

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Wallis Annenberg High School

## CDS code:

19-64733-0100750

## Link to the LCAP:

(optional)

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Wallis Annenberg High School will participate in:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A.

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

## Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

Wallis Annenberg High School (WAHS) is a direct-funded WASC accredited charter school that serves 487 students in grades 9-12 that includes: 3.3% African American, 95.9% Hispanic, 12.5% Students with Disabilities, 18.5% English Learners, 1% Foster youth, and 90.1% Socioeconomically disadvantaged.

### MISSION

The Accelerated schools will graduate students who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders and will act as responsible citizens.

WAHS strategy for using federal funds to supplement and enhance local priorities and/or school initiatives funded with state funds are based on an analysis of the school’s Dashboard Indicators, state-mandated assessments (CAASPP, ELPAC, CAST), stakeholder surveys (staff, parents, students), interim assessments, LCAP Goals and 8 State Priorities data.

WAHS implements a systematic cycle of assessments to identify, address, and monitor student academic levels to inform instruction, assess for learning, and implement appropriate interventions. During this time, the learning community understands that the cycle of assessments is critical to mitigating learning loss and accelerating learning for students at risk of learning loss. Key data points are collected through initial screenings, formative assessments, and summative assessments to monitor students who are struggling with the learning models, and to then make individualized adjustments. This data will determine who needs interventions and who needs acceleration. They include:

- Interim Comprehensive Assessment (ICA)
- NWEA MAP Reading and Math, Gr. 9-12, 3 times/year
- Illuminate Assessments: Gr 9-12

WAHS uses Title I Funds to provide academic and social-emotional support/intervention to improve student academic outcomes including all student groups in order to close the achievement gap, including credit recovery (Summit Learning Program), Kickboard, and Naviance.

WAHS uses Title II funding to provide its teachers with access to teacher induction programs and Whetstone Observation Tool. Additional professional development is funded with other funding sources.

The data on the Fall 2019 California School Dashboard revealed the school received an orange for the Suspension Rate Indicator, a green for Graduation Rate, orange for College/Career Indicator, yellow for ELA, and orange for the Math Academic Indicator.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	Green	Orange	Yellow	Orange
English Learners	None	Orange	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	Green	Orange	Yellow	Orange
Students with Disabilities	None	Orange	None	None	None	None
African American	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Orange	Green	Orange	Yellow	Orange
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP Goals define the priority areas for Wallis Annenberg High School. All actions and services implemented at the school are in support of at least one of the goals.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on December 8, 2020; along with the 2020-21 LCAP Federal Addendum (revision).

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

To ensure alignment, WAHS LEA Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to WAHS overall approach covered in the LCAP. Our Single Plan for Student Achievement (SPSA) discusses the federal funds tied to the strategies and activities in our LEA Federal Addendum. The goals in the SPSA are also aligned to the LCAP to ensure there is alignment throughout the three school plans.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Wallis Annenberg High School (WAHS) engaged its stakeholders Principal, Director of Secondary Education, Director of Curriculum & Instruction, SPED Administrator, Lead teachers, parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Director. Interpreter services are provided and also made available upon request.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning and hybrid instruction); and all meetings take place virtually via Zoom.

WAHS believe in partnering with parent/guardians and values their input and feedback on the school's educational program. Our school provides a plethora of opportunities for parents to provide input/feedback in decision-making and involvement. They include:

- Annual Parent/family Survey
- Workshops for parents
- Coffee with the Principal
- Communication with parents via newsletters, Class Dojo, messaging, robocall, etc.
- Assemblies/schoolwide events – an opportunity to recognize student academic achievement, behavioral improvement, and attendance.

Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Our school administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicate and engage parents in their child's education. The Parent surveys are reviewed and

analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

For the 2020-21 school year, WAHS has developed a SPSA to meet federal requirements.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

WAHS operates a Schoolwide Title I program and uses their Title I funding for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports they provide includes both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders such as teachers (including Special Education and EL), paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from ELAC, as well as survey results, to ensure all voices are heard. The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions and Services, is effective and transparent.

The analysis of the Fall 2019 Dashboard (Fall 2020 Dashboard was suspended due to COVID-19 pandemic and suspension of all state-mandated assessments in Spring 2020) and other data showed there is a need for improvement in both ELA and Math at all grade levels. This information was shared stakeholder groups through scheduled Board meetings, ELAC Meetings with the Principal, and other virtual events. Stakeholder ideas are gathered and added to the data set, along with survey results to help the charter complete a root cause analysis and engage in a process of continuous improvement to address key areas of concern.

For the 2020-21 school year, WAHS has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820.

The school's leadership team comprised of the Principal, Director of Secondary Education, Director of Curriculum & Instruction, CEO, CFO, SPED Administrator, Lead Teachers, collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the **comprehensive needs assessment**. Data analysis included the Fall 2019 California Schools Dashboard (see below), local indicators, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, SRI for reading.

Specifically our school uses Title I funds for academic & social-emotional support and intervention to support a Multi-tiered System of Support (MTSS).

The California School Dashboard data is used as a starting point for identifying areas where the charter is not making gains or not meeting desired outcomes.

To address the academic needs the school will use **Title I Funds to fund the following actions** as outlined in the school's 2020-21 SPSA:

- **Math Interventionist** will provide math support for all incoming 9<sup>th</sup> grade students during an intervention block to address learning gaps and prepare all incoming students for college preparatory Algebra. Our incoming students are performing significantly below grade level in mathematics which is further evidenced in grade 11 CAASPP which identified that no student was "college ready" based on EAP (CAASPP) results, an indicator of the 8 State Priorities. All students will be assessed using iReady as a diagnostic assessment. As a college preparatory high school it is critical that all students are College and Career Ready.

- **SEL Counselor** will provide social-emotional support and individual and group counseling. Our school serves a high proportion of adolescents with Adverse Childhood Experiences (ACE). As part of our Multi-tiered System of Supports (MTSS), addressing the social-emotional and behavioral issues are critical to ensure student needs are met, and that students are engaged and ready to learn. Our school will utilize Panorama SEL surveys as a universal Screener (see Activity 4) and the Panorama Dashboard to assess and monitor student growth and needs.

- **NWEA MAP Assessments** (Reading & Math) will be administered 3 times/year for grades 6-8 to measure and monitor student academic progress. Results will be used to inform instruction and/or identify student academic needs, learning gaps, and provide targeted academic supports.

- **iReady Assessments** are an adaptive and comprehensive evidence-based assessment with an instructional program that empowers educators with actionable insight into student needs. iReady is also a diagnostic tool used to create a personalized learning plan for students, that monitors student progress over time and provides evidence-based intervention differentiated for each student. iReady assessments in reading and math will be administered to all students in grades 9-12 and disaggregated by student

group and grade level and shared with teachers to inform instruction and areas for growth and with parents/students to communicate their child's strengths, areas of need and goal setting.

- **Panorama Surveys** are a valid and reliable feedback on a wide range of topics including student perceptions of teaching and learning, school culture and climate, as well as the student experience in the classroom and at school. Panorama reports are used to identify students' academic and social-emotional needs during distance and hybrid learning. Panorama Teacher Survey is a feedback survey that collects data on teacher perceptions of school climate, professional development and a range of other topics. The Family-School Relationships Survey collects feedback from parents, guardians, and community members to build stronger relationships with schools.

- As a college-preparatory high school our school strives to provide all students with access to AP courses and prepare them for AP examinations. Approximately 90% of our students are identified as Socioeconomically Disadvantaged, and although they are eligible for fee waivers, other families are not. In order to ensure equity, our school will pay for **AP examination fees** not covered by waives to ensure all students that would like to take the AP examinations are able to. This is also an area for growth as identified in the College & Career Indicator.

- **Naviance** is a comprehensive, college, career and life readiness solutions (CCLR) that helps schools with aligning student strengths and interests with post-secondary goals, improving student outcomes and connecting learning to life.

- **Kickboard** is a tool for teachers and administrators to collect, analyze and share data regarding their students' academic and behavioral performance. This profile includes grades, standards mastery, reading growth, prescribed interventions, rubric observations, attendance, and student behavior and character strengths.

- Mathematics Engineering Science Achievement (**MESA Program**) has partnered with CSULA, a statewide program that serves to inspire educationally disadvantaged students throughout California towards fields in Science, Technology, Engineering, and Mathematics. MESA at CSULA works with schools within the LA Area. This program provides our students with experiential learning opportunities through engaging programs designed to support math and science excellence.

- **Summit Learning Program** is a credit recovery program offered to our students after-school who are credit deficient to strengthen our high school graduation rates and lower high school dropout rates. In order to further support our students with this online program, three credentialed teachers will provide additional scaffolding and support to maximize student learning, engagement and completion of all courses. **Costs for stipends of 3 teachers.**

WAHS does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

Targeted Assistance School (TAS): Not applicable

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

WAHS ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Counselor is the Homeless Liaison and ensures that students experiencing homelessness are appropriately identified and served. The liaison will also assist the students through the enrollment process, help them register for appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families experiencing homelessness.

Services for students who are experiencing homelessness include social-emotional support via counseling, a Parent Coordinator to provide resources and work with the family, and referral to free medical services. Title I funds may support these services or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes tutoring, counseling, 1:1 student to laptop ratio, and support for behavior or social/emotional issues.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

# TITLE I, PART D

## Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## **Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Wallis Annenberg High School (WAHS) shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment. Professional development will be provided for all staff to make certain that staff is fully equipped to meet the needs of their students.

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

Wallis Annenberg High School is committed to providing ongoing support, guidance and resources for all teacher to maintain high quality distance learning programs for students. All teachers participated in 1-week of Summer Professional Development that focused on Summit learning. All teachers also participated in training on the SB98 requirements with student attendance and participation; including assessing, designating and certifying student assignments for time value; and documentation on PowerSchool and any other relevant online program.

In addition to IEP snapshot professional development, Welligent and MTSS, the Special Education Administrator will facilitate and lead training for all general education teachers and support staff on trauma informed practices designed to meet the needs of all students during distance learning; and with the expanded roles of non-certificated staff, this is an essential training to ensure the needs of our students are being met. The Social-emotional Counselors, School Psychologist/Special Education Administrator will also facilitate professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

We have also designated mentor teachers who are providing support for other teachers who struggle with technology during distance learning.

A total of 2 instructional coaches were added this school year to strengthen the quality of the delivery of instruction; and the capacity of our teacher, that will impact student outcomes. One coach will specifically focus on: English Language Arts, History and English Language Development (ELD); and the other Instructional coach will work with Math and Science Department.

New teachers and teachers new to the school are supported with induction expenses and all teachers are supported with Instructional Coaching.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

WAHS is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if WAHS was identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, that are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through ELAC, staff meetings, and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including ELAC.

Section 70 of SB820 states Charter Schools are not required to have a School Site Council for the 2020-21 school year.

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The data from the California School Dashboard provides the starting point for Wallis Annenberg High School to determine their needs and priorities. Data analysis and needs assessment is augmented by input from stakeholders and charter level interim/benchmark assessments and surveys. Some of the

interim assessments used are NWEA MAP (grades 9-12), ICA's, Illuminate Assessments and formative/summative assessments. The leadership presents data reports regularly to the Board of Directors at public meetings that include an assessment of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

The success of Professional Learning is ultimately evaluated by the success of the students, so improvement in student outcomes will be one measure of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will also include observations of the Professional Development itself, and of the implementation in the classroom, by the school leadership team.

Informal observations are conducted on a regular basis. Each teacher is assigned an evaluating administrator (Principal, Assistant Principal, Director of CCR) who conducts regular informal observations, even during distance learning. Administrators conduct informal observations at least two to three times a month for each teacher. In addition, there is Collaborative Learning Rounds conducted every other month with district and site administrators as well as teachers. All observations and classroom visits are recorded in our observation tool, Whetstone, where the visit is recorded to provide teacher feedback.

In addition to classroom observations conducted by administrators, our instructional coaches also conduct classroom observations and provide instructional support. The instructional coaches meet with teachers every other week to conduct coaching conversations where they reflect on lessons with teachers, discuss pacing and backwards planning, and think through strategies to increase student engagement. Coaches observe every teacher's class once a week for at least 10 minutes, which is followed up by a message in Whetstone, and they also give feedback on lesson internalizations weekly. In addition to this 1:1 teacher support, Coaches lead PD sessions on a range of topics (increasing student dialogue, structuring learning experiences to increase academic outcomes), support teachers in developing PD workshops and coordinate schoolwide programs such as monthly peer observations, New Teacher Orientation, summer school, and New Teacher monthly get-togethers. In addition, Coaches host peer observations once a month with a different focus each time to allow teachers to learn from one another and see how the district wide focuses are being implemented throughout the school.

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC, as well as PD survey results to ensure all voices are heard.

To address the academic needs the school will ***use Title II Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- Wallis Annenberg High School will support teachers participating in **high quality educator induction programs** (BTSA Induction program), certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

- **Whetstone** is an observation tool that helps schools support teachers during distance learning by enabling virtual coaching on distance learning. Whetstone provides an easy-to-use interface for capturing virtual observation notes, sharing feedback and tracking next steps. With this tool, administrators can provide feedback on asynchronous and synchronous lessons over Zoom or Skype.

## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Wallis Annenberg High School does not receive Title III Funds.

### Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Wallis Annenberg High School does not receive Title III Funds.

### Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Wallis Annenberg High School does not receive Title III Funds.

### English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Wallis Annenberg High School does not receive Title III Funds.

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

WAHS plans to transfer Title IV funds into Title I.

WAHS receives \$16,224 in Title IV Allocation. Therefore per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

WAHS is a charter school and is not subject to equitable services for private school requirements.

If for some reason those funds are not transferred the school will use the funds in alignment with the Title IV regulations and with input from all stakeholder groups as part of the LCAP process. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process.

For the 2020-21 school year WAHS has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820.

Our charter has consulted with parents, community members/partners, students, teachers, administrators and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

In order to promote and elicit parent input in decision-making, WAHS held ELAC meetings during the school year, along with other family meetings, and obtained input/feedback on the school's LCAP Goals, Actions/Services, and Annual Measurable Outcomes. All parents (including Low Income, EL and Students with Disabilities) had numerous opportunities to engage in these discussions, as partners in their child's education. The engagement of parents is critical to the development of the LCAP and LCAP Federal Addendum, to the identification and analysis of needs, developing annual growth targets, the allocation of public school funds (state and federal), and in the reflection process of what worked and where further support is needed. The outcomes for activities funded through Title IV are included in the LCAP Annual Outcomes. Translation is provided for parent/community meetings, and information is sent home to parents in their preferred language, to the extent possible.

The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions and Services, is effective and transparent. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process. The California School Dashboard, other state data such as the Physical Fitness Test, school surveys and stakeholder input will inform the annual update regarding the success of the programs to meet the desired outcomes, which are included in the LCAP.

### **Well-Rounded Education**

To enhance our school outcomes for developing 21<sup>st</sup> century learners and our school needs, is to use this funding for Well-Rounded Education activities including physical education.

In addition to offering UC A-G approved courses, AP Courses, Intervention courses, WAHS offers CTE Media Arts Pathway, and concurrent enrollment onsite in partnership with LA Trade Tech Community College.

All students were provided a Chromebook for the 2020-21 school year in order to access the curricular and instructional materials for distance learning via Summit Learning. Students who lack connectivity at home were provided with a Wi-Fi hotspot; and our IT department has shared resources for low-cost internet services for low-income households.

Students and families signed a technology use agreement that outlines the acceptable use of the school-owned device.

### **Safe & Healthy Students:**

A Mentor Session class was developed as a means to provide students with a small, seminar type course, where students can develop a positive relationship with their teacher and peers. The mentor session course meets every morning with a focus developing personal Habits of Success; such as goal setting and a set of identifiable Cognitive Skills. Our goal is that it will teach students to be thoughtful individuals and independent thinkers, essential skills in preparation for college and career. Each Mentor Teacher is assigned 20-25 students per Mentor Session and will focus on developing positive school culture and personal connections during these sessions.

This school year, 2 additional Deans of Culture were hired to support the development of school culture while in distance learning, social-emotional learning, and restorative justice practices. The purpose is to ensure students are participating in distance learning on a daily basis to minimize student absences.

A Secondary Director was hired to provide student support with College and Career Readiness and Afterschool Programs. This person will provide additional support to our counselors and our Dean of Cultures in developing mentor lessons to build positive school culture and to develop increased support to our students for college preparedness and qualification.

Our Counselors will continue to conduct grade level meetings, provide seniors with ongoing support with college applications and provide social emotional support as needed.

**School-Based Mental Health:** We will continue to provide mental health support to students and staff through the use of our counselor as well as outside licensed therapists. Our counselor will provide one-on-one and small group counseling services. Social-Emotional Learning (SEL) curriculum will be incorporated at all grade levels. Following a Multi-Tiered System of Support (MTSS), school staff will identify and refer via our Multi-tiered System of Supports struggling students, specifically English Learners, Homeless, and Foster Youth. Further, targeted outreach to disengaged and chronically-absent students will occur frequently.

For students suffering from loss due to death in the family, our school has partnered with Our House, that provides grief counseling services for children.

**Behavior Support Systems:** To promote a positive school climate, on-ground or virtually, students will be given a clear set of behavior expectations to keep them safe, engaged, and on task. Following a multi-tiered approach, Positive Behavior Interventions and Supports (PBIS) and Restorative Practices will be implemented specifically at the secondary level, for prevention and targeted intervention to support students.