

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Increase student academic achievement to ensure college and career readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, and 8

### Annual Measurable Outcomes

Expected	Actual
Basic Services - Highly Qualified/Credentialed teachers – 100%	100% of staff fully credentialed in content area
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	ELA CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	Math CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

<b>Expected</b>	<b>Actual</b>
Implementation of State Standards/Pupil Achievement: English Learner Progress (RFEP) in ELA on SBAC	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Course Access - Programs and services are developed and provided to unduplicated pupils and students with disabilities	Programs and services were developed and provided to unduplicated pupils and students with disabilities
Basic Services – Facilities: 100% of school facilities are maintained in good repair	FIT Report: 100% of school facilities were maintained in good repair
Course Access: The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades 9-12 was inclusive and offered courses in all required areas of study based on EC 51210 & EC 51220 (a)

**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
100% of all teachers are fully credentialed and properly assigned	A: \$2,870,000 B: \$85,000 C: \$1,015,000 D: \$ LCFF Funds Federal A: Certificated Wages B: Classified Wages C: Employee Benefits D:	\$1,797,584 \$0 \$109,237
Provide teachers with high quality core and supplemental resources and materials to support classroom instruction in all areas	A: \$245,000 B: \$ C: \$ D: \$ LCFF Funds A: Books and Supplies B: C: D:	\$148,671
Provide materials and resources to support the success of students with disabilities including outside resources to provide for their individual needs. Maintain supplemental support specialists	A: \$120,000 B: \$ LCFF Funds A: Books and Supplies B: Other Operating Costs	SPED S&C \$473,555

<p>Provide high quality substitutes to support classroom instruction</p>	<p>A: \$250,000  B: \$  LCFF Funds  A: Other Operating Costs  B:</p>	<p>S&amp;C  \$92,953</p>
<p>Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.</p>	<p>\$0 – see 1.04  LCFF Funds  Federal Funds  A: Books and Supplies  B: Other Operating Costs  C:  D:  E:</p>	<p>\$0</p>
<p>Implement systems and provide opportunities to support nutritional, social/emotional, behavioral, and physical health of students</p>	<p>A: \$70,000  B: \$20,000  LCFF Funds  Federal  A: Classified Wages  B: Employee Benefits</p>	<p>Title I  \$70,000  \$16,100</p>
<p>Provide funding for Library Clerk to help fulfill the primary expectation of serving all students including the students of low income and unduplicated count</p>	<p>\$0</p>	<p>\$0</p>

<p>School and district Administrative Leaders will participate in instructional and operational leadership professional development and collaboration</p>	<p>A: \$785,000  B: \$36,000  C: \$25,000  D: \$  LCFF Funds  A: Certificated Wages  B: Classified Wages  C: Employee Benefits  D:</p>	<p>\$591,999</p>
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### Goal Analysis

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 1: Budgeted expenditures did not exceed Actual expenditures; however, the action was fully implemented.
- Action 2: Actual expenditures did not exceed budgeted expenditures; however, the action was fully implemented.
- Action 3: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Action 4: Actual expenditures did not exceed budgeted expenditures; however, the action was fully implemented.
- Action 5: The purchasing of ELD materials/resources did not take place, therefore there were no costs.
- Action 6: Actual expenditures came close to the budgeted expenditures and the action was fully implemented.
- Action 7: No action
- Action 8: Actual expenditures did not exceed budgeted expenditures and the action was fully implemented.

### A description of the successes and challenges in implementing the actions/services to achieve the goal.

By ensuring that 100% of our teachers are teachers are fully credentialed and by providing teachers with high quality core and supplemental resources and materials to support classroom instruction in all areas, there has been an increase in student performance outcomes as demonstrated on our Local Assessments (ICA and NWEA test results). Utilizing resources and materials such as NewsELA, ELA Novels, Illuminate, Laptops for teachers, tablets/chromebooks for students, and Airtame to broadcast computers to screens, we have seen an increase in academic achievement. Summit Learning will be added to our curriculum in the 2020-21 school

year to support student academic achievement and performance outcomes. WAHS will also maintain the use of NWEA and ICA local assessments during the 2020-21 school year as part of our verified data.

In an effort to provide materials and resources to support the success of students with disabilities including outside resources to provide for their individual needs, the school hired a Special Education Administrator and program Specialist to assist the RSTs and to ensure that the Special Education Department is supported. Cross Country Education also provided 3 instructional aides to help SWDs in the classroom. WAHS has 2 students in Non-Public Schools and transportation is provided. During the 2020-21 school year, RSTs will design and implement a co-teaching model where the general education teacher and special education teacher collaborate to design lessons to help meet the needs of the students with disabilities.

WAHS has credentialed teachers on staff who provide support with substitutes. Vendors including Teachers on Reserve, SubReady, and Premiere Education are used to secure high-quality substitutes to support classroom instruction.

To support our EL students who are also part of the ELD designated program, WAHS purchased the Edge Curriculum and uses SRI Assessments to monitor student progress and for reclassification.

WAHS hired a full-time social-emotional counselor who provides social-emotional, behavioral, and physical health support to students. This has resulted in a reduction in the number of reported social-emotional issues, the suspension rate had dropped and the referral rate for social-emotional counseling has reduced. To increase opportunities for students, WAHS will add an additional sports team, such as football and cross country, and the school will add an afterschool “Run” club as a means for the Physical Education Teachers to support student fitness.

The school does not currently have a library and therefore, this position was not hired. The school will reassess this action for the 2020-21 school year.

School leaders hold monthly leadership meetings along with ongoing professional development meetings as a means to identify, align, and to conduct relevant Professional Development for teachers on evidence based instructional practices. Weekly professional development is also provided by the “Home Office” to the teaching staff on Monday’s. School site leaders also conduct Collaborative Learning Rounds with District and site administrators and teachers to identify additional classroom, grade level, department, and/or school-wide areas of support. A Director of Secondary Education was hired to assist in the development of instructional and organizational leadership, to design an instructional leadership plan, and to create a foundation of policies and procedures at the school.



## Goal 2

Increase student engagement and whole child outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, and 8

### Annual Measurable Outcomes

Expected	Actual
School Climate - Suspension/Expulsion Rates: Less than 1% / 0%	Less than 1% / 0%
Pupil Outcomes: The adopted course of study for grades 9-12 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, Physical Fitness Test (PFT) was not administered.
Pupil Engagement – school attendance rates: At or above 98%	2019-20:

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement college and career activities to support and promote a college-going culture	A: \$120,000 B: \$12,000 C: \$ D: \$	Salaries: \$120,000  Naviance: \$15,700
Implement a Multi-Tiered system of student supports including but not limited to positive behavioral interventions and socio-emotional support	\$0	S&C \$5,750
Maintain cyber-bullying and social media awareness prevention efforts at the school site and fully follow/implement the site discipline matrix/policy	\$0	S&C \$1,872
Provide opportunities for students to participate in school events and activities such as but not limited to school dances, assemblies, movie nights, ice cream socials, pizza parties, cocoa and cram sessions, career day, etc.	A: \$75,000 B: \$ C: \$	AD \$13,807  Incentives \$6,398

## Goal Analysis

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 2:

- Action 1: Actual expenditures exceeded budgeted expenditures and the action was fully implemented.
- Actions 2-3: There were no budgeted expenditures, however there were actual expenditures
- Action 4: Actual expenditures did not exceed budgeted expenditures and the action was fully implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

To implement a college-going culture and to design activities to support and promote a college-going environment, WAHS has hired 2 academic counselors in addition to the 1 College/Career Advisor currently on staff. Parent meetings to discuss FAFSA and the financial

aid process are provided every Tuesday during the month of January. WAHS has also implemented a Student Council Class that promotes school culture, Spirit Week, and leadership opportunities for all students. Students will be provided more opportunities to access elective classes that will allow them to demonstrate leadership skills in student council and service and the school is working to increase student engagement with sports and by providing opportunities to celebrate athletes during Class Olympics and Student vs. Faculty sporting events.

WAHS has hired an athletic coach and an assistant athletic director to support and increase participation in CIF sports teams. For honor roll students, WAHS has implemented movie nights, fall festivals, dances, and lunch for students which is paid for with panther points.

WAHS has worked to increase access to college field trips, has implemented one-to-one midyear graduation status meetings with students and parents, and have provided 11<sup>th</sup> grade students with Dual Enrollment classes through the local community college (LA Trade Tech). Counseling courses are offered to all 108 juniors, sociology is offered to 101 students and currently, 11 seniors and 20 juniors are enrolled. WAHS has also begun a class Olympics to support student academic success and to assist in building a college culture at the school site.

In the 2020-21 school year, WAHS will hire a Director of College and Career Readiness, provide an additional cohort for STEM Escalera and implement Naviance to provide college and career exploration opportunities.

WAHS will implement a multi-tiered system of support which will include Positive Behavioral Interventions and Socio-Emotional Support as a means to reduce the suspension rate and to provide alternatives to suspension. Kickboard was implemented to support the tracking of student behaviors, to provide support for students with behavior problems, and to identify students who meet the criteria for receiving student incentives such as panther points. Assemblies and Award nights were held to recognize students for positive behavior accomplishments and academic improvements. WAHS is working to build Growth Mindsets, Responsibility, Ownership of Learning, Wellness of Mind and Body, and Leadership within students and to support this initiative, WAHS has put together a PBIS Committee comprised of the academic dean, 2 counselors and the assistant principal. WAHS has also revised the role of the Dean to High School Academic Dean to help support implementation of 504 plans, SSPTs and PBIS.

WAHS has worked hard to maintain cyber-bullying and social-media awareness prevention efforts at the school site. Efforts to reduce the amount of access that students have to their devices have increased student performance and academic achievement. When rules are violated, student's complete remediation and restorative projects and Parent Nights have been implemented to provide families and

the community with resources and strategies to deal with cyber-bullying as well as to help reduce the number of low-rate behavior issues such as tardies, leaving class without permission and using electronic devices during instructional time.

### Goal 3

Improve practices supporting effective student instruction

State and/or Local Priorities addressed by this goal:

State Priorities: 2

#### Annual Measurable Outcomes

Expected	Actual
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 85%	ELA CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded: 50%	Math CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: English Learner Progress (RFEP) in ELA on SBAC	CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

#### Actions / Services

<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Provide instructional staff with professional development to support classroom core and supplemental instruction including but not limited to the implementation of CCSS, NGSS, technology, and data analysis	A: \$85,000 B: \$ C: \$ D: \$	\$10,792
Provide professional development to improve English Learner instructional practices in the classroom for all students, but in particular English learners, SWD, and struggling students	\$0	\$0
Implement Learning Community Committee's to support the mission and vision of the school – to prepare students to attend the college of their choice	\$0	\$0
Extend the school day by providing targeted interventions before and after school through small group tutoring services using research-based practices and pre/post assessment data	A: \$5,000 B: \$ C: \$ D: \$ E: \$	S&C
Provide additional instruction on Saturdays to support struggling students	A: \$10,000 B: \$ C: \$	\$0
Provide planning time for teachers to promote the academic and social/emotion success of students	\$0	\$0
Provide field trips and classroom guest speakers	A: \$8,000 B: \$ C: \$ D: \$ E: \$	\$0

Train and maintain safety and supervision staff, purchase and maintain safety/medical supplies and implement an emergency preparedness program	A: \$10,000 B: \$ C: \$ D: \$ E: \$	S&C \$4,983
Offer summer program to support the academic growth of all students	A: \$25,000 B: \$	Title I \$49,418

## Goal Analysis

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 3:

- Action 1: Actual expenditures did not exceed budgeted expenditures and the action was fully implemented.
- Actions 2-3: There were no budgeted expenditures, and therefore no actual expenditures
- Action 4:
- Actions 5-7: There were budgeted expenditures, however there were no actual expenditures but action 2 was implemented
- Action 8: Actual expenditures did not exceed budgeted expenditures and the action was fully implemented.
- Action 9: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

WAHS provided all teachers with evidence based professional development and supported new teachers with induction costs to clear their credentials. Professional development focused on student's cognitive thinking, open-ended questions, and data analysis. Teachers were provided with planning days and coaching to support curriculum development and creation of structured routines. Teachers participate in 1 week of summer professional development, an additional week for new teachers, 5 non-instructional days during the academic year, weekly professional development; and Wednesday workshops (optional) were provided to support teachers with targeted support.

As a result of school closure in mid-March and the transition to distance learning the only modification made to program offerings was that all sport programs, and field trips were cancelled as a result of the governor's stay-at-home orders. No courses were eliminated but rather instruction shifted to distance learning. The 12th grade graduation was changed to a virtual Zoom meeting. [A letter was issued to students and parents](#) with instructions for participation. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including NWEA for ELA and Math. Our school shifted to Project-based learning with a focus on feedback on cognitive skill development. Through PBL, learning was more relevant, engaging and meaningful to students, resulting in higher participation and engagement.

WAHS conducted ongoing classroom observations as documented in Whetstone. Three times a year, Collaborative Learning Rounds (CLRs) were conducted with teachers, district staff and site administrators as a means to identify grade level, department and organizational strengths, weaknesses and professional development opportunities. Weekly and monthly professional development on effective researched based classroom instruction was provided and the CLRs provided the team with information as to how well the professional development was being implemented in the classrooms. Professional development on ICA and IAB assessments were also provided to the teaching staff to assist with data analysis and student performance review in ELA and Math. While informal observations occurred throughout the school year, 2 formal classroom observations occurred as part of the annual evaluation process. Teachers who are responsible for teaching Advanced Placement classes were sent to AP conferences to increase teacher effectiveness and to increase student performance and academic achievement.

Once a month planning time for teachers was provided during Monday professional development to allow teachers to promote the academic and social/emotional success of students. Teachers were provided time to plan for their students and to identify students who might need to be recommended for additional support through the SSPT process or who may require a 504 plan.

To improve instructional practices in the classroom for English learners and students with disabilities, professional development was provided to general education teachers on accommodations and modifications, IEP snapshots were shared, Executive Summaries of IEPs for general education teachers were provided and ongoing weekly and monthly professional development focused on research-based classroom instruction for English learners occurred. In order to increase the ELPAC pass rate and increase the reclassification rate, WAHS will need to be more intentional about ELD instruction, identifying LTELs early and working with individual students to identify reasons for students not reclassifying.

WAHS did not implement a learning community committee this school year but will implement this committee during the 2020-21 school year as a means to support the mission and vision of the school and to prepare students to attend the college of their choice.

Targeted interventions occurred during the day and afterschool utilizing ARC to support APEX classes for students with credit deficiencies and teachers also provided afterschool tutoring to increase pass rates, improve academic performance and to increase test scores on ICAs and IABs. This will be a continued effort during the 2021-22 school year. Unfortunately, additional instructional opportunities on Saturdays to support struggling students did not occur but we will implement this during the 2021-22 school year, starting earlier, as way to increase ELPAC and SBAC scores.

During the 2019-2020 school year, WAHS was able to provide students with exposure to their culture through various field trips and motivational guest speakers. Student experienced college tours and the Los Angeles Opera House; A college professor from USC was a guest speaker; Professional musicians were brought in to perform for students using the targeted Spanish language (for Spanish classes); students participated in STEM Escalera projects and the MESA program through a partnership with CSULA. Students were able to see other students who “looked like them, which resulted in students being more interested in applying for colleges and being more serious about doing well on their dual enrollment classes. WAHS will continue this effort during the 2020-21 school year by applying for the second cohort for the STEM Escalera program, by providing additional field trips for students, and by organizing a school site college fair.

WAHS continued to provide students with summer school opportunities to assist students in making up classes and to review content for content mastery. A 6-week credit recovery class was offered to 10<sup>th</sup>-12<sup>th</sup> grade students, taught through APEX, a Math enrichment course was offered, and a summer bridge program was provided for incoming 9<sup>th</sup> grade students which was facilitated by the school counselor. While the structure of the summer program may be modified for the summer 2021 program, WAHS will continue to offer this opportunity to students.

At WAHS, the safety of our students and staff is of the utmost importance. At the beginning of the year, the Safety Planning Committee reviewed the roles and responsibilities with all members and conducted safety drills. All supervision staff received CPR training and EpiPen training if they qualified. Campus Aides/Supervision staff monitors the halls and other areas throughout the day and safety consultants conducted a comprehensive safety review of the school (national School Safety). This will be continued during the 2020-21 school year.

## Goal 4

Increase parent engagement, involvement, and satisfaction

State and/or Local Priorities addressed by this goal:

State Priorities: 3

### Annual Measurable Outcomes

Expected	Actual
Parental Involvement: Revise as necessary and administer surveys to gain parent input and promote parental involvement in various programs at the school site	Parents participated in ELAC/DELAC, schoolwide events, & Coffee with the Principal. 2019-20: Outcome met. Overall Parent survey results – The Accelerated Schools Participation Rate 72.3% See survey results under “analysis” section. Surveys were administered to gain parent input and to promote parental involvement in various programs at the school site.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians	A: \$5,000 B: \$ C: \$ D: \$	S&C \$31,868
Provide parents with increased opportunities for school engagement, including opportunities to participate in stakeholder meetings, school communities, volunteerism, workshops, and school events	\$0	S&C
Provide school and classroom materials to parents of low-income and foster youth – e.g. backpacks, notebooks, folders, pens, pencils, paper, etc.	A: \$20,000 B: \$ C: \$ D: \$	S&C \$9,180

## Goal Analysis

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 4:

- Action 1: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented.
- Action 2: There were no budgeted expenditures and therefore no funds were expended.
- Action 3: Budgeted expenditures did not exceed Actual expenditures; however, the action was fully implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

At WAHS, in an effort to provide parents/guardians with written and oral translation and communication, parents are provided a printed copy of the Parent Reminder (in their preferred language) each week, counselors schedule individual student/parent meetings to provide student status updates on how students are moving towards meeting the graduation pathway, parents are invited to attend bi-annual parent conferences where they will meet with students' teachers to support student learning, and a translator has been contracted to provide translation of the many documents that are distributed to parents throughout the school year. Our website was also revamped (by Sugarman Communications) to improve communication with parents.

WAHS also has 6 “Coffee with the Principal’ meetings per year along with evening parent meetings and counselors conduct monthly meetings with parents of students who are in the 12<sup>th</sup> grade. FAFSA nights are also planned and conducted for students and their parents to support financial aid application completion.

The WAHS music department conducted two musical concerts this school year and school conducted two award ceremonies for parents and students.

Along with our afterschool program, ARC parents are given opportunities to support their students with fundraisers for sports and other activities.

Our front office staff provided our foster youth and homeless students with school supplies, bus passes, and backpacks at the beginning of the school year. When needed, our food services department will provide students and families who are food insecure, with food for the weekends.

To ensure connectivity during the pandemic, WAHS provided teachers with home connectivity reimbursements and provided students with chromebooks and hotspots to support connectivity needs.

The following are the overall parent survey results:

- 84.7% of parents who took the survey indicated that the school is clean and is in good repair
- 89.1% of parents who took the survey indicated that the school is safe and has security procedures in place
- 85.4% of parents who took the survey indicated that there are high standards and sound instructional practices in place for students
- 79.3% of parents who took the survey indicated that the school provides adequate social-emotional counseling and support to students
- 93.3% of parents who took the survey indicated that the school provides additional support and resources for students and parents – (workshops, mental health, bullying prevention, etc.)
- 95.8% of parents who took the survey indicated that the school maintains a positive school climate and culture
- 95.1% of parents who took the survey indicated that the school involves all stakeholders as decision making partners

- 96.3% of parents who took the survey indicated that the school has strong school-family communication systems in place
- 91.4% of parents who took the survey indicated that they believe that students learn and benefit from the instructional practices provided at the school
- 89.7% of parents who took the survey indicated that students receive the support they need for academic and course planning
- 93.3% of the parents who took the survey indicated that the school provides adequate social-emotional counseling and support to students
- 91.5% of the parents who took the survey indicated that the school effectively addresses attendance and absenteeism
- 96.3% of parents who took the survey indicated that they would recommend someone to work at or to attend this school
- 97% of parents who took the survey indicated that the school is welcoming to parents and provides academic support and training for families to support student growth and achievement

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Principal and Teachers: to provide in-person (hybrid)/distance learning platform	\$2,105,022	[\$ 0.00]	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$244,550	[\$ 0.00]	N
Substitute teachers were hired to assist with launching and providing hybrid/in-person instruction			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions

Wallis Annenberg high School (WAHS) provided a total of 180 Instructional days that exceeded SB98 requirements of 175 instructional days. All teachers participated in 1 week of intensive Summer Professional Development, an additional week for new teachers, and 5 non-instructional days during the academic school year for professional development to support teachers with the implementation of distance learning, including strategies to increase student engagement and participation in distance/virtual learning, including strategies to support English learners and Students with disabilities.

\*As a result, 15% of salaries were funded with LCFF S&C funds (Contributing).

The following are the substantive differences between the planned actions and what was actually implemented:

- Substitute teachers were hired to assist with launching and providing hybrid/in-person instruction

- WAHS purchased and/or acquired PPE equipment as required by the state and county Health Department to ensure a safe, and clean learning environment for staff and students.

### **Analysis of In-Person Instructional Offerings - A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.**

On Monday April 12<sup>th</sup> WAHS opened for in-person/hybrid instruction. Approximately 35% (~265 students) of its students (families) opted for in-person instruction, and 65% remained in distance learning. Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child was struggling with distance learning and experiencing isolation. The School's leadership and support staff conducted significant parent outreach and home visits to communicate with disengaged families. In addition, school tours took place on Mondays to demonstrate to families the safety protocols that had been implemented and the Principal led several parent meetings for each grade level, including Town Halls and reiterated the requirements of COVID-19 testing for all students and staff.

Prior to offering hybrid instruction, WAHS implemented (pods) cohorts of at-risk students who had been disengaged (chronically absent) and struggling with distance learning including English Learners, low-income, homeless, students with Disabilities, that received support onsite. Instructional Assistants ensured students were logged on and were able to participate in synchronous lessons via distance learning while on-campus. This learning opportunity was extended to students in grades 6-8, and resulted in students completing coursework, completing courses and for all students increased engagement, and daily participation.

Challenges include having difficulty with having our teachers return onsite to provide hybrid instruction and therefore our school has had to hire substitute teachers. Another challenge is that 65% of students/families have opted to remain in distance learning.

Wallis Annenberg High School implemented a Hybrid Model of Instruction comprised of in-person and distance learning. Students were divided into 2 Cohorts (A/B) for scheduling purposes. It was a combination of face-to-face instruction and distance learning. The school worked with parents to ensure siblings were in the same cohort. The schedule was as follows: - Monday: Distance Learning (synchronous and asynchronous instruction); including IEP Meetings - Tuesday & Wednesday: Cohort A: in-person instruction; Cohort B: distance learning - Thursday & Friday: Cohort B: in-person; Cohort A: distance learning This hybrid model included small class sizes to accommodate the physical distancing protocols. We believed this was the model that would ensure the safest approach to reopening schools physically once we were able to do so. This model was designed to seamlessly transition students back to campus once it was safe to do so.

180 instructional days (Tues-Fri at 385 min/day; Monday at 260 instructional minutes/day). Over the summer, 5 days are provided to teachers for professional development and an additional 10 days of professional development are provided throughout the academic year.

This model provided students with consistency and a structured schedule that maintained interactions with both staff and peers and access to instruction on a daily basis, which helped students perform at an optimal level. Students continued to be assessed during in-person (Hybrid Model) to measure and monitor student progress. Wallis Annenberg High School established a systemic Cycle of Assessments that were administered in-person/distance learning that included: - Interim Comprehensive Assessment (ICA) - NWEA MAP Reading and Math, Gr. 9-12, 3 times/year - Illuminate Assessments: Gr 9-12

Our English Learners received integrated English Language Development (ELD) across all disciplines; and designated ELD daily that included an online platform (Summit Learning) and Rosetta Stone, with differentiated language proficiency level resources aligned to the student's ELPAC level across the domains, which additionally supported long-term English Learners (LtELs). To continue to develop English learner language skills, teachers provided daily comprehensive English Language Development. Designated English Language Development "first teaching" was provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction was in support of such instruction. The ELD curriculum was also paired with online platforms that included: Summit Learning, and NearPod, to support high level student engagement, dialogue, academic discourse, and discussions by our students.

In the Hybrid Model, students with special education needs attended school in the same manner as all other students (Cohort A & Cohort B). However, if a modified day, in either a morning/afternoon cohort was necessary, the accommodation was made. Should SWDs had a need to come onto campus as a means to support their learning, accommodations were made and all PPE and social distancing directives were followed. Designated services outlined in IEPs were offered to the maximum extent possible in person when campuses reopened. School personnel worked closely with families of students who were immunocompromised regarding specific individual needs when they returned to school. Students with sensory/cognitive/behavioral needs that could not wear a face covering utilized a face shield or covering as needed. Staff working with students who are deaf/hard hearing or require modeling of oral response were issued clear masks and may also have utilized face shields to support students.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments: Illuminate, NWEA MAP	\$17,155	[\$ 0.00]	Y
Technology devices: Chromebooks, wi-fi hotspots, internet, headsets, IT Director, tech support assistants	\$59,507	[\$ 0.00]	N
SPED Services and staffing	\$647,981	[\$ 0.00]	N
Core Curriculum: Summit Learning Management System; Vista Online Spanish Program	\$132,382	[\$ 0.00]	N
Technology-based supplemental instructional materials including but not limited to Google Classroom, Zoom, Kami, Summit, NearPod, Kickboard, Naviance, Edfinity, Clever Partially funded with LCFF S&C Total: \$8,200	\$35,301	[\$ 0.00]	*Y
Professional Development & 2 Instructional Coaches (STEM & Literacy)	\$166,050	[\$ 0.00]	N
Director of Secondary Education to provide support, professional development, teacher observations, evaluation systems and leadership coaching for school leaders	\$178,350	[\$ 0.00]	Y
College and Career Advisors (2)	\$147,600	[\$ 0.00]	N
Director of Tutoring to support/implement a college and career readiness focus and support/oversee counseling and positive behavior support systems, and to support and evaluate teachers	\$178,350	[\$ 0.00]	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions

The following are the substantive differences between the planned actions and what was actually implemented:

- Vista Online Spanish Program did not occur

**Analysis of the Distance Learning Program - A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.**

**CONTINUITY OF INSTRUCTION:**

Wallis Annenberg High School started the 2020-21 school year on August 17th at 100% distance learning that included synchronous and asynchronous instruction.

Summit Learning is the Online Platform Learning Management System, utilized by all students with UC A-G approved courses. In addition, this year we have also added Vista, an online Spanish program for use with distance learning. Our students utilized the following technology-based online applications: Zoom, Kami, NearPod, Edificity, Rosetta Stone, Kickboard, Naviance, Scholastic, and Smores. All students participated in daily synchronous and asynchronous instruction in adherence to SB98.

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

On a daily basis our students met with their mentor teacher for an hour and received feedback on their SMART Goals during self-direction time. Teachers also hosted workshops, providing an opportunity for students to receive small group instruction with their content teachers; and then check-in time with their Mentor teacher to complete a self-reflection for the day. Teachers collected the following metrics/data on a daily/weekly basis:

- Percentage of students accessing their core curriculum in Summit Learning
- Percentage of students completing content assessments (aligned to lesson plans and project completion)
- Percentage of students who set a goal on the platform.
- Percentage of students that have experienced 1:1 mentor check-in.
- Percentage of students that attempted at least one content assessment for a power focus area.
- Percentage of students passing power focus area in each course.
- Percentage of students that have submitted their project(s) in each course.

- Percentage of students that have completed NWEA MAP assessment for baseline data

Wallis Annenberg High School established a systemic Cycle of Assessments that were administered in-person/distance learning and included:

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

Our Students with Disabilities received push-in support via distance learning. The push in model is that of co-teaching where the RST and general education teacher work together to plan lessons and provide accommodations for SWD. The co-teaching model utilized breakout rooms for more personalized support. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continued to provide push in support for students. A focus for the year was to provide both IAs and general education teachers training in how to provide effective support online

Challenges - Despite numerous effort including implementing tiered reengagement strategies, WAHS struggled with student attendance, participation and engagement.

### **ACCESS TO DEVICES & CONNECTIVITY**

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 lacked connectivity at home were provided with a Wi-Fi hotspot; and our IT department shared resources for low-cost internet services for low-income households. Students and families signed a technology use agreement that outlined the acceptable use of the school-owned device.

Challenges: Most families lacked high speed internet at home and for some, WiFi hotspots worked intermittently because of the limited bandwidth issues

### **PUPIL PARTICIPATION AND PROGRESS**

Teachers had a designated time, each week, to conduct small group and 1:1 formative assessments on student language development progress since all students have access to technology. For students with low-technology access, teachers conducted such assessments via phone. WAHS teachers utilized the CDE's Combined Daily Participation and Weekly Engagement Template to create an equivalent online electronic attendance process. Teachers provided daily synchronous instruction using the Summit Learning Management System in combination with other online tools such as Zoom, Kami, NearPod, Edfinity, Rosetta Stone, Kickboard, Naviance, Scholastic, and Smores. Student attendance and participation was monitored and documented daily during synchronous instruction, asynchronous instruction participation or using verified daily assignment completion. Online learning platforms included Summit, NearPod, Zoom, and Clever which provided data, documenting time on task, assignment completion and course completion. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value was measured via online

participation in oral, written, and electronic assignments, and teachers utilized the current established course contracts or course pacing plans to clarify and calibrate assignment completion and credits earned within the course description.

Challenges – Despite numerous effort including tiered reengagement strategies, WAHS struggled with student attendance, participation and engagement

### **DISTANCE LEARNING PROFESSIONAL DEVELOPMENT**

Wallis Annenberg High School is committed to providing ongoing support, guidance and resources so that all teachers can maintain high quality distance learning programs for students. All teachers participated in 1 Summer Professional Development that focused on Summit Learning, an online learning platform for our entire core curriculum. They also focused on developing content specific lessons for their courses. Additional Professional Development topics included:

- Online AP training for AP teachers
- How to use the College Board Platform
- New Teachers' Orientation & Curriculum Week – for teaching online & research-based pedagogical strategies.
- Web-based apps: NearPod, Zoom PowerSchool, Student Information System

All teachers also participated in training on the SB98 requirements for 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 and Welligent and MTSS PD, the Special Education Administrator facilitated 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 was an essential training to ensure the needs of our students are being met. The Social-emotional Counselors, School Psychologist/Special Education Administrator also facilitated professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

A total of 2 instructional coaches were added this school year to strengthen the quality and the delivery of instruction and build the capacity of our teachers, in order to impact student outcomes. One coach specifically focused on: English Language Arts, History and English Language Development (ELD); and the other Instructional coach worked with the Math and Science Departments.

Challenges – There were no challenges with professional development

### **STAFF ROLES AND RESPONSIBILITIES**

Support Staff was used in various capacities. Our supervision staff supported our attendance policy, making daily phone calls for students who were marked absent from class. Supervision provided training in parent outreach and how to provide families with the resources needed to enter distance learning classes. Wallis Annenberg High School Administrators are also certificated staff who supported teachers with coaching and professional development on evidence-based pedagogical strategies to accelerate student

learning through distance learning. The Administrative team also contacted families/students as part of the tiered reengagement strategies, to maximize student attendance during distance learning. The Administrative Team also prepared and analyzed student achievement data reports that were presented to teachers for review, reflection, analysis and to inform instruction.

Challenges – There were no challenges identified

### **SUPPORTS FOR PUPILS WITH UNIQUE NEEDS**

A College and Career Readiness (CCR) course taught by their mentor teacher 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 met daily with a focus on developing personal Habits of Success; such as goal setting and a set of identifiable Cognitive Skills that will teach students to be better students, thoughtful individuals and independent thinkers who are able to develop lifelong skills and be prepared for the college and career of their choice. In addition, each Mentor Teacher had a class of 20-25 students per Mentor Session and they worked on developing a positive school culture and connections during their sessions. The Counselors provided social-emotional support for all students; and the School's Psychologist was available to provide additional mental health services. Our school has partnered with Hathaway-Sycamores, that provides individual and group therapy for students and their families.

Challenges – Despite our numerous outreach efforts led by the Principal and our educators to families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, approximately 65%, a significant percentage of families, opted to continue with distance learning rather than in-person instruction despite knowing that their child was struggling with distance learning and experiencing isolation.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School: Opportunity for students to complete coursework (for incompletes)	\$54,575	[\$ 0.00]	N
In-House Long-Term Sub - covering classes to ensure learning continues without interruption; in-house subs provide continuity of instruction	\$38,745	[\$ 0.00]	Y
Various Clubs	\$24,600	[\$ 0.00]	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following are the substantive differences between the planned actions and what was actually implemented:

- ARC was contracted to provide tutoring services during hybrid instruction Spring 2021

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which continued throughout the summer and school year.

Throughout the transition to distance learning Wallis Annenberg High School has been implementing actions to mitigate learning loss. This includes the implementation of our Summer Bridge Program, where students piloted the Summit Learning Online Platform Learning Management System; in conjunction with NearPod which provided us with feedback. Our school developed student expectations and protocols for distance learning.

For the 2020-21 school year, we developed a cycle of assessment, including diagnostics, to determine present student academic levels which served as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments focused on ELA and Math which will guided instructional and curricular planning. The systemic cycle of assessments included:

- Illuminate Assessments
- NWEA MAP (Reading & Math): gr 9-12, 3 times/year
- Interim Comprehensive Assessments (ICA)

Findings from initial diagnostic assessments in ELA and Math were used to identify and provide additional academic supports, to mitigate learning loss and to accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, were provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades 9-12.

## **Analysis of Pupil Learning Loss**

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To address learning loss our students were provided the opportunity to participate in an extended learning experience during the Summer. In addition, we built a school schedule that allowed for students to receive targeted and personalized academic support through small group instruction during workshop blocks.

At WAHS, our focus is to accelerate student learning and to build teacher and student efficacy to enable pupils to succeed academically. We focused on developing the skills of our teachers to ensure the delivery of high-quality instruction. Our teachers implemented researched based pedagogical strategies in an effort to ameliorate student academic outcomes.

All teachers have participated in extensive professional development both during the summer and throughout the academic school year. A total of 2 instructional coaches were added this school year to strengthen the quality of the delivery of instruction; and help support teacher growth to positively impact student outcomes. One coach specifically focused on: English Language Arts, History and English Language Development (ELD); and the other Instructional coach worked with the Math and Science Department.

As a data-driven school and organization, multiple types of data were reviewed, disaggregated, analyzed on an ongoing basis to assess both program effectiveness and to identify students for additional targeted support/intervention to mitigate learning loss and accelerate student learning.

Wallis Annenberg High School has established a systemic Cycle of Assessments was administered in-person/distance learning and included:

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

Challenges Include: Distance Learning, students struggled to turn in projects and complete coursework despite flexibilities provided and ongoing communication with families.

## **Analysis of Mental Health and Social and Emotional Well-Being - A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.**

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 met every morning with a focus on developing personal Habits of Success; such as goal setting and a set of identifiable Cognitive Skills. Our goal was to teach students to be thoughtful individuals and independent thinkers, equipping them with essential skills in preparation for college and career. Each Mentor Teacher was assigned 20-25 mentees for the College and Career Readiness course 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, social-emotional learning, and restorative justice practices. The purpose was to ensure students are participating in distance learning on a daily basis to minimize student absences.

A Director was hired to provide student support with College and Career Readiness. This person provided additional support to our counselors and our Dean of Cultures in developing district-wide College and Career focus and build positive school culture.

Our counselors continued to provide personalized support for all students, held a series of targeted meetings serving various stakeholders, and provided social emotional support as needed.

**School-Based Mental Health:** WAHS continued to provide mental health support to students through triage and referrals from our counselors. Our staff also has access to mental health counseling through our District-wide hotline and referrals to mental health support. Our social-emotional counselor provided one-on-one and small group counseling services. Social-Emotional Learning (SEL) lessons was incorporated at all grade levels. We utilize a Multi-Tiered System of Support (MTSS) to support struggling students, English Learners, Homeless, and Foster Youth. Further targeted outreach occurred to support the disengaged and chronically absent students.

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

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

**Staff Support:** Appropriate training was provided to teachers and staff to help all cope with emotional and mental health concerns. In addition, staff was provided with resources, self-care strategies, and opportunities to reconnect with their colleagues. To keep students, staff, and families connected with their school, WAHS developed virtual events, such as a virtual welcome back, spirit week, and award assemblies, and maintained student and staff recognition, awards, and traditions. Site administrators conducted weekly check-ins with their staff to gauge instructional practices and to identify the social-emotional needs of their staff. For staff that were in need of social-emotional support, the Special Education Administrator, who is a School Psychologist provided professional development to the entire staff on coping with trauma; and addressing social-emotional and well-being.

The Social-emotional Counselors, School Psychologist/Special Education Administrator also facilitated professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

Challenges Include: despite multiple strategies implemented and staff involved, WAHS struggled with reducing the number of students who were chronically absent. Many students' families faced job, food, and/or housing insecurities, family members who fell ill or dies due to COVID-19, faced anxiety, stress, and/or depression. For some of our students in distant learning, they lacked an adult who could assist them at home with connecting and participating in distance learning, others had to rely on siblings who were also participating in distance learning, and for families who were non-English speaking struggled with understanding distance learning, lacked technology skills, despite having bilingual staff to support families.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

WAHS has continued to engage all stakeholders by maintaining consistent communication between school and home via email, social media, robocalls, and websites. WAHS worked closely with our community partners to provide parent engagement opportunities through virtual training sessions on topics that support mental health, online engagement, and diversity and inclusion

- Ongoing family readiness surveys
- All stakeholders represented on Site Level ReEntry Committees
- Creating a centralized feedback system for families
- Providing education for families around supporting children on non-physical learning days
- Establishing home duties and responsibilities
- Clear communication

- Parent Town Hall Meetings, Remind APP, Letters & Notifications
- Ensuring all families stay “connected” to Wallis Annenberg High School

Student participation in distance learning was tracked daily on the distance learning tracker. When students did not attend instructional blocks during the day, it was documented in the distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the [CDE’s Combined Daily Participation and Weekly Engagement Template](#) (Education Code (EC) Section 43504).

Students are expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments.

Wallis Annenberg High School has developed a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

Challenges include – despite numerous efforts to communicate with families, especially for those whose children were disengaged, this was an area for growth.

## **Analysis of School Nutrition - A description of the successes and challenges in providing school nutrition in the 2020-21 school year.**

Wallis Annenberg High School provided all students, including those who are eligible for free or reduced-price meals, during distance learning and also when in-person instruction resumed:

- Distance Learning: Meals are available daily (M-F) from 10am – 1pm via curbside in a non-congregate setting at the Front gate.
- In-person instruction: Breakfast will be served in the classroom; and lunch will be available as a grab and go during midday dismissal
- WAHS has not been impacted by CDE waivers to meal programs.

Challenges include – WAHS contracted meal service with a local vendor which incurred significant costs.

## **Additional Actions and Plan Requirements**

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and emotional Well-Being	Dean of Culture (2) to provide social-emotional counseling	\$221,400	[\$ 0.00]	N
Pupil & Family Engagement and Outreach	Support Team (Supervision Team: calls to parents, mailers, instructional supplies inventory, temperature checks, home visits - tech support)	\$191,344	[\$ 0.00]	Y
Mental Health and Social and emotional Well-Being	Social Emotional Learning Specialists (SELs) - make calls to families; check on emotional needs, provide resources to families in need of social/emotional support; provide counseling support to students with and without disabilities during asynchronous time; provide support to not only their assigned student during synchronous and non-synchronous times, but provide general instructional aide support to both SWDS and non-SWDS during synchronous times based on schedule created by RSP teacher and site administrators.	\$86,100	[\$ 0.00]	Y
Pupil & Family Engagement and Outreach	Remind App to communicate with parents/families	\$2,267		Y
Pupil & Family Engagement and Outreach	School Nurses (2 split 1/3 each school) & Medical Supplies	\$73,800		Y
Mental Health and Social and emotional Well-Being	School Psychologist split between 3 schools	\$32,595		N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions

The following are the substantive differences between the planned actions and what was actually implemented:

- Costs for Vended meals Better for You

## Overall Analysis

### **An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.**

In a matter of days, all schools, including WAHS, had to figure out how to get devices, food, and instructional materials into the hands of students. Teachers and students converted to online learning platforms, and in the process, families gained an even deeper regard for what we do every day. As we move back to in-person learning, we now have to reflect on what we have learned, identify barriers, and figure out how to get around them and restore the rigor that was temporarily sacrificed in the face of a crisis.

As in-person learning resumes, it is critical that we identify what students know and don't know through diagnosis and triage to increase precision and to accelerate learning. Using various assessment tools that yield specific information is key so that we can teach toward specific learning gaps using evidence-based approaches. Access to tutoring and mentoring is also extremely important to the academic and socio-emotional success of students. WAHS will continue to implement our mentoring/tutoring program as a means to reduce barriers and to make classroom instruction more accessible for all students.

In addition, implementing distance learning has shown us that we must be intentional in connecting with students. The sudden physical separation from our students highlighted, more than ever, how important Social Emotional Learning (SEL) is in schooling. Teaching remotely provided a new opportunity for us to focus on how to carve out time for social and emotional activities in the absence of face-to-face connections. As we enter a new school year, the texts we select will be crucial for bridging the divide that has traditionally existed between SEL and academic learning. Choosing informational and narrative texts that highlight SEL themes and using them to discuss how real and imagined characters address the dilemmas they face is an example of a strategy that teachers can use to reconnect with their students, elevate classroom discussions, and empower children.

### **An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.**

After a year of school closings and distance learning amid the Pandemic, many students are experiencing “significant” learning loss, both academically and from a social-emotional standpoint. As students return to school this fall, many of them – perhaps especially those from historically disadvantaged student groups – will be starting the academic year with achievement levels lower than where they were at the beginning of the pandemic.

WAHS is prepared to address learning loss stemming from school closures. The pandemic and subsequent shift to distance learning has altered how we have had to deliver instruction and addressing pupil learning loss is at the top of mind for all WAHS staff and parents alike.

As WAHS leaders plan to support learning recovery over summer break and during the 2021-21 school year, fostering the social-emotional growth of both teachers and students will be a key element to closing achievement gaps and accelerating students' learning.

The following strategies will be used to support pupil learning loss:

- Use various types of assessment data/results as “Feedback to Me”; reflect on what the data is telling us (both academic and social-emotional data)
- Continue to focus on building a strong instructional program utilizing the Summit Learning Platform
- Deliberate focus on building and maintaining relationships
- Support teachers in enabling them to evaluate the impact of existing opportunity gaps as well as the impact of COVID on learning losses in critical areas.
- Set the expectation that teachers will use accommodations written into IEPs and 504 plans.
- Support teachers’ capacity to use baseline assessment data to plan instruction and group students.
- Prioritize collaboration time for general education teachers to work with special education teachers.
- Provide training to teachers and support personnel on items such as trauma-informed pedagogy, opportunity gaps (both pre-COVID and those caused by school closures), and the academic and economic repercussions of learning losses.
- Continuously monitor for levels of attendance and engagement (synchronous and asynchronous) of all students, and especially for targeted vulnerable populations.
- Ensure that Designated ELD instruction time is provided daily for ELs who have not reclassified and that Integrated ELD best practices are used to support all ELs.
- Prioritize continual connection between teachers and students using mentoring time and strategies
- Support teachers in seeking assistance and guidance from appropriate partners and professionals, e.g., other educators, instructional leads, counselors, social workers, etc.

In order to address performance levels in the area of Mathematics we have:

- Enrollment of Algebra I students into Math Support.
- Dedicated teacher for Math Support.
- Cycle of assessments used to guide and personalize instruction.
- An Instructional Coach
- Implementation of comprehensive curriculum that focuses on conceptual learning

In order to improve the performance level in the area of ELA Academic we have:

- Cycles of Interim Assessments to guide and personalize instruction
- An Instructional Coach
- Comprehensive standards-based curriculum that is made up of projects and focus areas.

- Data and intervention Coordinator has been hired to improve our use of assessment data to better inform practice and allow for personalized and targeted teaching plans based on student performance and need.

**A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.**

Our student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student’s unique needs through our school’s Multi-tiered System of Supports (MTSS).

All services provided are principally directed toward and effective in meeting our school’s goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure. Based on our needs assessment and CA dashboard results, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided on an LEA-wide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child’s education and will continue to provide training and support on our distance learning platforms.

The following services are being increased and/or improved by the percentage required for Unduplicated Pupils:

- Naviance App
- Dean of Culture – to provide behavioral support; and restorative practices
- Secondary Director
- Student Support Team
- Social emotional Learning Specialist
- School Nurses
- In-house substitute teachers
- Access to Clubs and Organizations

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

This year, as a result of our CA Dashboard results, we have implemented Summit Learning as the curriculum in our core classes. It is a research-based curriculum that supports students through rigorous content and project-based learning through an accessible platform that provides live data for students to understand their progress, as well as parent/caregiver access. We have also implemented Vista Higher Learning for our world language program, which focuses on developing communication skills in a variety of ways.

The new curricula are more targeted to student needs and clearly outline learning outcomes and success criteria for students. The clarity they provide students helps them to better understand their progress and identify what they need to do to grow and improve, along with a clear pathway to do so.

In order to build upon the implementation of this curricula, we plan on continuing to provide support for teachers from both administration and our instructional coaches through our ongoing coaching and feedback cycles. Our coaching and feedback cycle includes weekly check ins, bi-monthly observations, review of lesson internalization plans, and bite size feedback with actionable steps to support with improving practice and deepening the understanding of the curriculum.

## CA DASHBOARD RESULTS FOR WAHS:

In order to address the Orange performance level for the Suspension Rate we have done the following:

- WAHS hired a Social-Emotional Counselor who provides social emotional learning strategies and behavioral counseling to support students.
- An additional counselor was added in the 2019-2020 school year which reduced the student to counselor ratio, allowing an opportunity for counselors to know their student caseload on a deeper level.
- An additional counselor will be added in the 2021-2022 school year to further reduce counselor caseload and allow for more in-depth counseling services.
- Dean of Culture to address overall campus climate/culture
- Mentoring program

In order to address the Orange performance level for the College/Career Indicator (CCI) we have included the following:

- Director College & Career Readiness
- CTE Media Arts Pathway
- LATT partnership / AB 540 / Concurrent Enrollment
- AP Enrollment for all

In order to address the Orange performance level for the Mathematics we have:

- Enrollment of Algebra I students into Math Support.
- Dedicated teacher for Math Support.
- Cycle of assessments used to guide and personalize instruction.
- Instructional Coach
- Implementation of comprehensive curriculum that focuses on conceptual learning

In order to improve the Yellow performance level for ELA Academic Indicator schoolwide and across all student groups we have:

- Cycle of Interim Assessments to guide and personalize instruction
- Instructional Coach
- Comprehensive standards-based curriculum that is made up of projects and focus areas.
- Data and intervention Coordinator has been hired to improve our use of assessment data to better inform practice and allow for personalized and targeted teaching plans based on student performance and need.

In order to move the Green performance level for Graduation Rate to Blue we have schoolwide and all student groups:

- Although we consistently outperform state metrics, we will continue to strive for 100% graduation rate.
- Counselor caseload is less than 250. We believe counselor support is critical to student success and will be hiring a third college and career advisor for the 2021-2022 school year to reduce the caseload, so counselors are able to offer in-depth counseling.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

### **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

- Continuity of Instruction,
- Access to Devices and Connectivity,
- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

### **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

### **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

### **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

### **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement

strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

# **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
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