

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Wallis Annenberg High School	19-64733-0100750	June 19, 2019	June 27, 2019

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council is a stakeholder group consisting of elected parents, students, teachers, classified staff, and administrators. Meeting minutes and agendas capture the collaboration of the SSC on the SPSA during the following meetings: 5/14/19, 6/4/19, 6/11/19. As approved by our Student Site Council, WAHS formed an SSC SPSA subcommittee in which the focus was solely on reviewing 2018-2019 SPSA and developing the 2019-2020 SPSA. The WAHS SSC SPSA Sub-Committee met on the following dates: 5/07/19, 5/21/19, 5/28/19. Once prepared and reviewed by the SPSA subcommittee, the 2019-2020 WAHS proposed SPSA was presented to the WAHS SSC for review on 6/4/2019. The 2019-2020 WAHS proposed SPSA was next presented to ELAC on 6/10/19 for review and returned to the WAHS SSC on 6/11/2019 for further revisions. Finally, the 2019-2020 WAHS proposed SPSA was presented to The Accelerated Board of Trustees on 6/27/2019 for final approval and implementation during the 2019-2020 school year.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Increase student academic achievement to ensure college and career readiness.

Identified Need

To improve student outcomes, including but not limited to, graduation rates, increased local benchmarks/assessments scores, and, increased percentage of students meeting or exceeding standards on state standardized tests.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Data- College and Career Indicator	53.4% of WAHS Seniors are prepared	WAHS will increase the number of seniors prepared by 3%
Reclassification Rate	8% for the 2017-2018 school year	WAHS will continuously increase at a sustainable rate of 5% each year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 100% of all teachers are fully credentialed and properly assigned.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
A: \$2,870,000 B: \$85,000 C: \$1,015,000	LCFF Funds Federal

Amount(s)

Source(s)

A: Certificated Wages
B: Classified Wages
C: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.2 Provide teachers with high quality core and supplemental resources and materials to support classroom instruction in all areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$245,000

LCFF Funds
Books & Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

1.3 Provide materials and resources to support the success of students with disabilities including resources to provide for their individual needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$120,000

LCFF funds
Federal

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.4 Provide high quality substitutes to support classroom instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$250,000

LCFF Funds
Other Operating Expenses

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Long-Term English Learners

Strategy/Activity

1.5 Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See 1.4

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.6 Implement systems and provide opportunities to support nutritional, social/emotional, behavioral, and physical health of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

A: \$70,000
B: \$20,000

LCFF Funds
A: Certificated Wages
B: Employee Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.7 Provide funding for library clerk to help fulfill the primary expectations of serving all students including the students of low income and unduplicated count.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.8 School and District Administration participate in instructional and operational leadership professional development and collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

A: \$785,000
B: \$36,000
C: \$25,000

LCFF Funds
A: Certificated Wages
B: Classified Wages
C: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-2019

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

During the second semester of the 2017-2018 school year, Wallis Annenberg High School hired a full time ELD Coordinator. Under the direction of the ELD Coordinator, leveled ELD Classes were developed to provide the appropriate level of support for EL/LTEL. The Edge Curriculum for Secondary ELD Students was adopted and implemented in August of 2018. Additionally, SRI intervention and testing was put in place for those students considered “bubble” students, or those on the verge of reclassification. SRI testing allows for the longitudinal monitoring of an EL/LTEL’s Lexile level over time.

In addition, Individual Reclassification Plans (IRP) have been created for all EL/LTEL. The following data points are used to monitor student progress as they matriculate through high school: EL status/start date, SWD and LTEL (if applicable), entry date into high school, EL level, Lexile level (as determined by the SRI Test) including the score and date tested, historical scores on state assessments including the CELDT and now the ELPAC, CAASPP ELA/Math and CAST. The IRP also includes disaggregated data on the four components of the CELDT/ELPAC: listening, speaking, reading and writing. Attendance data is also included.

The Rosetta Stone Program for American English was implemented in the ELD 1 class and daily, individualized ELD interventions for the general remediation of EL/LTELS was also implemented by the newly hired ELD Teacher. The Rosetta Stone program used in the ELD 1 classes allows for the monitoring and measuring of language acquisition. i-Ready diagnostic testing was done in Reading and Math, two times this year, which has also allowed for the monitoring and measuring of progress, not just in language acquisition, but in core subject areas as well.

Students identified as EL/LTEL receive additional targeted intervention, in a blended classroom setting, for reading and math, as determined by i-Ready testing. This occurs four times a week for 55 minutes per class, from ELA and Math Teachers.

All students, grades 9-12, took assessments through i-Ready. Each student has taken 3 diagnostic assessments in which the data is below. Based on the results, it was imperative that students received immediate reading intervention like that of our math support classes. Any student in grades 9-10, reading at a 7th grade level or below, have been enrolled in a reading class providing targeted interventions, in a blended learning classroom, from an ELA Teacher.

In the 2018-2019 school year, WAHS has created an adjusted bell schedule to balance instructional minutes and implement a College Career Readiness class designed to help teachers and students build relationships and focus on leadership skills. The College and Career Readiness class period

also provides opportunities for students to use the time for credit recovery, focused Math/Reading Interventions, and STEM Escalera.

A faculty survey was administered asking teachers to identify areas of support needed to improve classroom instruction and increase student achievement. Writing across the curriculum, 21st Century Learning, Classroom Management, Differentiated Instruction and ELL Support came up as areas of focus and a plan was developed to create a professional development schedule that would maximize the opportunities to meet our teacher's needs. As a result, the teachers at Wallis Annenberg High School can learn to implement strategies that engage students and increase student achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In the 2018-2019 SPSA, WAHS indicated the need to hire a full or part-time bilingual Instructional Aide who would coordinate and provide classroom supports for English Learners. In the development of the SPSA, there was no categorical funding assigned to this position therefore WAHS did not have the funds to hire a bilingual instructional aide.

During the 2018-2019 school year, WAHS did not hold Saturday school but did hold before/after school tutoring. The combination of Saturday school and before/after tutoring held an allotment of \$13,500. Both Saturday School and before/after school tutoring remain in the 2019-2020 SPSA for remediation as well as enrichment opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the 2019-2020 school year, Wallis Annenberg High School will continue what is currently in place (as listed above), and add the following:

Saturday School – Intervention and Enrichment- Activity/Strategy 1.3 and 1.2

English 3D- In consumable and textbook form to support our Long-Term English Learners – Strategy/Activity 1.5

We will continue to analyze the school data to ensure that every student in need of intervention is receiving personalized targeted strategies to bring them to grade level. In addition, we will use this data to provide enrichment opportunities for students

Goal 2

Increase Student engagement and whole child outcomes.

Identified Need

To improve student outcomes, including but not limited to, increased attendance rates, decreased suspension rates, and implement multi-tiered systems of support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data	ADA 2018-2019 90.6%	Increased by 5% in the 2019-2020 school year.
Suspension Rate	2018-2019- 11 students	Decrease to the target number of 9 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Implement college activities to support and promote a college going culture

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
A: \$120,000 B: \$12,000	LCFF Funds A: Classified Wages B: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Implement a Multi-Tiered System (MTSS) of student supports- positive behavioral interventions and supports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See 1.6

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Maintain cyber-bullying and social media awareness prevention efforts at the school site and fully follow/implement the site discipline matrix/policy developed by the Safe Civil and Restorative school wide committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See 1.6

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.4 Provide opportunities for students to participate in school events and activities such as but not limited to school dances, assemblies, awards ceremonies, movie nights, ice cream socials, pizza parties, cocoa and cram sessions, career day, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$75,000

LCFF Funds
Other Operating Costs

Annual Review

SPSA Year Reviewed: 2018-2019

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We brought back an Advisory-style class that meets 4 times a week for 55 minutes. The goal was for the staff to continue to build connections with students in a smaller setting with a focus on preparing students for life beyond high school. We struggled with providing sufficient curriculum for teachers across the board to meet the needs of all students at each grade level. A team of teachers and administration came together to determine how we could better meet the needs of individual students.

As part of WAHS's ongoing work to increase student matriculation to post-secondary education, we began implementing the Unidos curriculum for STEM Escalera. The STEM Escalera curriculum includes lesson plans to help address college access for students. The program is designed to help low-income, first generation, Latino students, and parents in underserved communities, navigate the pathways to college and career. The program is guided by a rigorous culture-based curriculum and includes experiential learning and internship opportunities. Students are enrolled in this course for 55 minutes a day 4 times a week during our College and Career Readiness classes. The weekly lesson plans and targeted instructional time provide students with resources for accessing higher education as well as developing skills to be successful in the workforce. In a recent district oversight meeting, students in our focus group reported to the evaluators that the lessons in the Advisory classes have been helpful in preparing them for college and career. This curriculum is being offered to all students in Grades 11 and 12, as well as, 9th and 10th graders that are Reading and Performing Mathematics on grade level.

Students and parents of WAHS were invited to attend celebratory events such as Awards Ceremonies, including attendance, iReady growth, and honor roll. In addition to the Awards Ceremonies, students were invited to attend lunch time pizza parties where they could enjoy lunch, music, and games with their peers.

While some aspects of a Multi-Tiered System of Supports were implemented including Restorative Justice, we were unable to implement with fidelity in the 2018-2019 school year. Our Kindergarten-12th Grade Safe Civil and Restorative Committee developed and introduced a discipline matrix to include in class interventions as well as out of class interventions, and a "teacher tool kit" for teachers to use at their own discretion. In the 2019-2020 school year WAHS will implement a Multi-Tiered System of Supports, to include PBIS and Restorative Justice, schoolwide with fidelity.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was a \$15,000 allotment for WAHS to hire a consultant to fully implement MTSS. This was not done during the 2018-2019 school year. The Accelerated Schools hired a Special Education Administrator (SEA) for all three schools within the organization, including WAHS. The SEA was responsible for the implementation of MTSS and will continue to be responsible for the implementation of MTSS for the 2019-2020 school year, therefore, no categorical funding has been assigned to support the implementation of MTSS, although the implementation of MTSS remains in the SPSA for the 2019-2020 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In support of Strategy/Activity 2.1, students of WAHS will experience college tours, guest speakers, and scholarship and internship opportunities through the STEM Escalera program.

In order to address Strategy/Activity 3, Wallis Annenberg High School will begin implementation of a full MTSS program to include PBIS. Strategy 2.2

In a continued effort to provide our students with lifelong learning opportunities and 21st century skills, Wallis Annenberg High School will provide collaborative opportunities with stakeholders including students, parents, faculty, and administration to provide our students with increased opportunities for celebration of successes, community building, and peer support and interactions. Strategy/Activity 2.4

Goal 3

Improve practices supporting effective student instruction.

Identified Need

To provide timely interventions for both students in need of remediation and students in need of extensions and enrichment through programs and in-class instruction. Through improved practices of effective student instruction and targeted intervention we will improve our percentage of students meeting or exceeding the standards on Math and ELA SBAC examinations, as well as increase our number of students meeting grade level expectations on iReady diagnostics. Improving effective instruction will also increase our number of AP courses and subsequently, the number of students scoring a 3 or greater on the AP exams.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Data- CAASPP results	Math 17% Meets or Exceeds Standards ELA 70% Meets or Exceeds Standards	At least a 4% increase in students Meeting or Exceeding Standards in both ELA and Math.
Advanced Placement examination scores	73% of WAHS students who took an AP exam scored at least a 3.	At least 76% of WAHS students taking the AP exam will score at least a 3.
Internal assessment data- iReady	Currently, 6.2% of WAHS students grades 9-12, are on or above grade level in Math and ELA	In the 2019-2020 school year, the percent of WAHS students on or above grade level in Math and ELA will increase at least 4%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Provide instructional staff with professional development to support classroom Core and supplemental instruction including but not limited to the implementation of CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$85,000

LCFF Funds
Federal
Other Operating Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a strong emphasis on English Learners, Students with Disabilities, and struggling students.

Strategy/Activity

3.2 Provide professional development to improve English Learner instructional practices in the classroom for all students, in particular English Learners, SWD, and struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See 3.1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.3 Implement Professional Learning Communities/Committees to support the mission and vision of the school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See 3.1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.4 Extend the school day by providing targeted interventions before school and/or after school through small group tutoring services using research-based practices and pre/post assessment data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$5,000

LCFF Funds
Certificated Wages

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.5 Provide additional instruction on Saturdays to support struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,000

LCFF Funds
Certificated Wages

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.6 Provide planning time for teaches to review and revise lessons and to ensure the alignment with the CCSS and Dual Language Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.7 Provide field trips and classroom guest speakers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$8,000

LCFF Funds
Other Operating Expenses

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.8 Train and maintain safety and supervision staff and implement an emergency preparedness program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,000

LCFF Funds
Other Operating Expenses

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.9 Offer summer program for credit recovery and to support the academic growth of our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$25,000

Federal
Certificated Wages

Annual Review

SPSA Year Reviewed: 2018-2019

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A new 9-12 Bilingual Intervention Aide was hired during the 2018-2019 school year to support the Administration with scheduling meetings, translation, translate documents, monitor student academic progress and assisting with 504 and SSPT (Student Support and Progress Team) meetings and documentation.

With the implementation of College Preparatory Mathematics (CPM), all high school math teachers, the 6-12 Math Coach, and RSP Teachers have attended eight full days of offsite training to learn how to navigate and implement the CPM curriculum with fidelity. This included learning about successful team strategies to support all students in accessing a print rich curriculum. Each CPM lesson very specifically provides tools for universal access so that all students, including EL/LTEL and SWD are able to be successful in the classroom. The CPM curriculum is a paradigm shift from traditional Math instruction to an inquiry based, hands-on, collaborative classroom experience. CPM also embeds technology including the DESMOS Calculator during lessons, allowing students to further their mathematical understanding related to specific topics in addition to preparing them to use this same tool in future tests, such as the CAST.

Three times a year our students take a computer adaptive Diagnostic Assessment used to measure growth over time. This assessment tests skills from grades K to college-level readiness. Upon completion of the Diagnostic Assessment, students are leveled in the four domains (Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry) in addition to Overall Grade Level. The results determine what students can do and what they are ready to learn based on their Zone of Proximal Development, regardless of actual grade level (described in the Intervention bullet below). Teachers receive actionable data reports used to modify and enhance instruction and parent reports can be generated by teachers in both English and Spanish.

On a regular basis, the 6-12 Math Coach observes and provides feedback for all teachers in the High School Math Department. The 6-12 Math Coach and each teacher develop goals based on their specific instructional needs. Goals are monitored and modified as growth occurs. Collective agreements among the Math Department are infused into their daily practice.

During the Summer of 2018, Wallis Annenberg High School offered 4 math classes to support students who failed the following classes during the 2017-2018 school year: Algebra 1A, Algebra 1B, Geometry A, and Geometry B. Upon analyzing our practice from previous years during Summer School, it was evident that more support was needed for both teachers and students to ensure that a full semester of content was covered, and uniform assessments were administered, regardless of who was teaching the course. During the Summer of 2017, the pass rate for Algebra 1A was 3.3% (1 out of 30 students passed) and the pass rate for Algebra 1B was 0.0% (0 out of 25 students passed). In response to this data, the 6-12 Math Coach created Curriculum Maps and Pacing Guides, including a Midterm and Final for each of the courses outlined above. During the Summer of 2018, the pass rate for Algebra 1A was 68.8% (11 out of 16 passed), the pass rate for Algebra 1B was 51.1% (23 out

of 45 students passed), the pass rate for Geometry A was 100.0% (7 out of 7 students passed), and the pass rate for Geometry B was 76.5% (13 out of 17 students passed) (**These numbers reflect the number of students who enrolled and completed each course.)

During the second semester of the 2017-2018 school year, Wallis Annenberg High School hired a full time ELD Coordinator. Under the direction of the ELD Coordinator, leveled ELD Classes were developed to provide the appropriate level of support for EL/LTEL. The Edge Curriculum for Secondary ELD Students was adopted and implemented in August of 2018. Additionally, SRI intervention and testing was put in place for those students considered “bubble” students, or those on the verge of reclassification. SRI testing allows for the longitudinal monitoring of an EL/LTEL’s Lexile level over time.

In addition, Individual Reclassification Plans (IRP) have been created for all EL/LTEL. The following data points are used to monitor student progress as they matriculate through high school: EL status/start date, SWD and LTEL (if applicable), entry date into high school, EL level, Lexile level (as determined by the SRI Test) including the score and date tested, historical scores on state assessments including the CELDT and now the ELPAC, CAASPP ELA/Math and CAST. The IRP also includes disaggregated data on the four components of the CELDT/ELPAC: listening, speaking, reading and writing. Attendance data is also included.

The Rosetta Stone Program for American English was implemented in the ELD 1 class and daily, individualized ELD interventions for the general remediation of EL/LTELS was also implemented by the newly hired ELD Teacher. The Rosetta Stone program used in the ELD 1 classes allows for the monitoring and measuring of language acquisition. i-Ready diagnostic testing was done in Reading and Math, two times this year, which has also allowed for the monitoring and measuring of progress, not just in language acquisition, but in core subject areas as well.

In order to ensure that teachers were well supported in gathering and using instructional tools to support classroom instruction, the Instructional Leadership Team developed a professional development needs survey. The results of this survey were analyzed to help prepare the 2018-2019 PD schedule.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The ELD Coordinator and the Math coach, were allotted \$42,029 from Title I funding to pay for a portion of the combined salary. The ELD coach left the position in September of 2018 and a replacement was not hired for the remainder of the 2018-2019 school year.

Professional development focused on CCSS was not provided in the 2018-2019 school year and \$2,165 was set aside for it. This goal remains in the 2019-2020 SPSA and includes professional development for NGSS.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Wallis Annenberg High School has made great strides in assessing students' placement and readiness in the classroom. The 2018-2019 school year brought about many changes needed to support effective classroom instruction and provide targeted interventions for our students. Much of the progress made was seen in the Math and ELA departments with the use of iReady and the addition of the 6-12 Math Coach.

During the 2019-2020 school year we expect to see continued growth in the above-mentioned areas as well as Implementation of NGSS in Science and additional support for our ELD and ELA teachers with the addition of an ELD/ELA Instructional Coach. (Strategy/Activity 3.1)

With support of our instructional coaches, iReady diagnostic data and intervention, and tailored Professional Developments, WAHS will strive to see the expected outcomes outlined above. (Strategy/Activity 3.2)

Goal 4

Increase parent engagement, involvement, and satisfaction.

Identified Need

Using the 2018-2019 LCAP Stakeholder survey as a guide, WAHS will increase the number of supports offered to parents including workshops, behavior and attendance support, and information on internships and scholarships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 LCAP Stakeholder Survey	<p>The School Provides additional support for students and parents 85%</p> <p>The school uses student and family input to improve instruction 77%</p> <p>The school involves all stake holders as decision making partners 69%</p> <p>The school has a welcoming parent resource center 73%</p> <p>The school has several opportunities to volunteer my time 82%</p>	Each of these sub-categories will improve by 3% in the 2019-2020 LCAP Stakeholders survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with consideration of English Learners and low-income families.

Strategy/Activity

4.1 Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians of English Learners and low-income students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$5,000

Federal
Other Operating Expenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.2 Provide parents with increased opportunities for school engagement, (including opportunities to participate in stakeholder meetings, school committees, volunteerism, workshops, and school events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See 4.1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students of low-income families, homeless, and foster youth

Strategy/Activity

4.3 Provide school and classroom materials to parents of low-income and foster youth-e.g. backpacks, notebooks, folders, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$20,000

LCFF Funds
Books & Supplies

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

From the beginning of the 2018-2019 school year, WAHS has engaged in student focused on-going process of self-reflection and evaluation of programs through school wide collaboration; the very premise of the accreditation process. Each stakeholder group including the Executive Team in The Accelerated Schools organization, site level administrators and teachers, the School Site Council, The English Language Advisory Committee and parents took part in assessing, evaluating, designing and planning for programs and services supporting student achievement. Collectively, we are implementing, monitoring and refining this process through shared decision making. This information will also be used by the SSC when developing the Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP).

The School Site Council is a stakeholder group consisting of elected parents, students, teachers, classified staff, and administrators. Below is a list of some of the data shared with the School Site Council.

- Presentation of CDE Dashboard Data: including Suspension Rate, Attendance, and i-Read data
- Presentation of Teacher Retention data outlined in the Single Plan for Student Achievement
- Monitoring and developing goals, as they relate to the Single Plan for Student Achievement

While Wallis Annenberg High School has always held parent meetings, there has been a concerted effort on the part of the administrative team, including the Special Education Administrator to hold multiple morning and evening parent meetings. This focused effort has encouraged parent involvement, provided opportunities to share information and resolve concerns. To date, the administrative team has conducted surveys with parents including parents of students with disabilities, with the understanding that it is important to seek input from all stakeholder groups. Topics of parent surveys included: school climate, facilities, highly qualified teachers, instruction, college and career readiness, and stakeholder involvement.

Parents participate in the policy development and approval process through meetings that take place at the school site. The meetings yield important feedback on ways schools can improve parent

involvement practices and identified how the schools can strengthen both school and parent capacity to foster trusting relationships that result in a positive outcome for students.

Parent Meetings:

- Principal held monthly Coffee with the Principal and evening meetings to share CDE Dashboard Data and i-Ready data
- Conducted survey to seek parent input regarding academic programs, school climate and needs.
- Survey feedback was shared with parents and various internal stakeholder groups such as departments, SSC.
- Assist parents in understanding the academic performance of their child's school and increases their ability to participate fully in the school improvement process.
- Provide school staff with tools and training to support meaningful and balanced parent participation on the School Site Council.
- SWD training with Dr. Bains (SEA)

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Parent trainings are a high priority for Wallis Annenberg High School and are found in Strategy 4.2. WAHS allotted \$5,000 for parent trainings during the 2018-2019 school year and although there were many parent informational sessions, there were no formal trainings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Offer a STEM Escaleras cohort in which students will experience internship and scholarship opportunities. 4.2

Clean and prepare parent resource center to include technology. 4.2

Offer Parent trainings to include, academic support, behavioral support, attendance support and college and career readiness. 4.2

WALLIS ANNEBERG HIGH SCHOOL

TITLE I 2018-2019 Spending Plan

2018-2019 Apportionments:		\$	213,696	
2017-2018 Carryover:		\$	5,000	
2018-2019 Total:		\$	218,696	
	2018/19			
2018-2019 Spending Plan	Spending Plan	Expenditures		CATEGORY / DESCRIPTION
Certificated	\$ 80,021	\$ 74,457		
		\$	50,000	Math Coaches - allocation
		\$	24,457	Taxes and Benefits
Classified	\$ 25,000	\$ 18,474		
		\$	16,650	Instructional Aide
		\$	1,824	Taxes and Benefits
Professional Development	\$ 10,000	\$ 12,744		
		\$	400	CAASPP Institute - Lugo, Handzel
		\$	843	PD Social Emotional Learning Workshop 8/14/18
		\$	4,950	MESA School Program 2018-2019
		\$	2,809	WestEd Membership Fee 18-19 - math improvement
		\$	900	Bullying Awareness and Prevention Presentations 11/27/18
		\$	900	Toxic Masculinity
		\$	1,343	Social/Emotional Learning
		\$	600	Teaching Students with Disabilities - LACOE workshop
Supplemental Education/Tutoring	\$ 37,000	\$ 34,663		
		\$	19,719	Summer School
		\$	3,440	Summer School - Security
		\$	2,965	Summer School - Substitute
		\$	8,540	Teacher Extra Pay
Supplies	\$ 50,000	\$ 42,733		
		\$	1,418	The College Board - SAT School Day
		\$	4,976	PSAT / NMSQT
		\$	12,902	i-Ready
		\$	5,121	Apex Learning
		\$	5,270	Rosetta Stone
		\$	13,046	Illuminate
Parent Training	\$ 5,000	\$ -		
Homeless	\$ 500	\$ 72		Bus fares
Indirect Costs - 5.11%	\$ 11,175	\$ 11,175		
	218,696	194,319		
2018-2019 Total Title 1:	\$ 218,696			
2018-2019 Total Expenditures:	\$ 194,319			
Remaining Balance	\$ 24,377			

2018-2019 TITLE II - Spending Plan

2018-2019 Apportionments:	\$	24,825
2017-2018 Title II Carryover:	\$	-
2018-2019 Total:	\$	24,825

CATEGORY / DESCRIPTION	2018/19		Description
	Spending Plan	Expenditures	
Certificated	\$ 23,556	\$ 25,543	Curriculum Week for new teachers
Classified			
Professional Development			
Parent Training			
Supplies			
Indirect Costs - 5.11%	\$ 1,269	1,269	
	24,825	26,812	
2018-2019 Total Title II:	24,825		
2018-2019 Total Expenditures		26,812	
Over/Under		(1,987)	

2018-2019 TITLE III - Spending Plan

2018-2019 Apportionments:	\$ -
2017-2018 Title III Carryover:	\$ -
2018-2019 Total:	\$ -

CATEGORY / DESCRIPTION	2018/19		Description
	Spending Plan	Balance	
Professional Development			
Parent Training			
Supplies			
Indirect Costs - 2%	-	-	
	-		
2018-2019 Total Title III:	-		
2018-2019 Total Expenditures:	-		
Over/Under	-		

2018-2019 TITLE IV - Spending Plan

2018-2019 Apportionments: \$ 15,549

2017-2018 Title IV Carryover: \$ -

2018-2019 Total: \$ 15,549

CATEGORY / DESCRIPTION	2018/19		Description
	Spending Plan	Expenditures	
Cerificated	-	-	
Classified	-	-	
Professional Development	-	-	
Parent Training	-	-	
Supplies	15,238	14,219	
		11,162	Piper Classroom Enrichment week
		2,260	PE Supplies
		796	Art Supplies
Indirect Costs - 2%	311	311	
	15,549	14,530	
2018-2019 Total Title IV:	15,549		
2018-2019 Total Expenditures:	14,530		
Over/Under	1,019		

WALLIS ANNEBERG HIGH SCHOOL

Projected Spending Plan FY2019-2020

Categorical Apportionment

Title I

FY 2019-2020 (estimate)	\$	192,326
FY 2018-2019 rollover	\$	5,000
Total Estimated Apportionment	\$	197,326

Planned Expenditures

Salary - Certificated	\$	78,930
Salary - Classified	\$	19,733
Professional Development	\$	15,786
Supplemental Education/Tutoring	\$	27,309
Supplies	\$	39,465
Parent Training	\$	5,000
Homeless	\$	1,000
Indirect Costs - 5.12%	\$	10,103
Total Estimated Expenditures	\$	197,326

Page 1

Title II

FY 2019-2020 (estimate)	\$	22,343
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Planned Expenditures

Salary - Certificated	\$	21,199
Indirect Costs - 5.12%	\$	1,144
Total Estimated Expenditures	\$	22,343

Title IV

FY 2019-2020 (estimate)	\$	13,994
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Planned Expenditures

Supplies	\$	13,714
Indirect Costs - 2.00%	\$	280
Total Estimated Expenditures	\$	13,994

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 241,098
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$227,104

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A (Basic Grant)	\$197, 326
Title II, Part A (Supporting Effective Instruction)	\$22,343
Title III, Part A (English Learners)	\$7,435
Title IV, Part A (Student Support & Academic Enrichment)	\$13, 994

Subtotal of additional federal funds included for this school: \$241,098

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]