inventory, and purchases are made to ensure all students have access.</p> <p>WAHS has recently adopted the ELA Ordell (ERWC); and DBQ curriculum adoption. The other curricular were also made but not newly implemented.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>Wallis Annenberg High School IT Team will ensure all students are equipped with a technology device to access instructional &amp; supplemental materials, testing; and will continue to utilize Zoom for virtual meetings.</p>	Fully	<p>All students have access to a technology device which they can take home to access curricular, instructional, and supplemental online platforms. The IT Team ensures devices are maintained, and updated for student and staff use including state testing.</p>	\$319,617	\$29,838

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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.

<p>Priority 1: Basic</p> <p>Priority 3: Parental Involvement &amp; Family Engagement</p> <p>Priority 6: School Climate</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p>
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### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	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: In Progress		2024-25: Good	
23	Parent input in decision-making for UP & SWD. (Questions 9-12)	2023-24: 9. 3 10.3 11.3 12.3	2024-25: In Progress		2024-25: 9. 4 10.4 11.3 12.3	

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Metric #	Metric	Baseline	Year 1 Outcome <b>(Actual)</b>	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	<p>Rating Scale:                      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>					
24	<p>Parent participation in programs for UP &amp; SWD.                      (Questions 1-4)</p> <p>Rating Scale:                      1 - Exploration &amp; Research Phase;                      2 – Beginning Development;                      3 – Initial Implementation;                      4 – Full Implementation;                      5 - Full Implementation &amp; Sustainability</p>	<p>2023-24:</p> <p>1. 3                      2. 3                      3. 3                      4. 4</p>	<p>2024-25: In Progress</p>		<p>2024-25:</p> <p>1. 4                      2. 4                      3. 3                      4. 4</p>	

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Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a>					
25	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 79% Sense of Safety 74% School connectedness	2024-25: In Progress		<u>2024-25:</u> 80% Sense of Safety 75% School connectedness	
26	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	<u>2023-24:</u> 86% Sense of Safety 88% School connectedness	2024-25: In Progress		<u>2024-25:</u> 88% Sense of Safety 90% School connectedness	
27	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 79% Sense of Safety 78% School connectedness	2024-25: In Progress		<u>2024-25:</u> 80% Sense of Safety 80% School connectedness	

**ACTIONS**

## 2024-25 LCAP Midyear Update: Wallis Annenberg High School (WAHS)

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
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</p>	Fully	<p>WAHS has fully implemented this action which continues to Increase student connectedness and promote a positive school culture.</p> <p>Field trips this year include College field trips, college fairs, MESA, and PBIS.</p>	\$453,424	\$125,817

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		LCAP and local indicators report and will be used in the annual development of the school's LCAP.				
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>	Fully	<p>WAHS is in the process of establishing its ELAC and required ELAC meetings.</p> <p>The Directors will ensure the PAC and EL-PAC participate in the LCAP engagement process starting with the LCAP Midyear update.</p> <p>WAHS provides interpreter services for all school meetings and committee meetings.</p>	\$0	\$5,511
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 media. WAHS will communicate with families using</p>	Fully	<p>The Parent Engagement Coordinator position remains vacant. The Attendance Clerk has taken over the role of the PEC, and regularly communicates with families.</p> <p>WAHS has implemented ParentSquare app to communicate with families in lieu of Remind App based on</p>	\$24,000	\$3,776

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		<p>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>		<p>feedback and recommendation from our educational partners.</p> <p>WAHS has partnered with Padres Comprometidos (PC), a community-based organization that works with our families to engage and educate them on the College application and preparation process. PC has provided a series of 8 modules designed to inform families on how to navigate postsecondary education. A total of 10 parents have participated so far.</p>		
4	MAINTAINING SAFE & CLEAN	WAHS strives to provide all students and staff with a safe and clean school facility site and adhere to all state	Fully	WAHS administers the FIT Report annually and the results are reported on the school's	\$171,262	\$23,676



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	SCHOOL FACILITIES	<p>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>		<p>LCAP, SARC, and Local Indicators Report. The FIT Report is currently in progress.</p> <p>WAHS continues to maintain a facility that is adhering to all state and county health department guidelines.</p>		