

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	Wallis Annenberg High
<b>CDS code:</b>	19-64733-0100750
<b>LEA contact information:</b>	Rosie Hoang, Principal
<b>Coming School Year:</b>	2021 – 22
<b>Current School Year:</b>	2020 – 21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021 – 22 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	6,626,132
LCFF supplemental & concentration grants	\$	1,657,974
All other state funds	\$	415,706
All local funds	\$	1,335,839
All federal funds	\$	976,492
<b>Total Projected Revenue</b>	<b>\$</b>	<b>9,354,169</b>
<b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	8,877,984
Total Budgeted Expenditures in the LCAP	\$	6,747,182
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,657,974
Expenditures not in the LCAP	\$	2,130,802
<b>Expenditures for High Needs Students in the 2020 – 21 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	880,492
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	1,507,295

## LCFF Budget Overview for Parents: Narrative Responses

### LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wallis Annenberg High

CDS Code: 19-64733-0100750

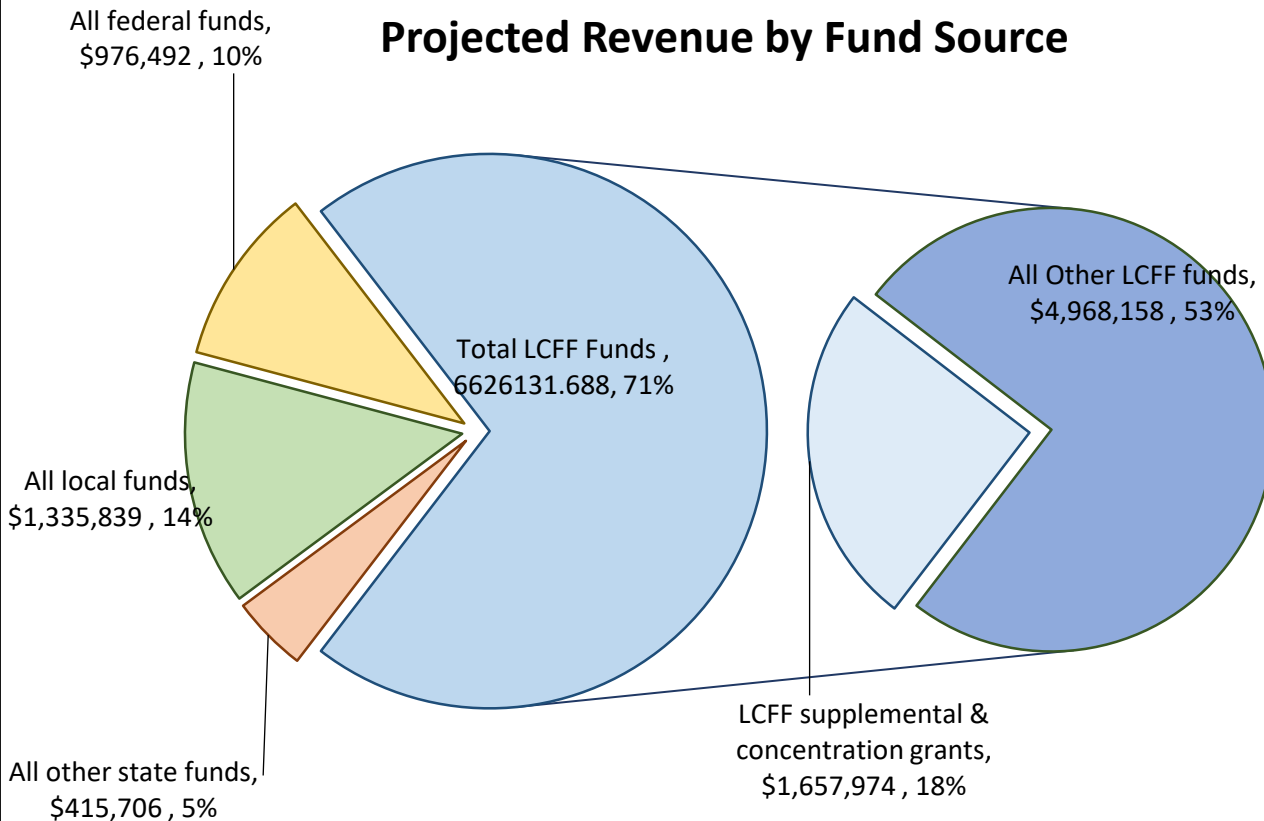
School Year: 2021 – 22

LEA contact information: Rosie Hoang, Principal

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

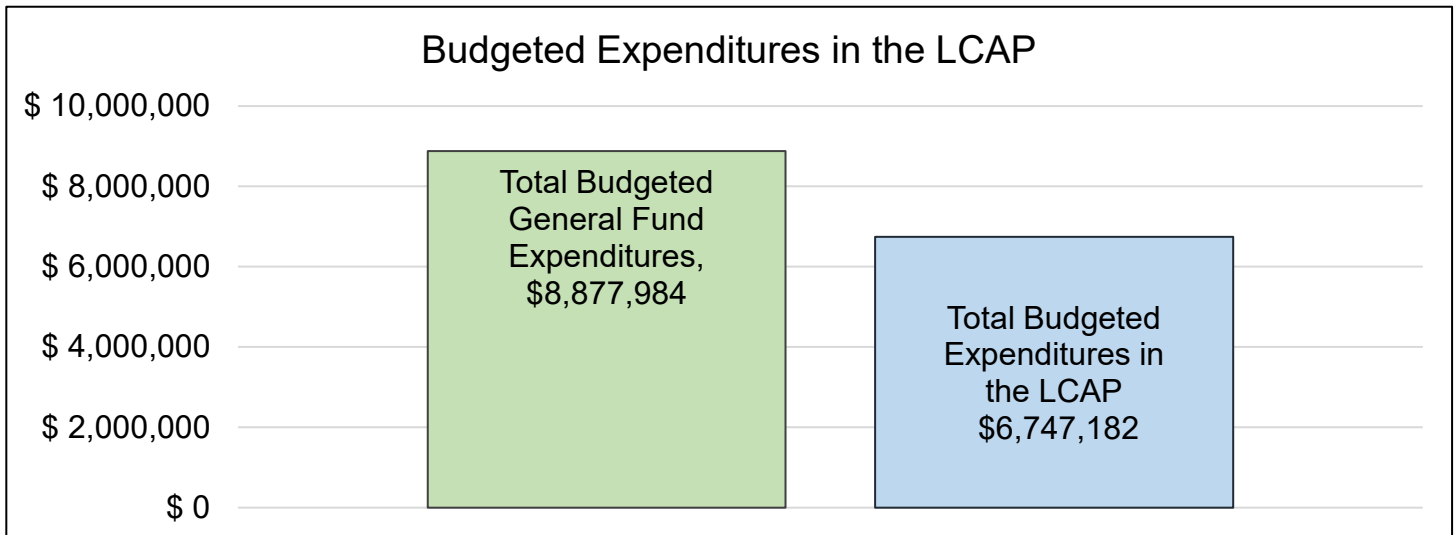


This chart shows the total general purpose revenue Wallis Annenberg High expects to receive in the coming year from all sources.

The total revenue projected for Wallis Annenberg High is \$9,354,168.89, of which \$6,626,131.69 is Local Control Funding Formula (LCFF), \$415,706.32 is other state funds, \$1,335,838.61 is local funds, and \$976,492.28 is federal funds. Of the \$6,626,131.69 in LCFF Funds, \$1,657,973.69 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Wallis Annenberg High plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

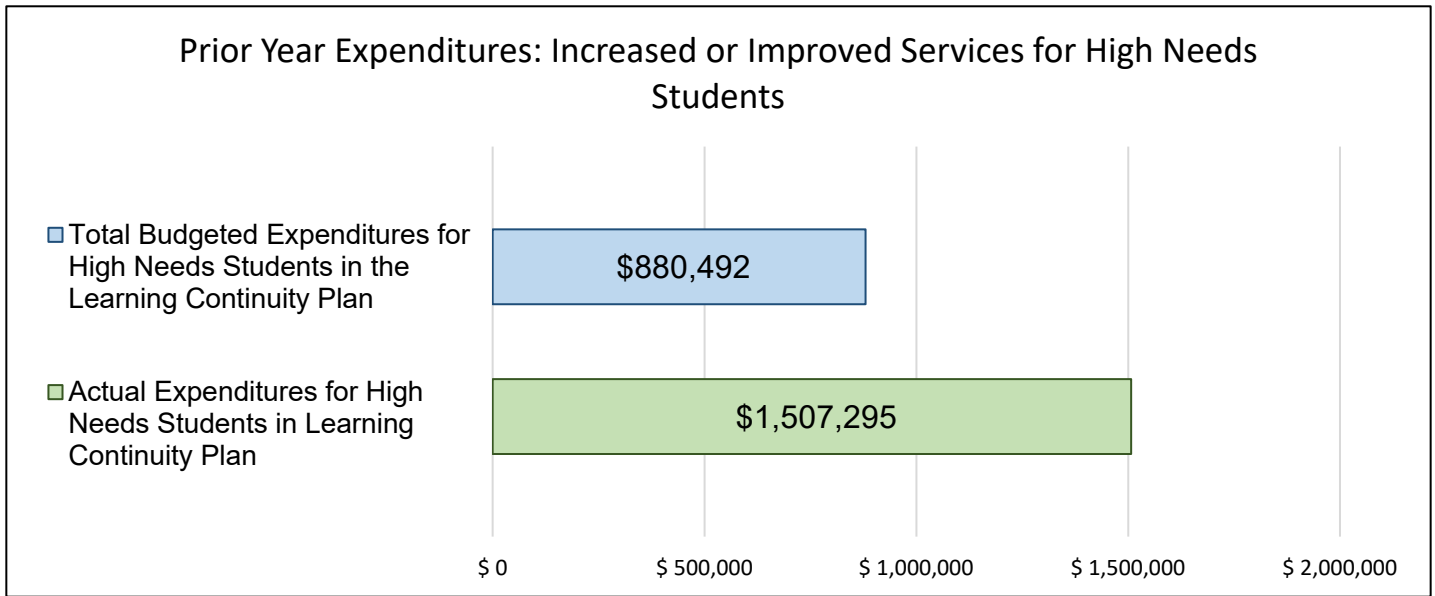
Wallis Annenberg High plans to spend \$8,877,984.27 for the 2021 – 22 school year. Of that amount, \$6,747,182.00 is tied to actions/services in the LCAP and \$2,130,802.27 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee general insurance other fees and services depreciation and auxiliary salaries. In Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Wallis Annenberg High is projecting it will receive \$1,657,973.69 based on the enrollment of foster youth, English learner, and low-income students. Wallis Annenberg High must describe how it intends to increase or improve services for high needs students in the LCAP. Wallis Annenberg High plans to spend \$1,657,973.69 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Wallis Annenberg High's Learning Continuity Plan budgeted \$880,492.00 for planned actions to increase or improve services for high needs students. Wallis Annenberg High actually spent \$1,507,295.13 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wallis Annenberg High School	Rosie Hoang, Principal	rhoang@accelerated.org 323238.6343

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, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Basic Services - Highly Qualified/Credentialed teachers	2019-20: 100%

Expected	Actual																						
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	<table border="1" data-bbox="1073 142 1409 548"> <thead> <tr> <th colspan="2" data-bbox="1073 142 1409 207">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th data-bbox="1073 207 1247 245"></th> <th data-bbox="1247 207 1409 245">2019-20</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 245 1247 277">ELA</td> <td data-bbox="1247 245 1409 277">4</td> </tr> <tr> <td data-bbox="1073 277 1247 310">ELD</td> <td data-bbox="1247 277 1409 310">3</td> </tr> <tr> <td data-bbox="1073 310 1247 342">MATH</td> <td data-bbox="1247 310 1409 342">4</td> </tr> <tr> <td data-bbox="1073 342 1247 375">NGSS</td> <td data-bbox="1247 342 1409 375">3</td> </tr> <tr> <td data-bbox="1073 375 1247 407">HISTORY</td> <td data-bbox="1247 375 1409 407">4</td> </tr> <tr> <td data-bbox="1073 407 1247 440">HEALTH</td> <td data-bbox="1247 407 1409 440">4</td> </tr> <tr> <td data-bbox="1073 440 1247 472">PHYSICAL ED.</td> <td data-bbox="1247 440 1409 472">4</td> </tr> <tr> <td data-bbox="1073 472 1247 505">VAPA</td> <td data-bbox="1247 472 1409 505">4</td> </tr> <tr> <td data-bbox="1073 505 1247 537">WORLD LANG.</td> <td data-bbox="1247 505 1409 537">5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	4	ELD	3	MATH	4	NGSS	3	HISTORY	4	HEALTH	4	PHYSICAL ED.	4	VAPA	4	WORLD LANG.	5
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																							
	2019-20																						
ELA	4																						
ELD	3																						
MATH	4																						
NGSS	3																						
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HEALTH	4																						
PHYSICAL ED.	4																						
VAPA	4																						
WORLD LANG.	5																						
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	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.																						
Course Access	All students have access to courses needed for successful transition to high school. Students receive differentiated instruction and support in each subject area																						
Basic Services - Facilities	2019-20: FIT Tool - Good																						
Course of Study	See “Course access”																						

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1 (3) 100% of all teachers are fully credentialed and properly assigned.	A: \$2,870,000 B: \$85,000 C: \$1,015,000 D: \$ LCFF Funds	\$1,797,584 \$0 \$109,237

	Federal A: Certificated Wages B: Classified Wages C: Employee Benefits D:	
1.2(3) 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 & Supplies B: C: D:	\$148,671
1.3(3) 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 Federal A: B:	SPED S&C \$473,555
1.4(3) Provide high quality substitutes to support classroom instruction.	A: \$250,000 B: \$ LCFF Funds A: Other Operating Costs B:	S&C \$92,953
1.5(3) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.	A: \$ B: \$ C: \$	\$0



	D: \$ E: \$ See 1.04 A: B: C: D: E:	
1.6(3) Implement systems and provide opportunities to support nutritional, social/emotional, behavioral, and physical health of students.	A: \$70,000 B: \$20,000 LCFF Funds A: Certificated Wages B: Employee Benefits	Title I \$70,000 \$16,100
1.7(3) Provide funding for Library Clerk to help fulfill the primary expectation of serving all students including the students of low income and unduplicated count.	A: \$ B: \$ C: \$ D: \$ A: B: C: D:	\$0
1.8(3) School and district Administrative Leaders will participate in instructional and operational leadership professional development and collaboration.	A: \$785,000 B: \$36,000 C: \$25,000 D: \$ LCFF Funds A: Certificated Wages B: Classified Wages C: Employee Benefits	\$591,999

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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

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

On March 13<sup>th</sup> The Accelerated Schools issued a [letter to parents and staff](#) informing them of the school's closure; and details about the plan to provide Distance Learning, meal services, and mental health and health services for students. Technology devices were distributed to students. Teachers prepared 2 weeks of instructional materials including consumable workbooks that were sent home with students along with recommended learning resources.

All communication to parents was provided in English and Spanish.

The week of March 16<sup>th</sup> **families were surveyed** by school staff, using multiple methods of communication to ensure students had access to a technology device, internet service at home, meal service, access to health/medical services, and shelter. Additional technology devices were distributed, along with Wi-Fi Hotspots and/or resources on acquiring [free internet service](#) was provided to families. School administrators and staff provided students and families with training on how to access instructional materials for Distance Learning. Our school provided a tech support hotline for families and for replacement laptops.

Teachers participated in **Professional Development** to implement an effective Distance Learning Program at all school sites. This included establishing effective Google Classrooms, engaging students in Zoom meetings, use of web-based programs for synchronous and asynchronous instruction. Initially the focus was on English Language Arts and Mathematics, then integrating Social Studies and Science. All teacher's set-up office hours to provide small group and individual instruction. Professional Development for all teachers

continued on a weekly basis during school closure. Teachers received extensive professional development on Project-based Learning with goal-aligned instruction.

## Goal 2

Increase student engagement and whole child outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
School Climate - Suspension/Expulsion Rates	2019-20: 95.8%
Pupil Outcomes	2019-20: Suspension Rate: 0% 2019-20: Expulsion Rate: 0%
Pupil Engagement – school attendance rates	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.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1 (3) Implement college and career activities to support and promote a college-going culture.	A: \$120,000 B: \$12,000 C: \$ D: \$ LCFF Funds A: Classified Wages B: Employee Benefits C: D:	Salaries: \$120,000  Naviance: \$15,700

<p>2.2(3) Implement a Multi-Tiered system of student supports including but not limited to positive behavioral interventions and socio-emotional support.</p>	<p>A: \$  B: \$  C: \$  D: \$  See 1.06  A:  B:  C:  D:</p>	<p>S&amp;C  \$5,750</p>
<p>2.3(3) Maintain cyber-bullying and social media awareness prevention efforts at the school site and fully follow/implement the site discipline matrix/policy.</p>	<p>A: \$  B: \$  C: \$  D: \$  See 1.06  A:  B:  C:  D:</p>	<p>S&amp;C  \$1,872</p>
<p>2.4(3) 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.</p>	<p>A: \$75,000  B: \$  C: \$  LCFF Funds  A: Other Operating Costs  B:  C:</p>	<p>AD  \$13,807  Incentives  \$6,398</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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

- Actions 2-3: There were no budgeted expenditures, however there were actual expenditures
- Action 4: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

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

Approximately 82% of our students are **Unduplicated Pupils** (low income, English Learners, Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP). Bilingual members of our staff contacted students/families on a regular basis to ensure student/family needs were being met.

For **English Learners**: Our EL received both designated and integrated ELD by their teachers and ELD teacher through synchronous and asynchronous instruction. ELD teachers provided office hours for small group and individual academic support with English Language acquisition. Communication with parents/families took place regularly in their primary language by teachers, ELD teacher and school staff.

The Principal served as the Homeless and **Foster Youth** Liaison. Services for these vulnerable students included monitoring the academic performance of students, attendance in synchronous instruction, coursework/assignment and project completion. Projects were scaffolded to support access and completion of projects for Unduplicated Pupils. As stated earlier, ensuring students were provided with a technology device and had access to internet service at home in order to access curricular and instructional materials were critical, especially for this vulnerable group. In addition, our staff conducted check-ins on a regular basis with families/students to ensure their needs were being met including connecting them with [resources](#) including food, shelter, social-emotional, and legal.

**Students with Disabilities (SWD)**: Special education teachers (RSP) continued to provide services to students on their caseload as per each student's Individual Education Plan (IEP). RSP teachers collaborated with general education teachers on the daily/weekly assignments that all students were expected to complete, and provided academic support both individual and small group instruction via Zoom. Related service providers such as Counselors, Speech Therapists, Occupational Therapists, Blls/BID continued to provide services as per each student's IEP. Related service providers and RSP teachers collaborated with general education teachers to ensure services did not disrupt and/or conflict with scheduled classroom sessions. RSTs and related service providers held office hours to meet with students individually and provided the necessary scaffolding and assistance for their assignments so students could thrive academically.

The ***impact of school closure*** varied by ***student*** from feelings of isolation, lack of motivation, anxiety to an environment where others were able to thrive because of our structured program and consistent communication between our teachers and students. For ***parents***, distance learning/school closure was challenging and stressful, in addition to job and/or food insecurity that many families faced. This vital information led our team to identify resources for our families offered by our schools and/or community-based organizations.

## Goal 3

Improve practices supporting effective student instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
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.
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.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3.1(3) 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: \$ LCFF Funds Federal	\$10,792



	A: Other Operating Costs B: C: D:	
3.2(3) Provide professional development to improve English Learner instructional practices in the classroom for all students, but in particular English learners, SWD, and struggling students.	A: \$ B: \$ C: \$ See 3.01 A: B: C:	\$0
3.3(3) Implement Learning Community Committee's to support the mission and vision of the school – to prepare students to attend the college of their choice.	A: \$ B: \$ C: \$ D: \$ See 3.01 A: B: C: D:	\$0
3.4(3) 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: \$ LCFF Funds A: Certificated Wages B: C:	\$0

	D: E:	
3.5(3) Provide additional instruction on Saturdays to support struggling students.	A: \$10,000 B: \$ C: \$ LCFF Funds A: Certificated Wages B: C:	\$0
3.6(3) Provide planning time for teachers to promote the academic and social/emotion success of students.	A: \$ B: \$ N/A A: B:	\$0
3.7(3) Provide field trips and classroom guest speakers.	A: \$8,000 B: \$ C: \$ D: \$ E: \$ LCFF Funds A: Other Operating Costs B: C: D: E:	\$0
3.8(3) Train and maintain safety and supervision staff, purchase and maintain safety/medical supplies and implement an emergency preparedness program.	A: \$10,000 B: \$ C: \$	S&C \$4,983

	D: \$ E: \$ LCFF Funds A: Other Operating Costs B: C: D: E:	
3.9(3) Offer summer program to support the academic growth of all students.	A: \$25,000 B: \$ Federal A: Certificated Wages B:	Title I \$49,418

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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

- Action 1: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented
- Actions 2-7: There were no budgeted expenditures, and therefore no actual expenditures
- Action 8: Budgeted expenditures far exceeded Actual expenditures; however, 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.

As a result of **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. Our High School 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 i-Ready 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.

The Framework for Distance Learning included the following 4 Goals:

- Goal #1: Continue Regular Contact with students.
- Goal #2: Teachers regularly engage in Professional Development
- Goal #3: Learning is aligned to Student Goal and Evidence-based Strategies
- Goal #4: Synchronous and Asynchronous Learning occurs

**Distance Learning** included a combination of **synchronous** instruction using Zoom; and **asynchronous** via Google Classrooms and the following digital platforms. In early April, Wallis Annenberg High School shifted to Project-based Learning (PBL) instructional model, 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. Our students were able to work at their own pace and a plethora of resources were provided. Students communicated using Google Classroom on a regular basis. Teachers posted weekly checkpoints for project and resources, and set up Zoom meetings with students. As a result, student participation steadily increased. For Physical Education, students developed a fitness program for themselves and family members as part of their project-based learning.

Our distance learning program included:

- Curricular & Supplemental Programs: i-Ready, ConnectEd, Study Sync, & Khan Academy
- Winward Academy – an interactive tutoring platform for SAT/ACT Preparedness
- Communication with families took place regularly by teachers and school staff for check-ins and to provide updates and conduct surveys. Methods of communication include but are not limited to phone calls, email, Remind App, Class Dojo, RoboCalls, text messaging, and our school's website
- Student participation was tracked daily by teachers through PowerSchool and Google Classroom. On average 70% of our students participated on a regular basis and were assessed on project completion.

Academic support and intervention was provided to students by teachers through Zoom sessions in small group and individual instruction; and via web-based programs. Teachers used cognitive skills rubric to measure student progress and identify gaps in learning.

Counselors provided social-emotional support to students in need of counseling. Our school also set up a mental health hotline for students/families. In addition, our school provided families with the [California Parent and Youth Helpline](#) that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school's website.

## Goal 4

Increase parent engagement, involvement, and satisfaction.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Parent Involvement	<p>Parents participated in SSC, ELAC/DELAC, schoolwide events, &amp; Coffee with the Principal.</p> <p>2019-20: Outcome met.</p> <p>Overall Parent survey results – The Accelerated Schools Participation Rate 72.3%</p> <p>See survey results under “analysis” section</p>

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4.1(3) Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians.	<p>A: \$5,000</p> <p>B: \$</p> <p>C: \$</p> <p>D: \$</p> <p>Federal</p> <p>A: Other Operating Costs</p> <p>B:</p> <p>C:</p>	<p>S&amp;C</p> <p>\$31,868</p>

	D:	
4.2(3) Provide parents with increased opportunities for school engagement, including opportunities to participate in stakeholder meetings, school communities, volunteerism, workshops, and school events.	A: \$ B: \$ C: \$ See 4.01 A: B: C:	\$0
4.3(3) 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: \$ LCFF Funds A: Books & Supplies B: C: D:	S&C \$9,180

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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

- Action 1: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Action 2: There were no budgeted expenditures, and therefore no actual expenditures
- Action 3: 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.

Wallis Annenberg High School notified families of the revised grading policy from the traditional grading system to “pass or Incomplete,” during distance learning. Students who receive an incomplete, school staff will meet with parents virtually to develop a

support plan for the student. Our school hosted two separate Parent Town Hall meetings, an English and a Spanish session, to inform families of the [grading policy](#) and steps the school has taken to support students during distance learning.

Throughout distance learning, the Accelerated Schools, provided families with updates and resources via email, and on our school's [COVID-19 updates website](#). This site also provided helplines for school and community resources. Surveys were administered monthly to assess family needs with regards to food, technology, mental health, shelter, and other services. Ongoing communication through check-ins and surveys with families was essential to the success of our Distance Learning program, and addressing the needs of families. Stakeholder survey results were analyzed and used to measure the effectiveness of our Distance Learning program and identify additional resources and/or support services our families needed.

On the 10<sup>th</sup> week of Distance Learning, an [update was issued to parents and students](#) of upcoming meetings, culminations/graduations, summer school and links to resources for families.



# 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	\$2,060,024	Y
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$244,550	\$148,287	N

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 provided a total of 180 Instructional days, including 385 daily instructional minutes Tuesday - Friday; 260 instructional minutes on Mondays, that exceeded SB98 requirements of 175 instructional days: and 240 daily instructional minutes. 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).

### 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> Wallis Annenberg High School (WAHS) opened for in-person/hybrid instruction. Approximately 50% (~191 students) opted for in-person instruction, and 50% 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.

WAHS provided 2 cohorts for hybrid instruction: Cohort A – Tuesday/Wednesday; and Cohort B – Thursday/Friday for in-person instruction. WAHS has the capacity to serve all students through hybrid instruction.

Challenges include difficulty with having our teachers return onsite to provide hybrid instruction. At the time of this report 10 teachers had agreed to return onsite for in-person/hybrid instruction. ARC tutors provided students with additional support during hybrid instruction.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments: Illuminate, NWEA MAP	\$17,155	\$9,860	Y
Technology devices: Chromebooks, wi-fi hotspots, internet, headsets, IT Director	\$59,507	\$371,553	N
SPED Services and staffing	\$647,981	\$484,265	N
Core Curriculum: Summit Learning Management System; Vista Online Spanish Program	\$132,382	\$103,455	N
Technology-based supplemental instructional materials including but not limited to Google Classroom, Zoom, Kami, Summit, NearPod, Kickboard, Naviance, Edificency, Clever Partially funded with LCFF S&C Total: \$8,200	\$35,301	\$44,302	*Y
Professional Development & 2 Instructional Coaches	\$166,050	\$76,043	N
Director of Secondary Education to provide support with College & Career readiness and After-school Programs; and collaborate with the Counselors	\$178,350	\$174,000	Y
College & Career Advisors (2)	\$147,600	\$144,000	N
Director of Tutoring to support/implement a college/career readiness focus and support counseling and PBIS, and support and evaluate teachers	\$178,350	\$174,000	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.

There were no 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.

## 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.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

### **Continuity of Instruction:**

- Successes: WAHS designed a daily instructional schedule that includes both synchronous (live) and asynchronous instruction.

For the 2020-21 school year, our staff designed a structured distance learning schedule using Summit Learning.

Summit Learning is the Online Platform Learning Management System, that was utilized by all students with UC A-G approved courses. In addition, this year Vista, an online Spanish program for use with distance learning was added. Our students utilized the following technology-based online applications: Zoom, Kami, NearPod, Edificity, Kickboard, Naviance, Scholastic, and Smores. Students were expected to participate 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, in order for students to develop a positive relationship with their teacher and peers. The mentor session course met daily in the 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, essential skills in preparation for college and career. Each Mentor Teacher was assigned 20-25 students per Mentor Session and focused on developing positive school culture and personal connections during these sessions.

Daily our students met with their mentor teacher for an hour and received feedback on their SMART Goals during self-direction time. Teachers provided workshops, an opportunity for students to receive small group instruction with their content teachers; and would then check-in 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 that accessed their core curriculum in Summit Learning
- Percentage of students completed content assessments (aligned to lesson plans and project completion)
- Percentage of students who set a goal on the platform.
- Percentage of students that participated in 1:1 mentor check-in.
- Percentage of students that attempted at least one content assessment for a power focus area.

- Percentage of students that passed focus area in each course.
  - Percentage of students that submitted their project(s) in each course.
  - Percentage of students have completed NWEA MAP assessment for baseline data
- Challenges: Despite numerous effort including implementing tiered reengagement strategies, WAHS struggled with student attendance, participation and engagement.

### **Access to Devices & Connectivity:**

- Successes: All Students were equipped with a Chromebook to access Summit Learning (distance learning). Students who lacked connectivity at home were provided with a Wi-Fi hotspot; and our IT department shared resources for low-cost broadband internet services for low-income households.
- Challenges: Most families lacked high speed internet at home, and for some Wi-Fi hotspots worked intermittently because of the limited bandwidth issues.

### **Pupil Participation & Progress:**

- Successes: With the transition to distance learning in Spring 2020, our school continued to struggle with daily attendance and participation but in this case, it was due to trauma and the impact of the pandemic on households in addition to distance learning. Significant planning took place during the summer to strengthen student attendance and participation by also focusing on social-emotional learning.

For the 2020-21 school year - Teachers were provided a designated time, each week, to conduct small group and 1:1 formative assessments.

WAHS teachers utilized the CDE's Combined Daily Participation and Weekly Engagement Template or an equivalent online electronic attendance process. Teachers will provide daily synchronous instruction and Summit Learning Management System in combination with online tools, Zoom, Kami, NearPod, Edificiency, Kickboard, Naviance, Scholastic, and Smores.

Student attendance and participation was monitored and documented daily during synchronous instruction, asynchronous instruction participation or verified daily assignment completion. Online learning platforms include NearPod, Zoom, and Clever provided data documenting time on task, assignment completion and course completion.

Evaluating the time value of distance learning assignments was 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 that clarified and calibrated assignment completion and credits earned within the course description.

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

### **Distance Learning Professional Development:**

- Successes: Wallis Annenberg High School was committed to providing ongoing support, guidance and resources for all teachers to maintain high quality distance learning programs for students. All teachers participated in 1-week of Summer Professional Development that focused on Summit Learning, the online learning platform for the school's entire core curriculum. They also focused on developing content specific lessons for their courses. Additional professional development areas of focus 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 with student attendance and participation; including assessing, designating and certifying student assignments for time value; and documentation on PowerSchool and other relevant online programs.

In addition to IEP snapshot professional development, Welligent and MTSS, the Special Education Administrator facilitated and led 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 were 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 year to strengthen the quality of the delivery of instruction and build the capacity of our teachers in order to improve student academic outcomes. One Instructional coach focused on ELA, History and ELD, and the other Instructional Coach focused on Math and Science.

- Challenges: There were no challenges with professional development

### **Staff Roles & Responsibilities:**

- Successes: Our staff collaborated to address the needs of our students/families this past year. For some staff, roles were repurposed to address additional needs with distance learning and hybrid instruction.

- Challenges: there were no identified challenges.

### **Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:**

- Successes: The College and Career Readiness Course was taught by their Mentor Teacher and developed as a means to provide students with a small, seminar type course, so they can develop a positive relationship with their teacher and peers. The College & Career Readiness course met daily and focused on developing personal Habits of Success; such as goal setting and a set of identifiable Cognitive Skills to teach students to take ownership of their learning, be, thoughtful individuals and independent thinkers who are able to develop lifelong skills and in preparation for college and career of their choice. In addition, each Mentor Teacher led 20-25 students per course and worked on developing positive school culture and connections during sessions.

The Counselor provided social-emotional support for all students; and the School's Psychologist was available to provide additional mental health services. Our school partnered with Hathaway-Sycamores, and provided individual and group therapy for students and their families.

- Challenges: 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, approximately 50%, 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: Pilot Summit Learning	\$54,575	\$	N
In-House Long-Term Sub - covering classes to ensure learning continues without interruption; in-house subs provide continuity of instruction	\$38,745	\$37,800	Y
Various Clubs	\$24,600	\$0	Y
ARC was contracted to provide after school tutoring; and tutoring during the instructional day; and for learning pods/cohorts for most at-risk groups, provided intervention and support (ensuring students were logged on), assessments. 5 days/week (November - partial, then reinstated in March), currently 4 days/week	--	\$0	

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 after school tutoring; and tutoring during the instructional day; and for learning pods/cohorts for most at-risk groups, provided intervention and support (ensuring students were logged on), assessments. 5 days/week (November - partial, then reinstated in March), currently 4 days/week



## 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.

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 has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

Throughout the transition to distance learning Wallis Annenberg High School implemented actions to mitigate learning loss. This included the implementation of our Summer Bridge Program, where students piloted the Summit Learning Online Platform Learning Management System; in conjunction with NearPod and 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 diagnostic to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, and Math which guided instructional and curricular planning.

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

Findings from initial diagnostic assessments in ELA, and Math were used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporated innovation, ELD strategies and access to instructional technology, was 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.

Throughout distance learning, WAHS maintained high standards and expectations for all students. For students to pass a course, they were required to engage in independent work, and complete coursework. Teachers provided targeted workshops of 10-15 minutes that targeted specific content, that was differentiated and tailored to student identified needs.

- Challenges include: during 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.

The College and Career Readiness Course was taught by their Mentor Teacher and developed as a means to provide students with a small, seminar type course, so they can develop a positive relationship with their teacher and peers. The College & Career Readiness course met daily and focused on developing personal Habits of Success; such as goal setting and a set of identifiable Cognitive Skills to teach students to take ownership of their learning, be thoughtful individuals and independent thinkers who are able to develop lifelong skills and in preparation for college and career of their choice. In addition, each Mentor Teacher led 20-25 students per course and worked on developing positive school culture and connections during sessions.

For the 2021-22 school year, 2 additional Deans of Culture were hired to support the development of a positive school culture, social-emotional learning, and restorative justice practices. The purpose was to ensure students were participating in distance learning on a daily basis.

A Director was hired to provide student support with the College & Career Readiness Course, and collaborate with the Dean of Cultures in developing a schoolwide College and Career focus.

School-Based Mental Health: WAHS continued to provide mental health support to students through triage and referrals from the counselors. Staff had access to mental health counseling from the organization-wide hotline and referrals for mental health support. The Social-emotional Counselor provided one-on-one and small group counseling services. Social-emotional lessons were incorporated at all grade levels. WAHS utilized a Multi-tiered System of Supports approach to supporting struggling students, disengaged and chronically absent students.

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

Behavior Support Systems: To promote a positive school climate, on-ground or virtually, students were 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 were implemented specifically at the middle school level, for prevention and targeted intervention to support students.

- Challenges include: despite a multitude of strategies implemented and staff involved, WAHS struggled with reducing the number of students who were chronically absent. Many of students' families faced job, food and/or housing insecurity, family members who fell ill or died due to COVID-19, faced anxiety, stress, and/or depression, were disconnected, isolated and/or faced other personal struggles.

# 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.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach:

WAHS 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 supported mental health, online engagement, and diversity and inclusion.

- Ongoing family readiness surveys
- All stakeholders represented on Site Level Reentry Committees
- Created a centralized feedback system for families
- Provided education for families around supported children on non-physical learning days
- Established home duties and responsibilities
- Clear communication – Parent Town Hall Meetings, Remind APP, Letters & Notifications
- Ensured all families stayed “connected” to The Accelerated Schools

- Successes with parent engagement: parents provided positive feedback when surveyed and during Zoom meetings in regard to the plethora of services our school provided during distance learning and with the transition to hybrid instruction.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.

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 was presented to teachers for review, reflection, analysis and to inform instruction.

Support Staff was used in various capacities. Our supervision staff supported our attendance policy, making daily phone calls for students who were absent from class. Supervision staff were trained in parent outreach including strategies to provide families with resources to participate in distance learning classes. Other non-certificated staff roles were modified to support the school with the attendance policy and with family and student outreach, provided tech support, and resources for families.

- Challenges include: Despite numerous efforts to communicate with families especially for those whose students 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.

The following is an analysis of the successes and challenges in providing school nutrition in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local data:

- Successes include that meal distribution occurred daily via curbside in a non-congregate setting. During hybrid instruction meals were provided as grab and go during dismissal.
- Challenges include that WAHS contracted meal services 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	\$216,000	Y
Pupil & Family Engagement and Outreach	Support Team (Supervision Team: calls to parents, mailers, instructional supplies inventory, temperature checks, home visits - tech support)	\$191,344	\$201,944	Y
Mental Health and Social and emotional Well-Being	Social Emotional Learning Specialists (SEs) - 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	\$84,000	Y
Pupil & Family Engagement and Outreach	Remind App to communicate with parents/families	\$2,267	\$1,500	Y
Pupil & Family Engagement and Outreach	School Nurses (2 split 1/3 each school) & Medical Supplies	\$73,800	\$36,000	Y
Mental Health and Social and emotional Well-Being	School Psychologist split between 3 schools	\$32,595	\$31,200	N
Mental Health and Social and emotional Well-Being	Panorama SEL Surveys	--	\$2,000	

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:

- Panorama SEL Surveys

## 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.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: adherence to state and local county health department guidelines. WAHS has expended a significant amount of funds to purchase PPE, maintain consistent facilities cleaning, classroom arrangement
- Distance Learning: the detrimental impacts distance learning has had on our students and their families with housing, job, and food insecurity, and accessibility to internet service,
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: will continue College & Career Readiness Course and support staff (Dean of Culture and Counselors).
- Student Engagement: there is a need to ensure all students have access to a broad course of study that includes enrichment courses that integrate experiential learning opportunities,
- Family Engagement: Our educators and support staff in addition to the School Principal have developed strong relationships over the past year with ongoing and consistent communication using various platforms including a series of Parent Townhalls & nights, Informational sessions, workshops, Coffee with the Principal, and inviting parents to meet with mentor teachers.

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

Wallis Annenberg High School has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

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

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.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.



# 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.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Continue the use of technology applications adopted in different platforms
- Continue use of technology devices during instruction and other tools: Summit Learning
- Continue to utilize Zoom meeting platforms for parent meetings including townhalls which has resulted in higher parent involvement, engagement and participation.
- Continue Cycle of Assessments to measure and monitor student progress
- Continue to strengthen and systemize the school's Multi-tiered System of Supports (MTSS)
- Continue to expand academic supports for students
- Continue to expand social-emotional and mental health services for students.
- Continue to implement College & Career Readiness Course
- Continue to implement designated time for differentiated workshops (workshop blocks)

## **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.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wallis Annenberg High School	Rosie Hoang, Principal	rhoang@accelerated.org 323.235.6343

## Plan Summary 2021-22

### General Information

A description of the LEA, its schools, and its students.

Wallis Annenberg High School (WAHS) was established in 2003 and provides high school students with a rigorous college-preparatory curriculum. WAHS is WASC-accredited and focuses on encouraging student to achieve personal success, a strong sense of self and community along with a deep appreciation for lifelong learning. Each student is challenged with a strong focus to become mentally and academically prepared to enter and succeed in college and career. WAHS prepares its student to be independent critical thinkers, decision-makers, and responsible, productive leaders in our community.

Currently, WAHS serves approximately 487 students in grades 9-12 that include the following demographics: 96% Hispanic, 3% African American and 1% Filipino, 12.5% Students with Disabilities (SWD), 18.5% English Learners (EL), 1% Foster Youth, and 90.1% Socioeconomically Disadvantaged. Currently, WAHS does not have any students enrolled and identified as Homeless youth.

#### MISSION

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

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects Wallis Annenberg High School's (WAHS) Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019. Performance levels for Graduation Rate reflect a green performance level schoolwide and for the Socioeconomically Disadvantaged and Hispanic student groups.

### Student Group Report for 2019

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

Wallis Annenberg High School has implemented Summit Learning online curriculum during distance learning for all core subjects which focuses on customized learning experiences that will continue for the upcoming 2021-22 school year. Summit Learning 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 monitor their progress, which parents are also able to access and monitor. WAHS has also implemented Vista Higher Learning for the World Language program, that focuses on developing communication skills in a variety of ways. These curricular adoptions target our student needs and clearly outline learning outcomes and success criteria for all students.



WAHS will continue to provide core subject area educators with instructional coaches as part of the school's ongoing coaching and feedback cycle including weekly check-ins and bi-monthly observations, review of lesson plans, and feedback to ensure actionable steps are taken to improve the quality and delivery of instruction.

The Advisory Program was restructured to encompass mentoring to address the social-emotional needs of our students. So far, the mentoring program has been highly effective with distance learning. With mentoring, students are assigned an adult (educator) and engage in activities that focus on: mindfulness, building and maintaining positive school culture, and college and career readiness skills.

The Bell schedule this year was modified to include: synchronous instruction, workshops and mentoring/self-directed learning time. Each morning started with mentoring/self-directed learning time, led by a credentialed teacher (advisor). Synchronous instruction took place Tuesday-Friday led by core subject area teachers with a focus on content are knowledge, cognitive skills and developing effective study habits. During workshop, students received targeted instruction in small groups from their core subject area teacher.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

WAHS received an Orange Performance level for the following State and Academic Indicators schoolwide and for each of its numerically significant student groups:

- Suspension Rate
- College/Career Indicator
- Mathematics

WAHS has received a Yellow Performance level for the ELA Academic Indicator – schoolwide and for the Socioeconomically Disadvantaged and Hispanic student groups.

### **SUSPENSION RATE**

The following chart outlines the total number of suspensions, suspension rates disaggregated by student group for the 2017-18 and 2018-19 school year.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	518	18	13	2.5%	69.2%	30.8%
AFRICAN-AMERICAN	30	2	2	6.7%	100%	0.0%
HISPANIC	484	16	11	2.3%	63.6%	36.4%
ELL	97	4	3	3.1%	66.7%	33.3%
SOC. ECON DISADV	502	18	13	2.6%	69.2%	30.8%
SWD	61	1	1	1.6%	100%	0.0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	534	18	15	2.8%	80.0%	20.0%
AFRICAN-AMERICAN	23	0	0	0.0%	0.0%	0.0%
HISPANIC	504	18	15	3.0%	80.0%	20.0%
ELL	79	7	7	8.9%	100%	0.0%
SOC. ECON DISADV	517	18	15	2.9%	80.0%	20.0%
SWD	72	6	5	6.9%	80.0%	20.0%

The Social-emotional Counselor provides SEL and behavioral counseling and supports for students. An additional counselor was added in the 2019-20 and again in 2020-21 school year which reduced student to counselor ratio to provide both academic and social-emotional counseling. Total number of suspensions decreased in the 2019-20 school year to 4, and in-person instruction was halted in Mid-March 2020. No students were expelled in 2019-20.

WAHS has restructured components of its Advisory Program to including mentoring component where they build positive relationships with a trusted adult and group of peers while engaging in activities that build culture, mindfulness, and college and career readiness skills. A Dean of Culture position was added to address overall school climate and culture.

### **CHRONIC ABSENTEEISM RATES**

Chronic absenteeism rates are based on the number of students who are absent for 10% or more of the total instructional school days. For example, with 180 instructional days, a student is chronically absent if they miss 18 days or more of instruction. While Chronic Absenteeism rates collected for all students in grades K-12, it is not reported on the CA Schools Dashboard for high school grade levels, however it does serve as an indicator of school climate, student academic performance which correlate with the College/Career Indicator (CCI).

As evidenced in the following chart, Wallis Annenberg has significantly high percentages of chronic absenteeism rates. In 2017-18 15.1% of enrolled students were chronically absent (n=75 students) and the following year 2018-19 it escalated to 27.8% (n=149 students)

WALLIS ANNEBERG HS							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	496	75	15.1%	SCHOOLWIDE	526	149	27.8%
AFRICAN-AMERICAN	28	8	28.6%	AFRICAN-AMERICAN	23	10	43.5%
HISPANIC	464	66	14.2%	HISPANIC	496	132	26.6%
EL	91	14	15.4%	EL	78	35	44.9%
SOC. ECON DISADV.	483	71	14.7%	SOC. ECON DISADV.	510	139	27.3%
SWD	60	13	21.7%	SWD	71	22	31.0%

The following chart provides the percentage of our students for the past 3 years for the following metrics:

- Graduating seniors who met UC A-G requirements
- High School Dropout Rate
- High School Graduation Rate

Currently, we have 2 counselors for 487 students, and as stated earlier plan to hire a third College and Career Advisor for the 2021-22 school year (for a total of 3) to reduce counselor caseload. College and Career Advisors will serve to inform students on preparing for college while in high school and strategies to succeed in post-secondary education.

Growth/improvement for these indicators has not been consistent as evidenced in the following chart.

UC A-G REQ		HS DROPOUT RATE		HS GRAD RATE	
	TOTAL %		TOTAL %		TOTAL %
2017-18	95.1%	2017-18	8.7%	2017-18	79.6%
2018-19	27.1%	2018-19	5.6%	2018-19	89.7%
2019-20	79.6%	2019-20	10.1%	2019-20	86.6%

## **ACADEMIC INDICATOR**

The following chart outlines schoolwide and student group performance on the Spring 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, used on the CA Dashboard.

CAASPP	ELA		MATH	
	2018 DFS	2019 DFS	2018 DFS	2019 DFS
All Students	+37.6	+3.8	-93.2	-113.5
EL	-33.7	-94.7	-151.2	-192.3
SED	36.4	+3.8	-95.5	-113.5
SWD	--	-100.7	--	-207.3
HISPANIC	+41.9	+3.7	-88.2	-109.6

A comparison of the Spring 2018 to Spring 2019 ELA and Math CAASPP performance (using Scale Scores) demonstrates an overall scale score significant decline for both ELA and Math CAASPP schoolwide and across all student groups as evidenced above. In addition, Students with Disabilities have the widest achievement gap in both ELA & Math followed by English Learners for ELA and Math. A Math Intervention teacher was hired to teach a Math intervention (support) course for all incoming 9<sup>th</sup> grade students, in order to prepare them for advanced level math courses. The Summit Learning Platform is open to all students in grades 9-12 (online) after school credit recovery, where the Math Intervention teacher also provides additional academic support.

## **ELA - ACADEMIC INDICATOR**

To improve student performance in English Language Arts, WAHS has implemented a cycle of Interim Assessments to guide and personalize instruction. An ELA Instructional Coach was added to support ELA Department. The adoption of Summit Learning Curriculum provides our students with rigorous standards-aligned curriculum that projects and focus areas.

The Early Assessment Program (EAP) is designed to provide students with an early signal of college academic preparation through California Assessments of Student Performance and Progress (CAASPP/EAP) results which is also incorporated in the College/Career Indicator on the Dashboard. CAASPP/EAP scores are ONE of the multiple measures the CSU utilizes as an indicator of a students'

readiness for college-level coursework in English and mathematics and for placement of first-time freshman in the appropriate General Education (GE) English and mathematics courses once they enroll at the CSU. EAP status is reported by the following levels:

Currently, our school employs 2 Academic Counselors (approximately 244:1) and an SEL Advisor. Our goal is to continue to improve school culture, student engagement in order to improve students' academic performance.

## **MATH - ACADEMIC INDICATOR**

All students enrolled in Algebra I will also be enrolled in a Math Support course to address student learning gaps and maximize learning and student outcomes. Additionally, a Math Instructional Coach has been added to support the Math Department; and a math support teacher to provide additional math support for students struggling academically.

## **EARLY ASSESSMENT PROGRAM (EAP)**

- **Standard Exceeded: (Level 4)** "College Ready" - Students who score at the highest performance level "Standard Exceeded" (Level 4) will enroll in GE English and/or mathematics college level courses upon entering the CSU. Students are encouraged to continue preparation during the twelfth grade.

- **Standard Met: (Level 3)** "Conditionally Ready" - Students who score at the "Standard Met" (Level 3) performance level must complete an approved English and/or mathematics course in the twelfth grade with a grade of "C-" or better. Students will enroll in GE English and/or mathematics college-level courses upon entering the CSU.

- **Standard Nearly Met (Level 2) and Standard Not Met (Level 1)** Students who score at the "Standard Nearly Met" (Level 2) or Standard Not Met (Level 1) performance level will be placed in supported GE English and/or mathematics college-level courses unless they meet the exemption criteria through completion of other multiple measures (ACT, SAT, High School coursework or high school grade point average).

The following charts reflect the total number and percentage of grade 11 student performance on the CAASPP assessment in ELA & Math by achievement level.

ELA	SPRING 2018		SPRING 2019	
	Total #	Percentage	Total #	Percentage
LEVEL 4	21	22.8%	15	14.3%
LEVEL 3	43	46.7%	43	41.0%
LEVEL 1/2	28	30.4%	47	44.8%

MATH	SPRING 2018		SPRING 2019	
	Total #	Percentage	Total #	Percentage
LEVEL 4	1	1.1%	0	0%
LEVEL 3	15	16.1%	9	8.8%
LEVEL 1/2	77	82.8%	93	91.2%

***How did Wallis Annenberg High School students perform in English Language Arts?***

- For ELA – In Spring 2018, a total of 21 students were “College Ready”
- For ELA – In Spring 2019, a total of 15 students were “College Ready”
- There was a decline in the total number and percentage of grade 11 students that were identified as “College Ready.”

***How did Wallis Annenberg High School students perform in Mathematics?***

- For Math – Spring 2018, only 1 student was “College Ready”
- For Math – Spring 2019, No students were “College Ready.”

**COLLEGE/CAREER INDICATOR (CCI)**

To improve CCI outcomes, our school hired a Director of College Career Readiness, After-School tutoring Director, and an additional College & Career Advisor (for a total of 3) to improve college career readiness and develop strategies that support a college-going culture. A CTE - Media Arts Pathway has been added, and students have the opportunity to receive a seal of Biliteracy with four years of foreign language. Our school has developed a partnership with LA Trade Tech to provide a college level course for our students every semester (currently virtual). Students also have the option of taking courses at LATT via concurrent enrollment.

In an effort to increase student enrollment in AP courses, all grade 11 students are enrolled in AP U.S. History and AP English; and seniors are enrolled in AP English Literature. 100% of students in grades 11 and 12 are enrolled in at least one AP Course. WAHS also pays for AP, SAT/PSAT testing administration costs using LCFF Supplemental & Concentration Funds.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Wallis Annenberg High School is in its initial phase of implementing a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

LCAP Goals were revised to reflect an equity lens and key areas of focus for The Accelerated School.

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

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

Wallis Annenberg High School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments



# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

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

Wallis Annenberg High School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Wallis Annenberg High School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

## Monitoring and Evaluating Effectiveness

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

Wallis Annenberg High School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

Wallis Annenberg High School (WAHS) engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. Wallis Annenberg High School also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the dates, topic/type of meeting and stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines.. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>
9/2/2020	Parents/Families	WAHS Back to School Night/Parent meeting #1
9/10/2020	Parents/Families	ELAC Meeting #1
10/20/2020	Parents/Families	WAHS Parent Meeting #2
10/22/2020	Parents/Families	Coffee with the Principal #2
11/12/2020	Parents/Families	ELAC Meeting #2
12/1/2020	Parents/Families	Parent Meeting
12/3/20	Parents/Families	Coffee with the Principal
1/7/2020	Parents/Families	ELAC Meeting #3
1/19/2021	Parents/Families	WAHS Parent Meeting #3/ Award Ceremony
2/9/2021	Parents/Families	Senior Parent Meeting #4
3/11/2021	Parents/Families	ELAC Meeting #4
3/16/2021	Parents/Families	WAHS Parent Meeting #4
3/18/2021	Parents/Families	Coffee with the Principal #4
4/20/2021	Parents/Families	WAHS Parent Meeting #5
4/22/2021	Parents/Families	Coffee with the Principal #5
8/17/2020	Teachers/Leadership Team	Monday PD
8/24/2020	Teachers/Leadership Team	Monday PD
8/31/2020	Teachers/Leadership Team	Monday PD
9/21/2020	Teachers/Leadership Team	Monday PD
10/5/2020	Teachers/Leadership Team	Monday PD
10/12/2020	Teachers/Leadership Team	Monday PD
10/26/2020	Teachers/Leadership Team	Monday PD
11/2/2020	Teachers/Leadership Team	Monday PD
11/9/2020	Teachers/Leadership Team	Monday PD
11/30/2020	Teachers/Leadership Team	Monday PD
12/14/2020	Teachers/Leadership Team	Monday PD
1/11/2021	Teachers/Leadership Team	Monday PD
1/25/2021	Teachers/Leadership Team	Monday PD

Wallis Annenberg High School (WAHS) engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. Wallis Annenberg High School also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the dates, topic/type of meeting and stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines.. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

2/8/2021	Teachers/Leadership Team	Monday PD
2/22/2021	Teachers/Leadership Team	Monday PD
3/1/2021	Teachers/Leadership Team	Monday PD
3/15/2021	Teachers/Leadership Team	Monday PD
3/22/2021	Teachers/Leadership Team	Monday PD
4/12/2021	Teachers/Leadership Team	Monday PD
4/26/2021	Teachers/Leadership Team	Monday PD
5/3/2021	Teachers/Leadership Team	Monday PD
5/24/2021	Teachers/Leadership Team	Monday PD
6/7/2021	Teachers/Leadership Team	Monday PD
9/9/20	Teachers/Leadership Team/District Team	Collaborative Learning Rounds
10/26/20	Teachers/Leadership Team/District Team	Collaborative Learning Rounds
9/8/20	Teachers/Leadership Team/District Team	Collaborative Learning Rounds
1/27/21	Teachers/Leadership Team/District Team	Collaborative Learning Rounds
2/15/21	Teachers/Leadership Team/District Team	Collaborative Learning Rounds
8/10/20	Teachers/Leadership Team/District Team	Curriculum Institute
8/11/20	Teachers/Leadership Team/District Team	Curriculum Institute
8/12/20	Teachers/Leadership Team/District Team	Curriculum Institute
8/13/20	Teachers/Leadership Team/District Team	Curriculum Institute
8/14/20	Teachers/Leadership Team/District Team	Curriculum Institute
3/25/21	Teachers/Leadership Team/District Team	Curriculum Institute
11/23/20	Teachers/Leadership Team/District Team	Curriculum Institute
10/13/2020	Parents/Families	FAFSA WORKSHOP/ Dream Act
10/22/20	Parents/Families	FAFSA WORKSHOP/ Dream Act
10/6/20	Parents/Families	FAFSA WORKSHOP/ Dream Act
May 2021	Parents/Families	panarama Survey - Annual Survey

### A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

Administrators/Leadership Team: would like to provide all teachers with ongoing coaching across all disciplines to improve student academic outcomes, participation, engagement, attendance and graduation rates in alignment with the C3 Teacher Evaluation Framework.

Teachers would like Coaching cycles, data-driven feedback and cycle of supports to continue for all subject areas, which they attribute to benefiting staff and students.

Staff: Approximately 85% of staff surveyed reported that WAHS provides strong academic and social supports; and provides students with a rigorous and meaningful educational program. 89% reported that WAHS has a positive school environment; 91% reported effective health and safety standards; 93% rigorous expectations; and 95% value the professional development and personalized coaching the school provides.

Parents including PAC, ELAC/DELAC & EL-PAC: Approximately 80% of families surveyed reported that WAHS has high expectations and provides students with a positive school climate that values students, families, and staff. Approximately 69% of parents surveyed agreed that WAHS provides adequate academic and social support. Our staff will improve communication with students and families the numerous resources available to support students and families.

Students: Approximately, 75% of students reported that they felt safe on campus; have access to necessary technology, and the school clearly explains standards and expectations for student success; and 85% of students reported they there is an adult at school they can trust and turn to for support. Based on survey results - we will focus on communicating with students the link between classroom coursework expectations, rigor, and the connection to life after high school. Students indicated they felt valued on campus and know that their teachers care, on the most recent survey findings. We would like to deepen students' understanding of the connection between high school and college/career. Approximately two-thirds of students surveyed agreed that the academic and social-emotional supports provided meet their needs. As a result, we will continue to communicate with student the numerous resources available to them to support their academic success.

SELPA: provided suggestions that were incorporated in the LCAP specifically Goal 1, Action 6.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Initial implementation of a Multi-tiered System of Supports (MTSS with Rti)
- Continue to strengthen the delivery of academic intervention and supports: Math, Science, ELA and History Interventionists (credentialed teachers)
- Summer Extension program
- Continue to address the social-emotional and mental health needs of students: Psychiatric Social worker & Dean of Culture
- Continue to provide robust professional learning for all teachers including ongoing instructional coaching to improve the quality and delivery of instruction including the use of evidence-based effective pedagogical strategies to address the diverse learning needs of all students (EL, SPED, Socioeconomically Disadvantaged): Instructional coaches
- Develop a systematic and evidence-based strategies to reduce chronic absenteeism, improve attendance, graduation rates
- Continue to implement strategies to improve parent/family input and participation through community-building and communication.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

There is a need to strengthen and formalize systems to identify students for academic, social-emotional and/or behavioral supports in a timely manner to improve student outcomes and Dashboard performance levels, and to adequately prepare students for College (post-secondary) success. In addition, there is a need to measure program effectiveness to ensure resources are maximized and implemented with fidelity.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	Results pending				+50 Scale Score gain annually
Math CAASPP Scale Score - DFS	Results pending				+50 Scale Score gain annually
HS: CA Science Test (CAST) Scale Score - DFS	* Not administered				+15 Scale Score gain
% of students who complete UC A-G	80%				100%
% of students who pass AP Exams (3+)	53%				60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students “Prepared” for College as measured by ELA EAP	14.3%				25%
% of students “Prepared” for College as measured by Math EAP	0%				15%
% students “Prepared” per CCI (Dashboard)	32.7%				50%
Attendance Rate	89.7%				95%
Chronic Absenteeism Rate	39.8%				10%
High School Dropout Rate	13%				<5%
High School Graduation Rate	87%				95%
Suspension Rate	0%				<1%
Expulsion Rate	0%				<1%
Gr 9 PFT: % students meeting all 6 HFZ	** Not administered				40%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%

\* For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver

\*\* For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</b>	Wallis Annenberg High School (WAHS) will employ a <b><i>Principal and a total of 21 appropriately credentialed</i></b> and assigned classroom teachers for students in grades	\$2,308,000	Y

Action #	Title	Description	Total Funds	Contributing
		<p>9-12, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. WAHS will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 5 days of intensive Summer Professional Development, an additional 5 days in the summer for "new" teachers to the profession, to prepare for the 2021-22 academic school year, and an additional 5 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development during the academic school year.</p> <p>Therefore 10% of salaries are being funded with LCFF S&amp;C.</p>		
2	<b>MEASURING STUDENT PROGRESS – ASSESSMENTS</b>	<p>In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support:</p> <ul style="list-style-type: none"> <li>• <b>Illuminate Assessments</b></li> <li>• <b>NWEA MAP Reading &amp; Math: 9-12 (Title I Funded)</b></li> <li>• <b>State mandated assessments</b></li> </ul> <p>WAHS will adopt and implement <b>Performance Matters data management system</b> where all student data and assessments will be housed to develop student, grade</p>	\$154,776	Y



Action #	Title	Description	Total Funds	Contributing
		<p>level and schoolwide reports to measure and monitor student performance. The <b>Data &amp; Intervention Coordinator</b> will disaggregate multiple types of data that will be used to measure and monitor student progress, program effectiveness, inform instruction and used to identify students for additional academic supports.</p>		
3	<p><b>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</b></p>	<p>An area of concern on the CA School Dashboard was the Academic Indicators for both ELA &amp; Mathematics. Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, there is significant need to provide our students with additional academic supports and interventions built into the instructional day, after-school, summer school to further mitigate learning loss.</p> <p>Students struggling academically will receive academic support from content area Interventionists through small group tutoring, workshops, co-teaching using a variety of evidence-based pedagogical strategies to address the diverse learning needs of our students. Interventionists will engage students in problem-solving, critical thinking in order to make learning meaningful to students. Additionally, Interventionists will also provide individualized mentoring services to a caseload of approximately 25 students, and conduct outreach to engage and empower students' family members, and maintain standards for student behavior. All students enrolled in Algebra I will also be enrolled in a Math Support course to address student learning gaps and maximize learning and student outcomes.</p>	\$597,829	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• <b>Math Interventionist</b> (Title I Funded) – incoming 9<sup>th</sup> grade students</li> <li>• <b>Math &amp; Science Interventionist</b></li> <li>• <b>ELA &amp; History Interventionist</b></li> <li>• <b>EL &amp; History Interventionist:</b> Gr 10-11</li> <li>• <b>High School Tutor:</b> Gr 12</li> <li>• <b>Tutoring Program (EnCorp/ARC Partnership)</b></li> <li>• <b>After-school credit recovery program:</b> for credit deficient students</li> </ul> <p>Our school will utilize <b>Edificiency</b>, a web-based scheduling software that automates daily rosters by priority for students flex time and tutorial periods and schedule students for workshop (intervention) blocks. WAHS has revised its master schedule for the 2021-22 school year, to include a total of 6 intervention blocks (45 minutes each) for the day. Teachers can assign, or students can opt into specific blocks and Edificiency will notify students of their Monday schedule each week.</p> <p>WAHS will provide student with <b>Summer Extension</b> 2021 (June 14<sup>th</sup> - July 30<sup>th</sup>) in partnership with ARC, to provide onsite instruction for Math, Science, English and History Courses. WAHS will also implement a <b>Summer Bridge Program</b> to assess all incoming 9<sup>th</sup> grade students, prepare them for high school and engage in community building activities to support a positive school climate.</p>		
4	<b>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b>	Another area of concern on the CA School Dashboard is the Suspension rates schoolwide and chronic	\$208,340	

Action #	Title	Description	Total Funds	Contributing
		<p>absenteeism rates. WAHS is committed to providing social and emotional supports to support the mental health need of our students. The <b>Dean of Culture</b> will build and maintain community among students and work closely with teachers to deliver the College &amp; Career Lessons and implement restorative practices and celebratory events schoolwide. WAHS will employ a <b>Psychiatric Social Worker</b> to support students who have experienced trauma so they can focus on learning and instruction. WAHS will continue to implement restorative practices to build community and strengthen relationships as we aim for students to know they are part of a supportive community that exudes a Culture of Respect; Culture of Learning and a College-going culture.</p> <p>WAHS will also implement and embrace mindfulness schoolwide to curb discipline problems and employ a <b>Yoga teacher</b> (ELO Funded). The use of mindfulness-based interventions has been highly effective in schools to address misbehavior and disruptive students but also has been effective in fostering positive school environments to handle discipline.</p>		
5	<b>PROMOTING A COLLEGE-GOING CULTURE</b>	<p>Another area of concern on the Dashboard, is the College/Career Indicator (CCI). The <b>Director of College &amp; Career Readiness</b> will lead numerous efforts to ensure students are meeting CCI requirements and provide resources to ensure the school's mission is adhered to. In order to prepare all students for college and career, WAHS will provide all students (including Unduplicated Pupils and Students with Disabilities) with access to UC A-G approved courses and the following:</p>	\$691,989	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• <b>Concurrent Enrollment w/LA Trade Tech</b></li> <li>• <b>CTE Media Arts w/Capstone</b> (meets CCI)</li> <li>• <b>College Counselors (3)</b></li> <li>• <b>PSAT, SAT, and AP testing</b></li> <li>• <b>College/Career Field trips</b></li> <li>• <b>Naviance</b> – a comprehensive toolset to assess students’ interests, strengths, and needs in order to individualize support so they can reach their goals.</li> </ul> <p>Most of our students are first generation college students and our goal is to expose them to the variety of colleges and universities throughout the state of CA. WAHS will provide students in each grade level to a variety of colleges and universities so they will have the knowledge to make an informed decision during the college application process.</p> <ul style="list-style-type: none"> <li>• Grade 9: residential program at USC</li> <li>• Grade 10: 3-day College tour: UC/CSU/Private Colleges</li> <li>• Grades 11-12: 3-day College tour based on interest (student choice)</li> </ul>		
6	<b>SERVICES TO SUPPORT SWD</b>	Wallis Annenberg High School’s SPED team will provide instructional and social emotional support as outlined by the students IEP. LAUSD serves as the school’s SELPA provider (Option 3). Members of the SPED team will participate in Option 3 committees and professional development. The Director of Curriculum & Instruction will serve as the SPED Administrator (split between all 3 Accelerated Schools) will ensure IEP timelines and related services will be addressed and	\$707,029	N

Action #	Title	Description	Total Funds	Contributing
		<p>communicated with parents. The SPED Team comprised of the <b>Director of Curriculum &amp; Instruction</b> (SPED Administrator), <b>TOSA, RSPs, SPED Learning Specialist, Instructional Aides, Student Services Coordinator, Speech &amp; Language Pathologist, Psychologist, and Social-emotional Specialist</b> will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.</p>		

## Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

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



**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goal

Goal #	Description
2	<b>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.</b>

An explanation of why the LEA has developed this goal.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																												
% of students with access to Standards-aligned materials	100%				100%																																												
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>5</td> </tr> <tr> <td>HISTORY</td> <td>5</td> </tr> <tr> <td>CTE</td> <td>3</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2020-21	ELA	5	ELD	4	MATH	5	NGSS	5	HISTORY	5	CTE	3	PHYSICAL ED.	5	VAPA	5	WORLD LANG.	5				<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>5</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>5</td> </tr> <tr> <td>HISTORY</td> <td>5</td> </tr> <tr> <td>CTE</td> <td>5</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2023-24	ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	5	CTE	5	PHYSICAL ED.	5	VAPA	5	WORLD LANG.	5
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% of Teachers appropriately credentialed & assigned	100%				100%																																												

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL who progress in English Proficiency (ELPI)	Fall 2019 Dashboard 34.4% (Very low)				45%
EL Reclassification Rate	20%				30%
% EL with access to CCSS & ELD Standards	100%				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROFESSIONAL DEVELOPMENT</b>	<p>Wallis Annenberg High School educators will participate in a robust evidence-based professional development for 1-week during the summer, (5 additional days for “new” teachers, weekly during the academic school year, and 5 non-instructional days during the academic year. To address the learning loss and findings from the initial student achievement data, professional development areas of focus organization wide include:</p> <ul style="list-style-type: none"> <li>• Goal Setting and Monitoring Using Success Criteria</li> <li>• Generating Learning through Student-to-Student Dialogue</li> <li>• Using Assessment Data to Drive Planning &amp; Instruction</li> <li>• Providing Impactful Feedback on Student Work</li> </ul> <p>An area of focus for WAHS is to continue to deepen our educators capacity on the state academic standards specifically for Mathematics, an identified area based on the CA school dashboard. Our educators will</p>	\$818,660	Y



Action #	Title	Description	Total Funds	Contributing
		<p>participate in extensive professional development from Math Solutions and Unbound Standards Institute.</p> <p>Additionally, in order for our students to gain grade level mastery in Mathematics, they also need to develop and strengthen their foundational skills in language and literacy. Our educators through professional development/learning will build their knowledge on evidence-based pedagogical strategies that support emergent bilingual students with language and literacy development. We envision our model to include a certified teacher in each classroom with administrators supporting the instructional program by designing evidence-based professional development, conducting classroom/teacher observations, and providing feedback to all teachers using the C3 teacher evaluation framework.</p> <ul style="list-style-type: none"> <li>• <b>Math Instructional Coach</b></li> <li>• <b>ELA Instructional Coach</b></li> <li>• <b>Director of Secondary Education</b></li> <li>• <b>Math Department Coaching</b> (Title II Funded)</li> </ul> <p>WAHS will use <b>Whetstone's</b> classroom observation software that provides teachers with feedback, observation notes, action steps, rubrics in one place.</p> <p>The Director of Secondary Education will provide leadership coaching for the principal, Assistant Principal, Instructional coaches, Dean of Culture and Data &amp; Intervention Coordinator; design and facilitate professional development; conduct classroom observations with school leaders and coach them on</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>the feedback cycle to ensure calibration and impactful coaching practices; and plan/manage strategic initiatives such as Mindfulness, school wellness program, after-school and extra-curricular programs.</p> <p>The purpose of the Math &amp; ELA Instructional Coaches is to improve the delivery instruction by ELA and Math teachers, and paraprofessionals through ongoing observation, feedback and coaching. The Instructional Coaches will develop and facilitate professional development to support the implementation of high impact, evidence-based pedagogical strategies, design instructional materials, and advise on instruction and intervention.</p> <p>The Critical Areas of focus include:</p> <ul style="list-style-type: none"> <li>• <b>Mindfulness Training</b> for all teachers/leaders</li> <li>• <b>Social-emotional Learning Sessions:</b> USC (monthly)</li> <li>• <b>Addressing Microaggression in the classroom</b></li> </ul> <p>WAHS will support teachers and leadership team with conferences that include but are not limited to:</p> <ul style="list-style-type: none"> <li>• <b>UC/CSU Conferences: Counselors</b></li> <li>• <b>College &amp; Career Readiness</b></li> <li>• <b>Instructional Technology</b></li> <li>• <b>Diversity, Equity &amp; Inclusion (DEI)</b></li> </ul> <p>To support teacher effectiveness and credential clearance, WAHS will reimburse <b>teacher induction (6) expenses. (Title II Funded)</b></p>		
2	<b>STRENGTHENING EL PROGRAM &amp; SERVICES</b>	WAHS will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning,	\$122,220	N

Action #	Title	Description	Total Funds	Contributing
		<p>mitigate further learning loss and increase EL proficiency of the English Language and reduce the number to of long-term English Learner. The <b>ELD Coach/Interventionist</b> will provide designated ELD for English Learners. For teachers – will conduct classroom observations on the implementation of integrated ELD, use of effective strategies for ELs, facilitate professional development, develop a video library of evidence-based pedagogical strategies, teach demonstration lessons, co-plan/co-teach facilitate peer observations among teachers and design instructional materials.</p> <p>To further support ELs, WAHS will assign EL/LtELs with a bilingual mentor (via CCR Course), that meets the “g” elective UC requirement, that includes notetaking and habits of success skills.</p> <p>EL/LtELs will participate in designated ELD differentiated workshops on Mondays taught by the ELD coach. Support tools will be provided to EL including but not limited to: audio books, Spanish/English dictionaries, google translate, Learner’s Dictionary and videos (created by staff using Zoom &amp; <b>Loom</b>) for College &amp; Career readiness course.</p>		
3	<b>CORE CURRICULAR PROGRAM NEEDS</b>	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> <li>• Chemistry Lab supplies</li> <li>• Novels</li> <li>• Summit Learning Platform (LMS) – grant funded</li> <li>• Vista higher Learning Spanish curriculum (no cost)</li> </ul>	\$50,000	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• VAPA Supplies</li> </ul>		
4	<b>CLOSING THE DIGITAL DIVIDE</b>	<p>WAHS will purchase the following to support 1:1 student to device ratio, and ensure all students and staff have access to learning applications to support student learning:</p> <ul style="list-style-type: none"> <li>• <b>Laptops</b></li> <li>• <b>Headsets</b></li> <li>• <b>Hotspots as needed</b></li> <li>• <b>Applications:</b> NearPod, Google Voice, Zoom, Hayes Software, GoGuardian</li> <li>• <b>Upgrades to power source</b> to ensure no interruptions</li> <li>• Maintain <b>website</b></li> <li>• <b>Tech Assistants</b> – to provide tech support, tech upgrades and installations</li> </ul>	\$117,034	N

## Goal Analysis

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

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An explanation of how effective the specific actions were in making progress toward the goal.

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

There is a need to engage, inform, communicate and educate parents on strategies to monitor and support their child academically and social-emotionally so they can thrive.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Good				Good
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
% parent satisfaction rate as measured in the annual survey.	75%				>85%
% of students who feel connected, safe and engaged at school as measured in the annual survey.	69%				90%
% of staff who feel supported and connected as measured in the annual staff survey.	89%				95%

# Actions

Action #	Title	Description	Total Funds	Contributing
1	<p><b>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &amp; SAFE LEARNING ENVIRONMENT</b></p>	<p>In order to provide all students with a College going culture that promotes student engagement, positive school climate, and a safe learning environment, and reduce chronic absenteeism rates, WAHS will provide its students with extra-curricular activities and sports program that includes:</p> <ul style="list-style-type: none"> <li>• <b>CIF Sports:</b> Boys/Girls Volleyball; Boys/Girls Soccer, Boys/Girls Basketball, Softball, Baseball, Football, and Cheer.</li> <li>• <b>Activities Director</b> to implement after-school activities for students</li> <li>• Student Leadership: (<b>Junior State of America</b>) Civic Engagement</li> <li>• <b>Field Trips</b> – extended learning opportunities</li> <li>• Host <b>Clubs/organizations</b></li> <li>• PBIS: Kickboard, student incentives</li> <li>• Host <b>College &amp; Career Fair</b></li> </ul> <p>WAHS <b>Security team</b> will provide staff and students with a safe learning environment, including the use of <b>Raptor</b> security and <b>RFIDs</b>. In addition, the school <b>nurse</b> will provide screenings and ensure the school complies with state and county health and safety standards guidelines.</p> <p>WAHS will administer <b>Panorama SEL surveys</b> to students, staff and parents to assess school connectedness, safety, satisfaction and engagement which will be reported in the school’s LCAP and local indicators report.</p>	\$558,139	N

Action #	Title	Description	Total Funds	Contributing
2	<b>PARENT INPUT IN DECISION-MAKING</b>	<p>At Wallis Annenberg High School (WAHS), parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> <li>English Language Advisory Committee (ELAC), DELAC, &amp; EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2)</li> <li>Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul>	\$0	N
3	<b>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p>Wallis Annenberg High School will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education. To keep families up to date on school events, promote parent engagement and participation, our school's website will be designed to be parent friendly, and a monthly newsletter will be published (SMORES) and distributed.</p> <p>The school's Leadership Team will communicate with families, facilitate parent workshops and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement and provide translation services (Spanish/English). Trainings, workshop and events include but are not limited to:</p> <ul style="list-style-type: none"> <li>Coffee with the Leadership Team</li> <li>Training on accessing Parent Portal – <b>PowerSchool</b> so parents can view student grades, attendance, student progress and communicate with school staff.</li> <li>Family Workshops: <ul style="list-style-type: none"> <li>Applying for Financial Aid (FAFSA)</li> <li>College Applications</li> <li>MicroCollege Partnership</li> </ul> </li> </ul>	\$39,806	N



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>○ Behavior Management</li> <li>○ Social-Emotional: Suicide awareness, cyber-issues, etc.</li> <li>○ Tech sessions: Summit, Vista, PowerSchool</li> <li>● Parent Education workshops led by USC on How to support your teen through high school and beyond (3 sessions)</li> <li>● <b>Remind App</b> – communicate with families and school staff</li> </ul>		
4	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</b>	WAHS strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made.	\$373,356	N

## Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.37%	\$1,657,974

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following are the actions and services that represent how our school has considered the needs of our English Learners, Foster Youth and Low-income students prior to implementation of the actions in order to address their needs primarily but also how these actions are effective in meeting the goals for these students.

- Goal 1, Action 1: Longer school day and longer school year to provide additional time for intervention and support
- Goal 1, Action 2: In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support: NWEA MAP Reading & Math, Illuminate, and Performance Matters – data management
- Goal 1, Action 3: Our school will employ Instructional Aides to support UP with address learning loss. Based on findings from assessment data, students will be identified for additional supports that include but are not limited to: Interventionists, tutoring, Summer Extension (academic support), Credit recovery
- Goal 1, Action 4: The Dean of Culture will focus on the student behavioral issues, implementing strategies to support a positive school climate and culture. TAS will employ a Social-emotional Specialist (Counselor) and Psychiatric Social Worker to support students who have experienced trauma so they can focus on learning and instruction.
- Goal 1, Action 5: The Director of College & Career Readiness will lead numerous efforts to ensure students are meeting CCI requirements and provide resources to ensure the school’s mission is adhered to. Our Unduplicated Pupils are first generation college students and our goal is to expose them to the variety of colleges and universities throughout the state of CA. WAHS will provide students in each grade level to a variety of colleges and universities so they will have the knowledge to make an informed decision

during the college application process. To prepare our students for post-secondary education, our school has partnered with LA Trade Tech Community College for our students to participate in concurrent enrollment. Our students will also have access to participate and enroll in CTE Media Arts Pathway.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Many of the actions and services directed to Unduplicated Pupils have shown effectiveness on academics based on internal assessments and we will be implementing new evidence-based services, programs and actions to address the academic, social-emotional and mental health needs of our students as our school returns to full in-person instruction. The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 33.37% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

- There is a need to increase academic support and intervention for our Unduplicated Pupils especially with the preliminary academic achievement data as a result of distance learning. Our chronic absenteeism rate for the past year has been 39.8% most of whom were unduplicated pupils.
- There is a need to fully implement SEL supports and Restorative approaches to build community, strengthen relationships, and accountability, to strengthen school culture, school climate and decrease suspension rates through alternatives to suspension.
- An analysis of the school's dashboard indicated the need to improve College-Career Indicator (CCI), increase high school graduation rates, decrease high school dropout rates, and increase the percentage of students who meet UC A-G eligibility requirements.

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,540,734	\$ 622,807	\$ -	\$ 583,637	6,747,178	\$ 5,141,060	\$ 1,606,118

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 2,308,000	\$ -	\$ -	\$ -	\$ 2,308,000
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	\$ 137,800	\$ -	\$ -	\$ 16,976	\$ 154,776
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 320,221	\$ 174,250	\$ -	\$ 103,358	\$ 597,829
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 129,340	\$ 40,000	\$ -	\$ 39,000	\$ 208,340
1	5	PROMOTING A COLLEGE-GOING CULTURE	All	\$ 691,989	\$ -	\$ -	\$ -	\$ 691,989
1	6	SERVICES TO SUPPORT SWD	SPED	\$ 234,666	\$ 340,317	\$ -	\$ 132,046	\$ 707,029
2	1	PROFESSIONAL DEVELOPMENT	All	\$ 730,420	\$ 68,240	\$ -	\$ 20,000	\$ 818,660
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 122,220	\$ -	\$ -	\$ -	\$ 122,220
2	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
2	4	CLOSING THE DIGITAL DIVIDE	All	\$ 81,044	\$ -	\$ -	\$ 35,990	\$ 117,034
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 493,627	\$ -	\$ -	\$ 64,512	\$ 558,139
3	2	PARENT INPUT IN DECISION-MAKING	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 39,806	\$ -	\$ -	\$ -	\$ 39,806
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 201,601	\$ -	\$ -	\$ 171,755	\$ 373,356

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 3,587,350	\$ 3,960,934
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ 3,587,350	\$ 3,960,934

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Schoolwide	EL, LI, FY	ALL	\$ 2,308,000	\$ 2,308,000
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Schoolwide	EL, LI, FY	ALL	\$ 137,800	\$ 154,776
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Schoolwide	EL, LI, FY	ALL	\$ 320,221	\$ 597,829
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Schoolwide	EL, LI, FY	ALL	\$ 129,340	\$ 208,340
1	5	PROMOTING A COLLEGE-GOING CULTURE	Schoolwide	EL, LI, FY	ALL	\$ 691,989	\$ 691,989
1	6	SERVICES TO SUPPORT SWD	Schoolwide		ALL	\$ 234,666	\$ 707,029
2	1	PROFESSIONAL DEVELOPMENT	Schoolwide		ALL	\$ 730,420	\$ 818,660
2	2	STRENGTHENING EL PROGRAM & SERVICES	Schoolwide		ALL	\$ 122,220	\$ 122,220
2	3	CORE CURRICULAR PROGRAM NEEDS	Schoolwide		ALL	\$ 50,000	\$ 50,000
2	4	CLOSING THE DIGITAL DIVIDE	Schoolwide		ALL	\$ 81,044	\$ 117,034
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Schoolwide		ALL	\$ 493,627	\$ 558,139
3	2	PARENT INPUT IN DECISION-MAKING	Schoolwide		ALL	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Schoolwide		ALL	\$ 39,806	\$ 39,806
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Schoolwide		ALL	\$ 201,601	\$ 373,356

# Instructions

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*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).*

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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



LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

## Plan Summary

### **Purpose**

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

### **Requirements and Instructions**

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:  
<https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

## **Requirements and Instructions**

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

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

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

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

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

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

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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



### **Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

## Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

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

#### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## **Expenditure Tables**

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.