

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	Burgandie Montoya, Ed.D, Principal	bmontoya@accelerated.org (323) 235-6343

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 497 students in grades 9-12 that include the following demographics: 97% Hispanic, 2% African American, 13% Students with Disabilities (SWD), 21% English Learners (EL), 1% Foster Youth, and 97% Socioeconomically Disadvantaged.

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	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

Reflecting back on the past year, with the return to in-person instruction, Wallis Annenberg High School has accomplished the following successes:

- Year 2: **Summit Learning and Illustrative Math:** research-based curriculum that supports students through rigorous content and project-based learning through an accessible platform that provides live data for students to understand their progress, as well as parent/caregiver access. We are also in year two of implementing Vista Higher Learning for our world language program, which focuses on developing communication skills in a variety of ways. The curricula targeted to student needs and clearly outline learning outcomes and success criteria for students. The clarity they provide to students helps them to better understand their progress and identify what they need to do to grow and improve, along with a clear pathway to do so. Teachers are able to provide actionable feedback - student. Checkpoints are provided - alerting the instructor of the students' progress or lack of. Resources provided for students and teachers - "playlists" quizzes - students are able to study (visual/auditory) resources.

In order to build upon the implementation of this curricula, we plan on continuing to provide support for teachers from both administration and our instructional coaches through our ongoing coaching and feedback cycles. Our coaching and feedback cycle

includes weekly check-ins, bi-monthly observations, review of lesson internalization plans, and bite-sized feedback with actionable steps to support with improving practice and deepening the understanding of the curriculum.

- Wallis Annenberg High School is dedicated to deepening the practices that we are cultivating now. In the past, we identified 3 components of the "**advisory**" program: 1. Math and ELA support classes 2. STEM Escalera 3. "other" the Math and ELA support advisories' effectiveness were supported with data and we still have STEM Escalera. Based on the social emotional needs of our students, we restructured components of the advisory program to include Mentoring. Our mentoring structure is proving to be extremely effective, specifically during distance learning. Mentoring is where our students are building a solid bond with a trusted adult and a group of peers while engaging in activities that build culture, mindfulness, and college and career readiness skills. We will continue to build upon this structure as next year many of our students will remain with the same mentor for a second year in a row.

- 2022-23: Year 3: Current Advisory (**CCR Course**): students are enrolled in a CCR course that meets daily and includes mindfulness, academic component, and SEL.

- **Bell/Master Schedule**: Our unique bell schedule includes 3 different components: Workshops, Mentoring/Self Directed Learning Time, and Direct Instruction in order to meet the needs of our students. During direct instruction which occurs Tuesday-Friday, students are supported by their content teachers as they make academic progress while building on their content knowledge, cognitive skills, and work habits. On Mondays, students are able to self-select workshop blocks based on academic/social emotional needs. Teachers are also able to request students for a workshop if they believe the student needs additional support. During Workshop blocks students are able to receive small group targeted instruction from their teachers. And lastly our bell schedule allows for Mentorship/Self Directed Learning Time, where our students meet with their mentor teacher daily.

- **Professional Development**: To strengthen our weekly professional development, this year incorporated learning sessions for staff on: Instruction, Feedback, and Diverse Learner Support. These workshops focused on delivering strategies and tools to our teachers that support making the curriculum accessible to all students including meeting the unique needs of English Language Learners and students with disabilities. We have worked diligently to create a cohesive environment that mirrors our student learning cycle. Data is reviewed on an ongoing basis and used to evaluate our program and practices and make modifications where necessary. Much of this work occurs during our weekly professional development meetings. In addition, we embed time in those meetings for teachers to collaborate in grade level teams and / or departments. The leadership team also meets weekly to review our school wide data and adjust our upcoming events and activities. During parent and guardian meetings such as Coffee with the Principal, Back to School Night, ELAC meetings, and Parent Conferences, parents and guardians are encouraged to share their feedback with us. Our goal is to support students and all stakeholders by creating a cohesive and informed team. We want to streamline communication so every person on our campus is aware of what each person is doing to contribute to the learning community.

- **Addressing the academic needs of Students with Disabilities (SWD) and English learners:** In the 2021-22 school year to improve academic outcomes of SWD and EL, changes were made to our Special Education Program and ELD Program which include:
 - Services were provided to students with disabilities by our Resource Specialists in accordance with the students Individualized Education Plan. Services delivered to students range from Resource,
 - Language/Speech, Counseling and Guidance, Adaptive Physical Education, Occupational Therapy, Behavior Intervention Implementation, and Psychological Services (ERICs).
 - Our Resource Specialists worked collaboratively with our General Education Teachers in order to plan lessons and adjust curriculum to support meeting the needs of all students and to ensure that appropriate accommodations were provided to students with IEPs
 - During Workshop Blocks Resource Teachers and General Education teachers offered small group instruction to provide opportunities for intervention.
 - Designated English Language Development (ELD) was provided in two forms to students: in small groups throughout the week. One form of designated ELD is provided by our Secondary Literacy Coach and Assistant Principal where an ELD curriculum is used to support language acquisition and practice skills that emphasizes listening, speaking, reading, and writing skills. The second form of designated ELD was provided to English Learners by their English Teachers, also through small group workshops designed to build their academic content knowledge. For the 2022-23 school year, an ELD Instructional Coach will be added and teacher dELD. Academic tutors will be assigned to a grade level to further support EL in all courses, as needed.

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.

- Our goal is to accelerate, improve and use multiple assessments to measure student academic outcomes and have established the following growth & achievement measures:
- **Growth Measure:** 100% of students will grow one-year academically in a one-year time period – as measured using NWEA MAP, and/or CAASPP ELA & Math, and course work.
 - **Achievement Measure:** The expectation is that students will:
 - High School Graduation Rate (4-year): 100%
 - 100% students will graduate College & Career Ready: CTE Pathway, Dual enrollment, Foreign Language
 - Suspension Rate: A Social Worker was hired in 2021-22 school year to provide social emotional learning strategies and behavioral counseling to support students. An additional counselor was added in the 2019-2020 school year which reduced the student to

counselor ratio, allowing an opportunity for counselors to know their student caseload on a deeper level. Total number of suspended students decreased from 15 in 2018-19 to 4 in 2019-2020 due to the implementation of Restorative Practices. Unfortunately, suspensions increased in 2021-2022 school year, which we attribute to the difficult transition back to in person education. A significant proportion of our 9th and 10th grade students, (which were in middle school during the pandemic) have not had an opportunity to appropriately acclimate to high school and the expectations. Among our students that were suspended we saw an increase in poor coping strategies in response to negative stimuli. All students that were suspended were in the 9th or 10th grade and we believe this is a manifestation of extended time in distance learning, lack of socialization to high school, and the need to build better coping strategies. In response, we have increased the Social Worker to a full-time position assigned to WAHS. Currently, our Social Worker is a shared position with The Accelerated School. We believe this increase in support for the 2022-23 school year will allow for more Tier I support for all students to build the necessary skills needed to successfully navigate the stressors of high school. A Dean of Culture was also hired to address overall campus climate and school culture. We have also implemented a mentoring program to allow students the opportunity to build a solid bond with a trusted adult and a group of peers while engaging in activities that build culture, mindfulness, and college and career readiness skills.

- **College/Career Indicator:** To strengthen and improve performance in the CCI – a CCR course was developed, Media Arts CTE Pathway was designed; Spanish assessment is administered to incoming students in the 9th grade for appropriate course placement and to ensure students participate in 4-years of foreign language instruction (State Seal of Biliteracy). In addition, Counselors were provided with professional learning opportunities to improve college preparedness, and trainings were provided for teachers and students on high school graduation expectations. WAHS hosted a College & Career Fair.

In addition, WAHS has partnered with Los Angeles Trade Tech (LATTC) to provide college level courses for our students each semester. Students also have the option of taking courses at LATTC as part of concurrent enrollment.

To increase opportunities and access for all students, by the 11th grade, all students are enrolled in AP U.S. History, and AP English, and in the 12th grade AP English Literature. All students are also enrolled to complete the AP Examination for each of these courses.

To improve College and Career Outcomes, a Director of College and Career Readiness was hired for the 2021-22 school year. The purpose was to develop and expand current practices to support and foster a college-going culture. A Media Art Pathway was developed.

- **Improve Math Academic Indicator:** To address the orange performance level in the Math indicator, all students that are enrolled in Algebra 1 are also enrolled in the Algebra Success course, a supplement to Algebra I. WAHS has also hired a teacher for the Algebra Success course therefore the same teacher is not assigned to both Algebra I and Algebra Success. The Algebra Success course is taught during the intervention block to address learning gaps and prepare all incoming students for college preparatory Algebra. Students that completed Algebra successfully in the 8th grade are enrolled in Geometry in the 9th grade. WAHS also adopted Illustrative Mathematics with focuses on conceptual learning.

In addition, two instructional coaches were added this year to strengthen the delivery of instruction and to build capacity of our teachers, which will positively impact student outcomes. One coach focused on: English Language Arts, History and English Language Development (ELD); and the other Instructional coach focused on the Math and Science Department.

Teachers are leveraging Math Language Routines during math instruction to systematize various opportunities for students to learn and practice oral English language in order for their literacy skills to develop and flourish. Specifically, when Math Language Routines are embedded within lessons, they help to create a need for students to communicate (Gibbons, 2002), provide structure and interactive opportunities for students to revise and refine both their ideas and their verbal and written output (Zwiers, 2014), and capture a variety of students' oral words and phrases into a stable, collective reference that supports their understanding and development of the language and task simultaneously.

- Improve **ELA Academic Indicator:** WAHS implemented a cycle of assessments including NWEA MAP and Interim Comprehensive Assessment (ICA); to guide and personalize instruction. Professional development was provided on literacy strategies. The Data and Intervention Coordinator position was added to provide data-rich reports for teachers and administrators, to better inform practice, and allow for personalized and targeted teaching plans based on student performance and need.

- Improve English Learner outcomes: For the 2022-23 school year an ELD Instructional Coach will be hired to support ELs with ELD and strengthen delivery of ELD across all disciplines (facilitate professional development training for teachers). An Academic tutor will be assigned to each grade level to provide high dosage evidence-based tutoring for English Learners in all subjects. The ELD Instructional Coach will train each Academic Tutor and oversee this program. We anticipate higher reclassification rates, higher percentages of EL that are English proficient and a narrowing of the EL/EO achievement gap. In addition, parent workshops for families of ELs will also focus on strategies to support ELs at home.

- Improve **High School Graduation Rates:** An additional counselor was hired (added) to reduce student to counselor ratio; and provide in-depth counseling to ensure all students are on track to graduate, meet UC A-G requirements, and are college/career ready.

LCAP Highlights

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

Wallis Annenberg High School will continue to expand its 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.

Key highlights of the 2022-23 LCAP include:

- The Math Interventionist will provide Tier 2 support for incoming 9th grade students.
- The Assistant Principal will provide Tier 3 Intervention to address chronic absenteeism, student attendance rates in alignment with the school's MTSS Framework.
- The Dean of Culture will build and maintain community among students and work closely with teachers to deliver the College & Career Lessons and implement restorative practices and celebratory events schoolwide.
- The Psychiatric Social Worker 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.
- Increase in instructional Coaches: Assistant Principal (Instructional Coach); Literacy Coach; & Math Instructional Coach

Wallis Annenberg High School has developed an LCAP that will also serve as the School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(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.

Not applicable

Wallis Annenberg High School has not been identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Not applicable

Wallis Annenberg High School has not been identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Not applicable

Wallis Annenberg High School has not been identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- Teachers took place in-person and virtually weekly staff development/PD; weekly newsletter, one-on-one check-ins: strengthening mentoring, academic and S/E mentoring, attendance, behavior (with the shift to in-person instruction); Benefits of Restorative Practices, providing actionable feedback, USC has provided series of PD - creating a culture (diversified accepting culture in the classroom) supporting students from marginalized populations; PD on microaggression, trauma and the brain; Address the need for teachers understand student needs, understanding/interpreting student achievement data (ex. NWEA) to inform instruction
- Principals/Administrators took place in-person and virtually. weekly Leadership Team (Principal/AP, Dean, Data & Intervention coordinator, 2 Instructional coaches, Counselors); Principal/AP met weekly: chronic absenteeism, ADA, SEL, Student behavior, PD needs, upcoming school events.
- Other School Personnel meetings took place in-person_Monthly Facility, Supervision, Cafeteria/Nutrition and Clerical Support team: Attendance, Safety, Celebrations (School Culture)
- Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD): see list below) & families were also surveyed.
- Students including Unduplicated Pupils and Students with Disabilities (SWD): Attendance, Safety, Culture, - videos created by principal, distributed to students; Mentor Ambassador. Students were also surveyed.
- SELPA - Consultation with our SELPA Tier 1 Lead occurred on May 26, 2022, via email and zoom.
- ELAC/DELAC and EL-PAC: took place in conjunction with PAC meetings met monthly virtually (see below)
- Parent Advisory Committee (PAC) including parents of UP and SWD took place in conjunction with ELAC/DELAC meetings (See below)

Schedule of ELAC/DELAC/EL-PAC, and PAC Meetings: - which met virtually

August 31: Parent Meeting: Seminar on Summit Learning (In Person / Streamed / Recorded)

September 16: Back to School Night / ELAC

October 11-15: Family Conferences: Each family meets with the mentor teacher for a personalized discussion on student progress.

October 28: Parent Townhall: Financial Aid 101 / PAC/ELAC

November 18: Parent Townhall: USC Guest Speaker Parent Ed: How to support your child in the transition back to in-person learning/ PAC/ELAC

December 5: Coffee with the Leadership team

January 10-15: Mid-Year Family conferences providing individualized progress checks

January 20: Parent Townhall/ PAC/ELAC

January 27: USC Parent Info Night: Meeting to explain the USC residential opportunity for students

February 10: Coffee with the leadership team

February 17: Parent Townhall / PAC/ELAC Night 2 of Parent Ed

March 24: Parent townhall/ PAC/ ELAC

April 18-22: Family Conferences providing individualized progress updates for students.

April 28 Parent Townhall/PAC/ELAC/ Part 3 of Parent Education

May 5: Coffee with the Leadership team

May 26: Parent Townhall / PAC/ ELAC

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- Teachers - continuing USC PD; grade level team (GLT) 30 min/week; GLT Leads (Teacher led meeting); additional time to meet with Department leads; support with data (data & intervention coordinator); feedback sessions with instructional coaches; would like to continue with Dr. Nick (Math Coach); more support and training needed to improve the inclusion program for SWD (PD)
- Principals/Administrators – expressed the need to shift the MSW to a full-time position, solely working at WAHS. There is a need to revising the master schedule; adding the 3rd counselor; create more opportunities for parents to have access to the school. Setting a weekly schedule for parents to drop-in AM/PM (in-person/zoom); improving supports for EL
- Other School Personnel – expressed they would like more PD specific to their duties; continue with communication protocols
- Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD): expressed they would like additional opportunities for credit recovery, so students graduate on-time, and additional academic support for ELs.
- Students including Unduplicated Pupils and Students with Disabilities (SWD): would like to continue with field trips to colleges/universities and learning experiences outside of the classroom.
- SELPA - Feedback was that the information in our LCAP was thorough and comprehensive. Suggestion made that we include an additional PD on Learning Styles and accommodations in the classroom.

- ELAC/DELAC and EL-PAC - expressed they would like drop-in times (personalized 10 min meeting): USC 3 sessions (parent workshops) How to support your child transition back to in-person learning / How to support your child and create a Learning Environment at home /How to support your child as they close out the year
- Parent Advisory Committee (PAC) including parents of UP and SWD – expressed they would like College & Career exposure; 100 students will participate in a residential program at USC; Parent support the residential program/college exposure; SD College Tour Trip (Would like College exposure to continue).

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Goal 1, Action 2: Data & Intervention Coordinator
- Goal 1, Action 3: After-school credit recovery; ARC tutoring/credit recovery
- Goal 1, Action 4: Psychiatric Social Worker
- Goal 1, Action 5: Addition of another College Counselor
- Goal 1, Action 5: College/University visits
- Goal 1, Action 5: Residential Program: USC
- Goal 2, Action 1: Instructional Coaches – Math, Literacy
- Goal 2, Action 1: Dr. Nick the Math Guy
- Goal 2, Action 2: ELD Instructional Coach and dELD teacher
- Goal 2, Action 1: Academic Tutors to support EL students
- Goal 3, Action 3: Parent workshops, including USC Parent workshop (how to support your teen through HS)

Goals and Actions

Goal

Goal #	Description
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.

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. 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
CAASPP ELA	2020-21: 39.79% met/exceeded standard	2021-22: results pending			45%
CAASPP Math	2020-21: 14.12% met/exceeded standard	2021-22: results pending			20%
CA Science Test: HS	2020-21: 15.63% met/exceeded	2021-22: results pending			20%
% Of Students Prepared for College as measured by EAP ELA	2020-21: 13.98%	2021-22: results pending			15%
% Of Students Prepared for College as measured by EAP Math	2020-21: 1.18%	2021-22: results pending			4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																						
A-G Completion Rate	2019-20: 79.6%	2020-21: 66.3%			85%																																																						
% Of students who pass AP Exams	2019-20: 53%	2020-21: 14%			25%																																																						
Other Pupil Outcomes: State Seal of Biliteracy (Priority 8)	2019-20: 14.7%	2020-21: 28.1%			30%																																																						
Other Pupil Outcomes: Golden State Seal Merit Diploma (Priority 8)	2019-20: 7.4%	2020-21: 13%			15%																																																						
Attendance Rate	2020-21: 89.7%	2021-22: results pending			95%																																																						
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High School Dropout Rate	2019-20: 10.1%	2020-21: 6.5%			5%																																																						
HS Graduation Rate	2019-20: 86.6%	2020-21: 86%			90%																																																						
Suspension Rate	2019-20: 0.8%	2020-21: 0%			<1%																																																						
Expulsion Rate	2019-20: 0%	2020-21: 0%			0%																																																						
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	2020-21: 100%	2021-22: 100%			100%																																																						

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Wallis Annenberg High School (WAHS) will employ a principal and 22 appropriately credentialed teachers for students in grades 9-12 to provide instruction in ELA, math, Science, Social Studies, Spanish, Performing Arts, and Physical Education as part of the educational program. WAHS will provide all students with an extended school year of 180 instructional days – that exceed the CA state 175 instructional day requirement.</p> <p>To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework.</p> <p>New teachers to WAHS participate in an additional 5 days of training during the summer.</p> <p>All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</p>	\$	
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>In order to measure student academic performance, monitor student progress and identify learning and achievement gaps and as part of the MTSS Framework - all students will be administered the following assessments:</p> <ul style="list-style-type: none"> • Illuminate Assessments • NWEA MAP Reading & Math: (Gr 6-8): 3 times/year • State mandated assessments 	\$	

Action #	Title	Description	Total Funds	Contributing
		<p>Performance Matter data management system will be utilized to develop individual level, student group, grade level specific, and schoolwide reports to measure and monitor student performance on assessments. The Data and Intervention Coordinator 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>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</p>	<p>Our students have experienced significant learning loss during remote learning, and despite the return to in-person instruction, absences continued due in part to the strict COVID-19 Health & Safety policies in adherence to state and local county health department guidelines for schools.</p> <p>Our educational partners expressed the need for increased academic intervention in reading and math during the instructional day and expanding to after school.</p> <p>The Math Interventionist will provide Tier 2 support for incoming 9th grade students. The Instructional Aides will provide struggling learners with high dosage evidence-based tutoring in reading and/or math (under the guidance of the Intervention teachers).</p> <p>WAHS will also provide the following academic intervention program and services:</p> <ul style="list-style-type: none"> • After-school credit recovery program: SUMMIT Platform • Edificiency: web-based scheduling software that automates daily rosters by priority for students flex time and tutorial periods (Grade 12) • Winter & Spring Intercession tutoring & credit recovery 	\$	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Summer Extension: in partnership with ARC to provide onsite instruction for Math, Science, English and History Courses. - ARC Tutors/mentors (summer); Summit • Summer Bridge Program: to assess all incoming 9th grade students, prepare them for high school and engage in community building activities to support a positive school climate. (1-week); discuss graduation requirements and the Summit Learning Platform. 		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>An area of concern with the return to in-person instruction were significant behavioral issues due in part to the lack of socialization during remote learning. Through our MTSS framework, we identified SEL supports and strategies that will be implemented and/or expanded as a result of the analysis of data since the return of in-person instruction and feedback provided by our educational partners.</p> <p>The Assistant Principal will provide Tier 3 Intervention to address chronic absenteeism, student attendance rates in alignment with the school's MTSS Framework.</p> <p>The Dean of Culture will build and maintain community among students and work closely with teachers to deliver the College & Career Lessons and implement restorative practices and celebratory events schoolwide.</p> <p>The Psychiatric Social Worker 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 Yoga teacher. The use of mindfulness-based interventions</p>	\$	

Action #	Title	Description	Total Funds	Contributing
		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.		
5	PROMOTING A COLLEGE-GOING CULTURE	<p>Another area of concern on the Dashboard, is the College/Career Indicator (CCI). The College Counselors 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> <ul style="list-style-type: none"> ● Concurrent Enrollment w/LA Trade Tech: ASL & Kinesiology ● CTE Media Arts w/Capstone Pathway (meets CCI) ● PSAT, SAT, and AP testing ● College/Career Field trips ● Naviance – a comprehensive toolset to assess students' interests, strengths, and needs in order to individualize support so they can reach their goals. ● Host College & Career Fair (onsite) <p>Most of our students will be 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"> ● Grade 9: residential program at USC 	\$	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ● Grade 10: 3-day College tour: UC/CSU/Private Colleges ● Grades 11-12: 3-day College tour based on interest (student choice) 		
6	SERVICES TO SUPPORT SWD	<p>Wallis Annenberg High School's SPED team will provide instructional and social emotional support as outlined by the students IEP.</p> <p>LAUSD serves as the school's SELPA provider (Option 3). Members of the SPED team will participate in Option 3 committees, attend COP meetings, and engage in the various professional development offered through the SELPA. The school stays in communication with the SELPA Tier 1 Lead and works alongside the other various departments within the SELPA to ensure compliance and that the appropriate resources, support, and services are provided to our SWDs.</p> <p>The SpEd team utilizes the SELPA SEP Checklist to ensure completeness of the SEP required items. This includes analyzing data, identifying appropriate root causes for which strategies/activities are identified, implementing the SEP, and monitoring success. The Special Education Plan is developed collaboratively with the SELPA representative, classrooms teacher(s), resource teacher(s), parent(s), student(s) and other involved parties, such as a speech language pathologist, school psychologist, and SpEd Administrator. Planning is inclusive of all educational settings that relate to the student's program. Special Education Plans are reviewed frequently and evaluated yearly to assess their efficacy.</p> <p>The Director of Access, Equity and Compliance will serve as the SPED Administrator (split between all 3 Accelerated</p>	\$	

Action #	Title	Description	Total Funds	Contributing
		<p>Schools) and will ensure IEP timelines and related services will be addressed and communicated with parents. The SPED Administrator will also ensure adherence to caseload requirements and that credentialed teachers are in place for SWDs.</p> <p>The SPED Team comprised of the Director of Access, Equity and Compliance (SPED Administrator), TOSA, RSPs, SPED Learning Specialist, Instructional Aides, Student Services Coordinator, Speech & Language Pathologist, Psychologist, and Social-emotional Specialist 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 provide professional development to parents and general education teachers in the areas of Inclusion of SWDs in the classroom, how to effectively modify your lessons to support SWD in the classroom, IEP snapshots, supporting your child at home, MTSS and UDL.</p> <p>The SpEd teachers will work closely with general education teachers and collaborate on modifying lessons, implementing accommodations in the classroom, providing appropriate support in the classroom, co-teaching, and data analysis. Programs and services will be implemented collaboratively to ensure that SWDs have access to and benefit from the curriculum and instruction.</p> <p>The SpEd leadership team meets with the School Site Leadership team to discuss appropriate resources, interventions and services that can be provided to SWDs to help improve academic outcomes and to provide for effective academic interventions. Meetings will be scheduled to review data and to discuss how to motivate and engage SWDs so that they are successful in the</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>general education classrooms. Home visits, robocalls, academic and behavioral incentives, parent attendance and graduation requirement meetings are implemented to address absenteeism, dropout, and graduation rates, and to promote increased and improved parent and student engagement.</p> <p>To build a positive school climate to meet the needs of SWDs the school offers yoga, mindfulness, a variety of mental health services, interventions (MTSS), and restorative practices.</p> <p>The annual LCAP Survey serves as a way to gain input from SWDs and their parents regarding the school's academic and extracurricular programs, facilities, nutrition, basic services, mental health, social-emotional supports, and overall effectiveness.</p>		

Goal Analysis for 2021-22

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.

Action 1: due to a decline in enrollment there was a reduction in the number of teachers. However, substitute teachers were contracted to provide teacher coverage due to illness to ensure continuity of services for all students.

Action 3: Due to staffing shortages and a lack of qualified applicants the following positions remained vacant: ELA & History Interventionist; and EL & History Interventionist.

Action 4: Due to staffing shortages and a lack of qualified applicants the Psychiatric Social Worker position remained vacant.

Action 6: College Field trips were placed on-hold due to surges in COVID rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actions noted above have resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures since positions remained vacant.

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

The actions under Goal 1, were effective, despite positions remaining unfilled, in addressing 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.

With the CDE's suspension of the Fitnessgram for the past 2 years and a modified assessments in the current year, the Fitnessgram metric will be eliminated for the 2022-23 LCAP and has been replaced with Other Pupil Outcomes: State Seal of Biliteracy; and Other Pupil Outcomes: Golden State Seal Merit Diploma. Both metrics meet the requirements of Priority 8.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
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.

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	2020-21: 100%	2021-22: 100%			100%	
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2023-24: Implementation Academic Standards	
	ELA	5	ELA	4	ELA	5
	ELD	4	ELD	3	ELD	5
	Math	5	Math	4	Math	5
	NGSS	5	NGSS	4	NGSS	5
	History	5	History	4	History	5
	PE	5	PE	4	PE	5
	VAPA	5	VAPA	4	VAPA	5
	World Language	5	World Language	5	World Language	5
	% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 100%	2021-22: 96%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 16.07% Proficient	2021-22: results pending			20%
Reclassification Rate	2019-20: 1.3%	2020-21: 1.1%			10%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROFESSIONAL DEVELOPMENT	<p>Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff.</p> <p>To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework.</p> <p>New teachers to WAHS participate in an additional 5 days of training during the summer.</p> <p>All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</p> <p>In addition, we plan to expand instructional coaches – with a focus on instruction; and others on content (curriculum)</p> <ul style="list-style-type: none"> • Assistant Principal (Instructional Coach) • ELA Instructional Coach • Math Consultant 	\$	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Director of Curriculum, instruction, and Assessment <p>The following outlines the organization wide (Accelerated) PD areas of focus:</p> <ul style="list-style-type: none"> • Goal Setting and Monitoring Using Success Criteria • Generating Learning through Student-to-Student Dialogue • Using Assessment Data to Drive Planning & Instruction • Providing Impactful Feedback on Student Work • Accelerated C3 Coaching & Teacher Effectiveness Framework (organization wide) <p>The critical areas of focus for WAHS/Schoolwide include:</p> <ul style="list-style-type: none"> • Mindfulness Training for all teachers/leaders • Social-emotional Learning Sessions (USC): Monthly • Addressing microaggression in the classroom • State academic standards: Math • Foundational Skills in language and literacy • Evidence-based pedagogical strategies that support emergent bilingual students with language and literacy development. • Whetstone Classroom Observation – provides teachers with feedback, observation notes, action steps, rubrics in one place. <p>WAHS will support teachers and leadership team with conferences that include but are not limited to:</p> <ul style="list-style-type: none"> • UC/CSU Conferences: Counselors 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ● College & Career Readiness ● Instructional Technology ● Diversity, Equity & Inclusion (DEI) <p>To support teacher effectiveness and credential clearance, WAHS will reimburse teacher induction expenses.</p>		
2	STRENGTHENING EL PROGRAM & SERVICES	<p>WAHS will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language and reduce the number to of long-term English Learner. The ELD Coach/Interventionist will provide designated ELD for English Learners. The ELD Coach 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 with English language proficiency, reclassification rates, and address academic achievement gaps of EL versus EOs, an Academic Tutor (1 per grade level) will provide small group instruction and high dosage evidence-based tutoring for English Learners</p> <p>EL/LtELs will participate in designated ELD differentiated workshops 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</p>	\$	

Action #	Title	Description	Total Funds	Contributing
		Dictionary and videos (created by staff using Zoom & Loom) for College & Career readiness course.		
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Science Lab supplies • Novels • Summit Learning Platform (LMS) – grant funded • Vista higher Learning Spanish curriculum (no cost) • VAPA Supplies 	\$	
4	CLOSING THE DIGITAL DIVIDE	Wallis Annenberg High School IT Team will ensure all students are equipped with a technology device to access instructional & supplemental materials, testing; and will continue to utilize Zoom for virtual meetings.	\$	

Goal Analysis for 2021-22

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.

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

All actions under Goal 2, were effective 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.

No changes were made to the planned goal, metrics, desired outcomes or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
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.

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
Facilities in “good” repair as measured by FIT	2020-21: Good	2021-22: Good			Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 69% Sense of safety 69% School connectedness	2021-22: % Sense of safety % School connectedness			>75%
Parent Survey: Sense of safety & school connectedness	2020-21: Not reported: Sense of safety 75% School connectedness	2021-22: % Sense of safety % School connectedness			>75%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: Not reported: Sense of safety 89% School connectedness	2021-22: % Sense of safety % School connectedness			>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4			Rating of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 3 4. 4			Rating of 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>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"> • CIF Sports: Boys/Girls Volleyball; Boys/Girls Soccer, Boys/Girls Basketball, Softball, Baseball, Football, and Cheer. • Athletics Director to coordinate sports program • Student Leadership: 	\$	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Field Trips – extended learning opportunities • Host Clubs/organizations • PBIS: Kickboard, student incentives <p>WAHS will provide field trips and extended learning opportunities allow for students to learn standards through real world experiences.</p> <p>The School Safety Plan will be reviewed and revised by the Principal, Security Team, Nurse, and Dean of Culture and shared with the ELAC and PAC for input</p> <p>WAHS will administer Panorama SEL surveys 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>		
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$	
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Wallis Annenberg High School will provide 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</p>	\$	

Action #	Title	Description	Total Funds	Contributing
		<p>school's website will be designed to be parent friendly and staff will utilize the Remind App. A weekly newsletter will also be issued to families and translated to Spanish.</p> <p>The school's Leadership Team will communicate with families, facilitate parent workshops and outreach to increase parent engagement and provide interpreter services (Spanish/English).</p> <p>To further reduce chronic absenteeism rates and improve student attendance, high school graduation rates and student engagement the Pupil Services & Attendance Counselor (new position) will meet with students at-risk for chronic absenteeism, set up family meetings, conduct home visits, and identify root causes and provide resources as needed.</p> <p>The Leadership Team will host the following parent workshops that support student outcomes:</p> <ul style="list-style-type: none"> • Parent Education Workshops: led by USC – How to support your teen through high school and beyond (3 sessions) • Training on accessing PowerSchool Parent Portal • Coffee with the Leadership Team • Family Workshops: Applying for financial aid (FAFSA), College application process, behavior management, social-emotional: suicide awareness, cyber-issues. • Accessing Summit & Vista Learning Platforms 		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	<p>Wallis Annenberg High School 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.</p> <p>Annually, our school completes the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate</p>	\$	

Action #	Title	Description	Total Funds	Contributing
		repairs are made. FIT report findings are reported annually on the SARC and LCAP.		

Goal Analysis for 2021-22

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.

Action 1: field trips did not take place due to surges in COVID.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since field trips did not take place in Action 1 there is a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions were effective in maintaining a positive school climate and communicating with families on an ongoing basis.

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.

The metrics pertaining to parent, staff and student survey was modified to adhere to the CDE's requirement of measuring sense of safety and school connectedness; and the metrics for Priority 3 Parent input in decision-making; and Parent participation in programs (were revised based on the recommendation from the CDE and WestEd to use the CDE developed Local Indicator report (priority 3) to ensure transparency & reporting of this tool on the LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,142,013	\$250,650

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.25%	0%	\$0	39.25%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.